
GCSE CITIZENSHIP STUDIES

41053 / Unit 3

Mark scheme

4105

June 2014

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

Section A

NB Where reference to 'the UK' is made in the question, students may focus particularly on their own home region, eg England or Wales.

1	(a)	What is meant by the term 'active citizenship'?	<i>(1 mark)</i>
----------	------------	---	-----------------

A statement which indicates participation in a community group or activity which benefits the local community, and/or participating in the electoral process by voting/being a member of a political party/having your say.

1	(b)	Identify two other forms of active citizenship which are not mentioned in the source.	<i>(2 marks)</i>
----------	------------	--	------------------

Any two of the following:

- voting in elections
- campaigning on local or national issues
- joining a political party
- joining a pressure group or charity
- volunteering to help run a voluntary group
- assisting a charity in providing a service
- contacting a local councillor or local MP
- publishing opinions in the media
- being a member of a Trade Union.

1	(c)	Identify two possible consequences of people not participating in their community.	<i>(2 marks)</i>
----------	------------	--	------------------

Accept any two of the following:

- There would be far fewer people volunteering to give their time to run community groups, so there would be:
 - fewer community activities
 - fewer special events
 - fewer activities to support charities
 - fewer volunteers to organise and run community groups and clubs
- the environment might be neglected and wildlife could suffer
- low turnout at elections
- low participation in political activities.

Also accept any other appropriate response.

Ref to Specification: Theme 1 Section 2 - bullet points 2 + 4.

Total: 5 marks

2	(a)	What is inflation?	<i>(1 mark)</i>
----------	------------	--------------------	-----------------

Inflation is a measure to show how the cost of goods has risen, within a given time span. Accept a response which gives this meaning.

2	(b)	Identify two services provided by a local council.	<i>(2 marks)</i>
----------	------------	---	------------------

Allow any of the following: education/schools, police, fire service, roads, street lighting, health services, social services, libraries, refuse collections, recycling centres, or any other correct response.

1 mark for each correct response.

2	(c)	Identify two other effects of a recession that have not been mentioned in the source.	<i>(2 marks)</i>
----------	------------	--	------------------

Any two appropriate responses from: less money available, loss of jobs (unemployment), businesses close down, higher reliance on social security and social services, harder to find a job, may have to move to find work, or any other appropriate response.

Ref to Specification: Theme 2 Section 1 – bullet point 2

Total: 5 marks

3	(a)	What is meant by the term 'a custodial sentence'?	<i>(1 mark)</i>
----------	------------	---	-----------------

A custodial sentence is when a person is deprived of their liberty and is sent to prison, or a similar description meaning the same.

3	(b)	Identify two purposes of sentencing.	<i>(2 marks)</i>
----------	------------	---	------------------

Any two of the following: retribution, rehabilitation, reparation, deterrence, to protect the public, or a description which means the same thing.

3	(c)	Using an example, explain what is meant by the term 'a community sentence'.	<i>(2 marks)</i>
----------	------------	---	------------------

Any appropriate community sentence: referral order, reparation order, Youth Rehabilitation Order, followed by a brief explanation of one of the above named sentences:

- a referral order – a programme of community work which tries to reform behaviour
- reparation orders – the convicted person has to make good the harm they did
- Youth Rehabilitation Order – the court makes decisions on what the convicted person must or must not do for a specified period of time.

Ref to Specification: Theme 3 Section 3 - bullet point 2

Total: 5 marks

4	(a)	Give an example of one human rights abuse.	<i>(1 mark)</i>
----------	------------	---	-----------------

Accept any of the following: genocide, war crimes – torture, wilful killing, inhuman treatment, wilfully causing suffering or serious harm, depriving a person of the right to a fair trial (from Article 147 of the Geneva Convention).

4	(b)	Name two countries where human rights abuses have occurred since 1945.	<i>(2 marks)</i>
----------	------------	---	------------------

Any two correct responses, for example: Bosnia, Rwanda, Cambodia, Uganda, Democratic Republic of Congo, Sudan, South Sudan, Libya, Kenya, Central African Republic, Iraq, Syria, North Korea.

4	(c)	Briefly outline two ways in which people who commit human rights abuses are prosecuted.	<i>(2 marks)</i>
----------	------------	--	------------------

Perpetrators of human rights abuses may be prosecuted in the country where the abuse took place, or by the International Criminal Court, or they can be taken to an International Tribunal.

Ref to Specification: Theme 4 Section 1.

Total: 5 marks

Section B

5	(a)	What is meant by the term 'community cohesion'?	<i>(2 marks)</i>
----------	------------	---	------------------

Marks

0–1	A vague response indicating limited knowledge about a cohesive community.	Level 1
2	A good definition, containing more than one point about a cohesive community, such as community cohesion is enabling people to have shared values, perceptions and mutual understanding; community cohesion creates respect between people and a sense of belonging; it can be done through the provision of equal opportunities and good facilities.	Level 2

5	(b)	Outline two reasons why some communities may become divided.	<i>(6 marks)</i>
----------	------------	---	------------------

Marks

0–3	A partial explanation of one or two causes of a divided community, or a detailed description of one cause. The cause(s) may be taken from those mentioned in the source.	Level 1
4–6	A clear and detailed explanation of how any two of the factors from the source (or any other appropriate factor) can cause tension and division within a community, or a good detailed explanation of one factor and a partial explanation of another factor.	Level 2

Factors mentioned might include: migration – the effect of large numbers of immigrants into a small area; location – urban or rural; poor housing; over-stretched schools/health services/social services; perceptions of inequality and discrimination; language differences causing communication problems, stereotyping, prejudice, racism, extremism, religion.

5	(c)	Present a case to show how successful or unsuccessful government initiatives have been in creating cohesive communities since the 1980s.	(12 marks)
----------	------------	---	-------------------

Marks

0	There is no relevant or accurate information. The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	Level 0
1–4	A limited explanation of how effective one initiative taken by the Government has been, or a brief mention of two initiatives without any real explanation. The student presents some relevant information in simple form. The text is usually legible. Spelling, punctuation and grammar allow meaning to be deduced, although errors are sometimes obstructive.	Level 1
5–8	An accurate account of how effective two initiatives taken by the Government have been, or a partial account of two measures and a brief mention of one or two others. The answer will include some opinions and examples. The student presents relevant information in a way which assists with communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure the meaning.	Level 2
9–12	A clearly presented and detailed account of how effective initiatives taken by Government have been. Opinions, examples and suggestions will be included and explained. The student presents relevant information coherently, employing structure and style to render the meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render the meaning clear.	Level 3

Answer may mention some of the following:

Most of the initiatives were introduced as a result of the riots in 2001. Most initiatives concentrated on improving the local economy/improving service/encouraging inclusion/working with sections of communities to encourage integration and satisfy identified needs.

Credit should be given for any relevant information relating to initiatives between 1980 and 2000 as well as any of the following.

The National Strategy for Neighbourhood Renewal of 2001 tried to regenerate deprived areas, providing improved housing, education and health care. It also encouraged more appreciation of diversity within communities. Answers may

mention how schools can participate and facilitate events.

Local strategic partnerships were also established. These targeted specific local authorities and generally encouraged local groups, individuals and larger organisations to work together to improve the community by identifying needs and participating in its improvement.

In 2001, the Equality Standard for local government tried to ensure that equality was central to all policies and procedures and eliminated all types of discrimination. In 2007, the participation scheme was added.

Mention could be made of the Equalities and Human Rights Commission (EHRC), (set up in 2006 by the amalgamation of the Equal Opportunities Commission, the Disability Rights Commission and the Commission for Racial Equality) and what they do. If the response gives an extremely detailed and well-argued account of one or two measures only, then marks should be awarded appropriately according to the general level descriptors.

Ref to Specification: Theme 2. Section 4 - bullet point 3

Total: 20 marks

6	(a)	What is meant by the term 'equal opportunity'?	(2 marks)
----------	------------	--	------------------

Marks

0–1	Equal opportunity means that everyone should be treated the same.	Level 1
2	Equal opportunity means that everyone should be treated in the same way so that we all have the same opportunities/chances, there is no discrimination and everyone is treated fairly. Two points should be identified.	Level 2

6	(b)	Outline two types of discrimination which are illegal under the Equalities Act 2010.	(6 marks)
----------	------------	---	------------------

Marks

0–3	A partial explanation of one or two types of discrimination or a detailed description of one category from the list below.	Level 1
4–6	A clear and detailed explanation of any two categories or a good detailed explanation of one category and a partial explanation of another.	Level 2

The types of discrimination that could be mentioned are disability/gender/age/race/religion or belief/sexual orientation/marriage or civil partnership/pregnancy and maternity/gender reassignment.

Alternatively, accept a response regarding an explanation of direct or indirect discrimination, victimisation or harassment.

6	(c)	Present a case to show how far laws, strategies and other activities have been successful or unsuccessful in improving equal opportunities.	(12 marks)
----------	------------	--	-------------------

Marks

0	There is no relevant or accurate information. The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	Level 0
1–4	A limited explanation of how effective one measure has been, or a brief mention of two measures without any real explanation. The student presents some relevant information in simple form. The text is usually legible. Spelling, punctuation and grammar allow meaning to be deduced, although errors are sometimes obstructive.	Level 1
5–8	An accurate account of how effective two measures have been, or a partial account of two measures and a brief mention of one or two others. Some opinions and examples will be included. The student presents relevant information in a way which assists with communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure the meaning.	Level 2

9–12	<p>A clearly presented and detailed account of how effective three measures have been, or a partial account of four measures. Opinions, examples and suggestions will be included and explained. The student presents relevant information coherently, employing structure and style to render the meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render the meaning clear.</p>	Level 3
-------------	--	----------------

Students may refer to the following:

- Why the Equalities Act was passed
- The laws from which the Equalities Act was derived, concerning discrimination on a number of grounds such as race, age, disability, gender, religion, ethnicity, etc
- A phased entry of the Act so that there was time to prepare fully for the new laws
- The Equalities and Human Rights Commission (EHRC): when it was established and what it does
- Strategies such as Neighbourhood Renewal and Local Strategic Partnerships.
- Inclusion policies
- Specific campaigns such as Kick it Out - racism in football
- The Olympics and Paralympics in 2012.

Ref to Specification: Theme 3. Section 2 - bullet point 1.

Total: 20 marks

7	(a)	What is meant by the term ‘globalisation’?	(2 marks)
----------	------------	--	------------------

Marks

0–1	An idea about countries being connected by trade.	Level 1
2	A response indicating the processes by which countries are more interconnected or interdependent due to greater trading links.	Level 2

7	(b)	Outline two ways in which the World Bank can help countries.	(6 marks)
----------	------------	---	------------------

Marks

0–3	A partial explanation of one or two features or a detailed description of one feature from the list below.	Level 1
4–6	A clear and detailed explanation of any two features or a good detailed explanation of one feature and a partial explanation of another.	Level 2

The following features could be discussed:

- The World Bank is divided into two organisations – the International Bank for Reconstruction and Development, which tries to alleviate poverty in poorer countries, and the International Development Association, which concentrates entirely on the very poorest countries.
- The World Bank may provide loans, credit facilities or grants to countries to support many different types of development such as health services, education, agriculture, improving the infrastructure of the country, helping the environment and creating/ supporting sustainable development.
- Projects are financed from a variety of sources such as Governments, commercial banks or private sector investments, working with the World Bank.

7	(c)	Present a case to show how different international organisations are successful or unsuccessful in contributing to the global economy.	<i>(12 marks)</i>
----------	------------	---	-------------------

Marks

0	There is no relevant or accurate information. The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	Level 0
1–4	<p>A limited explanation of how effective one organisation is or a brief mention of two organisations without any real explanation of how they affect the world economy.</p> <p>The student presents some relevant information in simple form. The text is usually legible. Spelling, punctuation and grammar allow meaning to be deduced, although errors are sometimes obstructive.</p>	Level 1
5–8	An accurate account of how effective two organisations have been, or a partial account of two organisations and a brief mention of one or two others. Some opinions and examples will be included. The student presents relevant information in a way which assists with communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure the meaning.	Level 2

9–12 A clearly presented and detailed account of how effective three organisations have been or a partial account of four or five organisations. Opinions, examples and suggestions will be included and explained. The student presents relevant information coherently, employing structure and style to render the meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render the meaning clear.

Level 3

Answers will show some knowledge and understanding of the following organisations and how they operate globally:

- the International Monetary Fund
- the World Trade Organisation
- the United Nations
- the World Bank
- the G8 and/or G20.

Credit should also be given if appropriate reference is made to the EU as an international organisation acting in a global context.

Reference may also be made to trade agreements, free trade, bilateral trade and multilateral trade agreements – how they work and/or how they are supervised and by whom. Personal opinions should be evident in Levels 2 and 3.

Ref to Specification: Theme 4. Section 4 - bullet point 1.

Total: 20 marks