



General Certificate of Secondary Education

Citizenship Studies

(Short Course & Full GCSE)

Unit 1 Written Paper: CODE/W

Specimen Mark Scheme

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Dr Michael Cresswell Director General

SECTION A

Candidates must answer **all** parts of the questions in this section.

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

- 1**
- (a) Newspapers, magazines, television, radio, the internet. *(1 mark)*
 - (b) Legal help, financial assistance, advice, mutual support. *(1 mark)*
 - (c) Advocacy, justice, present a case, questioning. *(1 mark)*
 - (d) Giving money, raising money, giving goods or giving their time or expertise within the UK or in the other country. *(1 mark)*
 - (e) Canvassing, meeting, literature, television broadcasts, advertising, posters. *(1 mark)*
 - (f) The phrase ‘freedom of speech’ relates to the concept that individual citizens have to right to speak out on any issue. *(1 mark)*
 - (g) Members of a school governing body are either elected, nominated or co-opted. *(1 mark)*
 - (h) Local government is responsible for a wide range of services, eg planning, education, housing, highways, social services, fire service. [NB The NHS is a central government service.] *(1 mark)*
 - (i) Examples: dispute between a employee and an employer, relating to an employment, dismissal or a matter regarding conditions of service, employment contracts or health and safety issues. *(1 mark)*
 - (j) **One** recent example, eg Fathers 4 Justice, Stop the War, Countryside Alliance. *(1 mark)*

Total: 10 marks

2 (a) Marks

0-1	An incomplete or partial account that outlines one or two examples taken from the source regarding the aims of Live 8.	Level 1
2-3	A full account regarding the aims of Live 8 in relation to world poverty, the problems of Africa and international debt.	Level 2 (3 marks)

(b) Marks

0-1	A partial account regarding one or two points as to why events like Live 8 influence politicians.	Level 1
2-3	A clear account of how the people and groups associated with Live 8 are able to exert influence. The role of celebrities media coverage will be mentioned as well as the ability to generate vast public support at the events and elsewhere will be commented upon. The influence of these factors upon politicians will be clearly indicated.	Level 2 (3 marks)

(c) Marks

0-1	A limited list or account of one or two examples of forms of protest. Little elaboration or explanation given.	Level 1
2-3	A partial account of some of the activities associated with protest groups. Some attempt to use citizenship terms.	Level 2
4	A full account that indicates a wide range of actions that can be undertaken by protest groups. The response may include real life examples to support the points being made. The response will clearly link the nature of the action to its likely success.	Level 3 (4 marks)

Total: 10 marks

Total marks for Section A = Maximum of 20 marks

SECTION B

Candidates must answer **one** question in this section.

3 (a) Marks

- | | | |
|------------|---|----------------|
| 0–1 | Attempts to identify one or two examples of low voter turnout, eg young people. | Level 1 |
| 2 | Two clear outlines taken from the source regarding low voter turnout, eg general elections, young people, and London local elections. Identification plus extension for full marks. | Level 2 |
- (2 marks)*

(b) Marks

- | | | |
|------------|--|----------------|
| 0–3 | An outline account identifying one or two ways in which actions by some of the groups may encourage voter turnout. | Level 1 |
| 4–6 | A clear account that outlines a range of ways in which politicians, etc could encourage more people to vote. The response may consider compulsory voting, lowering the voting age, altering party policy, making politics attractive to differing groups. This question encourages candidates to develop a wide range of ideas regarding political involvement and all valid suggestions should be given credit. For full marks the response will incorporate methods that could be used by all three groups identified in the question. | Level 2 |
- (6 marks)*

0	There is no relevant/accurate information. The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.	Level 0
1–4	<p>A partial account that make one or two points that relate to the question. The points made do not provide a clear case for or against compulsory voting.</p> <p>The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.</p>	Level 1
5–8	<p>A response that makes a case for and against compulsory voting. Several valid points are made using some citizenship terminology correctly, democracy, freedom to choose, lack of real choice. The response may also use material from the source. Some attempt to draw the points together into a conclusion.</p> <p>The candidate 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 meaning.</p>	Level 2
9–12	<p>A clear case is made for and against compulsory voting. Several developed points are made to support the position being taken. The response will indicate an understanding of how the current voting system operates, eg voluntary voting system. Comment may be made about how in recent years it has been made much easier to register and vote in an election. The comments are evaluative and support the points being made. The response relates both to the sources and additional material.</p> <p>The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.</p>	Level 3

(12 marks)

Total: 20 marks

4 (a) Marks

- | | | |
|------------|---|----------------|
| 0–1 | An account that identifies a partial example of anti-social behaviour taken from the source but fails to elaborate why it upsets people: | Level 1 |
| | <ul style="list-style-type: none"> • graffiti; • abusive and intimidating language; • excessive noise, particularly late at night; • litter; • drunken behaviour in the streets; • dealing drugs. | |
| 2 | A clear account of an example of anti-social behaviour taken from the sources. Elaboration is offered as to why this behaviour upsets others. This elaboration is required for full marks. | Level 2 |
- (2 marks)*

(b) Marks

- | | | |
|------------|--|----------------|
| 0–3 | Brief outline of at least one way local people could raise awareness of the issue of anti-social behaviour. Possible action may include approaching the police, contacting local councillors, contacting local schools. Examples of community activities/actions may be quoted. | Level 1 |
| 4–6 | Clear account of several ways local people could raise awareness of anti-social behaviour. The examples may be taken from the sources but there will be evidence of additional points being made. The role of media may be discussed. Candidates at this level should explain the potential impact of the action they suggest. All valid suggestions should be rewarded. | Level 2 |
- (6 marks)*

(c) Marks

0	There is no relevant/accurate information. The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.	Level 0
1–4	<p>A partial account of some ways in which the police and/or local authorities can combat anti-social behaviour. The response may be heavily linked to the sources. Limited or no attempt to provide a commentary regarding the impact on the community.</p> <p>The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.</p>	Level 1
5–8	<p>An account that contains several examples of how the police and/or local authorities can combat anti-social behaviour. The examples quoted may relate to the sources or examples known to the candidate. Some attempt to make evaluative from differing viewpoints as to the impact/effects of the methods outlined.</p> <p>The candidate 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 meaning.</p>	Level 2
9–12	<p>A full account of how both groups can make a difference. The examples offered clearly relate to anti-social behaviour and go beyond the material provided within the sources. The response will discuss the nature of the action taken, the powers of the police to disperse groups and how areas can be zoned. Joint action with local authorities may be mentioned, eg against noise. Mention may be made of gaining public support and working with members of the community to bring about change. The response will contain clear evaluative comments from differing viewpoints in regard to the effect upon the community of proposals being put forward. Stronger responses may mention negative effects of police action upon the community.</p> <p>The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.</p>	Level 3

*(12 marks)***Total: 20 marks**

5 (a) Marks

- | | | |
|------------|---|------------------------------------|
| 0–1 | A partial response regarding the benefits of fair trade, eg producers getting better prices, helping develop producers' communities, developing producers' skills and business knowledge. | Level 1 |
| 2 | One clear example of the benefits of fair trade taken from the sources. | Level 2
<i>(2 marks)</i> |

(b) Marks

- | | | |
|------------|---|--|
| 0–3 | Some attempt to identify a few of the methods used by pressure groups and charities to help people overseas. The examples may be generalised and not specifically related to poverty, eg financial help, sending clothes, food, helpers. | Level 1 |
| 4–6 | A clear account relating both to pressure groups and charities using named examples of their work to overcome poverty overseas. The examples quoted will relate to dealing with poverty. Examples may relate to issues such as: food relief leading to providing help for communities to feed themselves, developing farming/industry via fair trade, education programmes and medical assistance, etc. | Level 2

<i>(6 marks)</i> |

(c) Marks

0	There is no relevant/accurate information. The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.	Level 0
1–4	Limited attempt to make a case regarding introducing and selling fair trade products in school. The response may include reference to fair trade goods and the benefits of fair trade. There is little or no evaluation. The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	Level 1
5–8	An account that makes a case for the introduction of fair trade goods into school. Several examples of fair trade products will be included. Some attempt to make evaluate comments that could persuade fellow students to support the proposal. The response will indicate the benefits of the proposal. A range of differing views will be also considered, but the response may be one-sided. The candidate 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 meaning.	Level 2
9–12	A clear account that make a sustained case for the introduction of fair trade goods into a school. The case will cover a range of goods and indicate the benefits to the school and the producers of selling fair trade goods. The case will clearly contain points that appeal to a student audience. There will be strong evidence of evaluative comments that cover many aspects of the proposal from a range of viewpoints. The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.	Level 3

*(12 marks)***Total: 20 marks**

Assessment Objective Grid

Question	Assessment Objective 1	Assessment Objective 3
1 (a)	1	
1 (b)	1	
1 (c)	1	
1 (d)	1	
1 (e)	1	
1 (f)	1	
1 (g)	1	
1 (h)	1	
1 (i)	1	
1 (j)	1	
2(a)(b)(c)		10
3/4/5(a) (b) (c)		20
Total	10 (25%)	30 (75%)

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