



**General Certificate of Secondary Education
June 2011**

Citizenship Studies (Short Course) 4106

Unit 1 : 41051

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the pre-standardisation meeting attended by all senior examiners and any post-standardisation changes made in the light of candidates' responses. The process of standardisation ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation, each examiner analyses a number of candidates' scripts, the marks for which have already been agreed. If, later in the process, examiners encounter unusual answers which have not previously been seen, they are required to refer these to a senior examiner.

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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) It is believed that celebrity support will attract more supporters and give the campaign more media coverage. The response may contain an example like Joanna Lumley and the Ghurkha campaign. (1 mark)
- (b) Example of a campaign relating to a local government service, ie education, planning, roads, environmental health, social services, council tax and spending cuts. (1 mark)
- (c) One current example required regarding human rights campaigning, ie votes at 16, pension rights, right to die, AV electoral system or other valid examples. (1 mark)
- (d) A charity is an organised body that raises money or promotes a cause to assist others. The response may include named examples of charities which can be local, regional or national. Just a name is insufficient for a mark. (1 mark)
- (e) The House of Commons is elected by the people whilst the House of Lords is appointed. The House of Commons is the superior law making body. The House of Commons has the last say with regard to new laws. The government of the UK is formed after a general election to the House of Commons. One reason required. (1 mark)
- (f) Internet campaigning enable citizens with access to the web to take part in campaigning; it has an immediacy and the ability to inform large numbers of people instantly. The level of censorship is also lower than when using other formats. The web does also allow for anonymity and is useful to those living in non-democratic societies. (1 mark)
- (g) A decision by a group of citizens no longer to purchase goods or services from a firm/an organisation, as part of a campaign against that body. (1 mark)
- (h) The phrase lobbying means to attempt to influence the decisions of others. It normally relates to the public or organised bodies trying to influence politicians. (1 mark)
- (i) Examples may relate to any work environment, eg wearing special safety clothing, inspections of working sites, dealing with hazardous materials/chemicals. One mark for a valid example. Also allow responses relating to general impact. (1 mark)
- (j) That individuals carrying out the same task should be paid the same rate of pay. Traditionally linked to male/female rates of pay; can also relate to full time/temporary staff or age-related. (1 mark)

Total: 10 marks

2 (a) Marks

- | | | |
|------------|--|---------------------------------|
| 0-1 | An incomplete or partial account that identifies one major service provided by Local Authorities. If candidates identify at least two services, award 1 mark. | Level 1 |
| 2-3 | An account regarding two or three of the main local government services, eg education, planning, housing, social services, environmental health. Two services = 2 marks, three services = 3 marks. | Level 2

(3 marks) |

(b) Marks

- | | | |
|------------|---|---------------------------------|
| 0-1 | A partial account regarding one or two examples of the impact of major cuts in local government services on a local community. Points made in Source B may be used. | Level 1 |
| 2-3 | A fuller account that puts forward a clear understanding of how major cuts could impact upon specific local government services for local communities; eg school closures, staff redundancy, cuts in services to the elderly or those with specific needs, cutbacks in road maintenance, poorer waste collection services, the impact of the local economy. | Level 2

(3 marks) |

(c) Marks

- | | | |
|------------|--|---------------------------------|
| 0-1 | A limited list or account of one or two examples of the services provided by local government. No attempt to make a structured case. | Level 1 |
| 2-3 | A partial case for keeping local government. The account may mention some services and relate the response to their local area. Some attempt to use citizenship terms and give some reasons for retaining local government. | Level 2 |
| 4 | A full account that indicates a wide range of ideas as to why local government should be kept. Issues like the provision of local services, concept of local democracy and the nature of government in the UK may be mentioned. The response may include real life examples to support the points being made. Points may also be made indicating the drawbacks of private provision and how such a system could impact on the provision of local services. | 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 way or two partial ways in which citizens in the UK cast their votes. | Level 1 |
| 2 | Two clear outlines of how a citizen can cast his/her vote, eg visiting a polling station, postal vote, proxy voting. Note there are no marks for telephone, text or internet voting. | Level 2
(2 marks) |

(b) Marks

- | | | |
|------------|---|-----------------------------|
| 0–3 | An outline account identifying one or two reasons why some call for a change in the way in which we elect MPs. Very limited attempt to explain the reasons for the choice. | Level 1 |
| 4–6 | A clear account that outlines three reasons why people want to change the voting system, eg achieve a government elected by a majority of voters, ensure that all voices are heard in parliament, ensure there is a relationship between votes and seats won, encourage more parties to stand for election, encourage independent MPs. It may also encourage a higher turnout/engagement by stopping 'wasted' votes in safe seats. The account may also mention means by which more people feel able/have access to vote. The response will make good use of citizenship concepts and terminology, and may make reference to the sources. | 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	A partial account that makes one or two points that relate to the question. The points made do not provide a clear case regarding making voting compulsory. The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be deducted, although errors are sometimes obstructive.	Level 1
5–8	A response that makes a basic case for and against making voting compulsory. The response may also use material from the sources. The response may be imbalanced. Some attempt to draw the points together into a conclusion. 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 case is made for and against making voting compulsory in the UK. Several developed points are made to support the positions being taken. The response will indicate an understanding of the nature of current elections in the UK. The case for may relate to encouraging democracy, encouraging everyone to take part. The case against may include issues like freedom of choice and human rights, citizens not taking voting seriously. The comments are evaluative and support the points being made. The response relates both to the sources and additional material. 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

4 (a) Marks		
0–1	An account that identifies a partial example of how civil court cases differ from criminal court cases.	Level 1
2	<p>A clear account of one way in which civil cases differ from criminal cases. Examples include:</p> <ul style="list-style-type: none"> • In a civil case, two individuals are in dispute, whereas in a criminal case, it is the state versus an individual. • Civil courts award damages, whereas a criminal court sentences someone found guilty to a form of punishment. 	Level 2
		<i>(2 marks)</i>
(b) Marks		
0–3	Brief outline of at least one or two ways in which it was intended that an ASBO would operate. Some attempt to identify both advantages and disadvantages. The response may be heavily reliant upon the source. Several examples of anti-social behaviour may be quoted.	Level 1
4–6	Clear account of both advantages and disadvantages associated with Anti Social Behaviour Orders. Clear understanding of their intended use, via several examples. The response may relate to the source. The response will be balanced and may make reference to the accused, the community and local bodies, eg councils. Candidates at this level should clearly explain the reasoning behind the points they are making. All valid suggestions should be rewarded.	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	<p>A partial account of some benefits of retaining the jury system or a judge making the decision. The response may be heavily linked to the sources. Limited or no attempt to provide illustrative examples and the structure of the response does not follow a clear direction.</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 deduced, although errors are sometimes obstructive.</p>	Level 1
5–8	<p>An account that contains several reasons for retaining the jury system or for judges making the decision. The examples quoted may relate to the sources or examples known to the candidate, including from their own community or from their course of study. Issues like the citizen's involvement in the legal process, the long history of jury trials, common sense of juries sometimes against pure legal argument, stepping-stone for getting rid of magistrates, basic civic duty, may be mentioned. Points against may mention lack of jury knowledge, time taken for trials, lack of legal expertise, imbalanced jury composition, threats of jury tampering. Some attempt to make evaluative judgements from differing viewpoints.</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 containing a range of reasons why the jury system should be retained or its powers given over to a judge. The points made will follow a clear and logical argument. A clear case will be made. Stronger responses may mention the impact of not having jury trials in regard to the historic rights of citizens. Points against may include reference to the recent case of the first ever non-jury criminal case. Some may refer to non-jury trials in Northern Ireland (Diplock Courts). Examples may be taken from the sources, but there will be evidence of additional points being made. All valid suggestions should be rewarded. The response will contain clear evaluative comments and may take account of differing viewpoints in regard to ending trial by jury.</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 nature of the reasons for international conflict. **Level 1**

2 Clear account of one of the reasons international conflicts occur. The account may use a named example: conflict regarding resources; territorial ownership; aggression by another country; racial, ethnic or cultural clashes; civil war; persecution of minorities. **Level 2**
(2 marks)

(b) Marks

0–3 Some attempt to identify a few reasons why some people oppose the military action. Some attempt to link the points into a structured response. **Level 1**

4–6 A clear account regarding the viewpoints of those who oppose military action, eg those who oppose war in principle, those who think the war cannot be won, those who oppose intervention believing it will only make matters worse or that the plight of the innocent within the countries will not be improved by intervention. Stronger responses may mention other examples of where international conflict has led people to disagree with the action. **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	Limited attempt to make a case for how a conflict may be resolved. The account may be very partial with an emphasis on either the resolution of the conflict or the role of international bodies. There is little or no evaluation and the response does not follow a clear pathway. 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 responds to both aspects of the question. Some attempt to make evaluative comments that are logical in regard to the issue. The role of international named bodies, eg the UN, should be mentioned in regard to a named conflict. A number of comments will be made regarding the role of these bodies with regard to a named dispute. 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 and logical account that explains the role of international bodies that have been involved in a named conflict. The response at the top end of the mark will consider the impact of their role within the conflict. The roles of NATO and the UN and its agencies and possibly the EU, may be discussed. The roles undertaken can be military, peacekeeping or supporting humanitarian assistance. The bodies mentioned need not only be government; the responses can refer to international groups or charities. 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%)

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion