



**General Certificate of Secondary Education
June 2012**

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 students' responses. The process of standardisation ensures that the mark scheme covers the students' 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 students' 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.

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.

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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 'equal opportunities'? (1 mark)

'Equal opportunities' relates to ensuring that people from a range of differing backgrounds, such as sex/gender, disability, have the same chance of achieving the same goal. The response may well be based upon an example.

1 (b) Identify **one** benefit of organising a march as a means of protest. (1 mark)

Involves a number of people, has public prominence, can attract media attention, can recruit others to the cause. One benefit required.

1 (c) What is meant by the term 'direct action'? (1 mark)

Actions undertaken by individuals or groups to bring about a change. Examples can be classified as non-violent, eg marches, strikes, or violent (those that lead to criminal acts), eg vandalism, damage to persons or property. If 2 or more correct examples are quoted but not developed, implying understanding – award 1 mark.

1 (d) Which of the following is the most powerful? (1 mark)

Unitary Authority.

1 (e) What is meant by the term 'political party'? (1 mark)

An organised group of citizens who share the same values, ideology and political views, and who wish to put forward candidates in an election to win office and gain power. The response may include named examples.

1 (f) Give **one** reason why workers join a Trade Union. (1 mark)

For example, legal advice, protection, wage negotiations, encouraged by the employer, requirement of the post.

1 (g) Identify one advantage of using the internet as a part of a campaign. (1 mark)
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It has immediacy and the ability to inform large numbers of people instantly. Material can be updated, the level of censorship is also lower than when using other formats. It enables the media to follow events quickly. Use of blogs and Twitter can inform large numbers of supporters quickly.

1 (h) What do you understand by the phrase 'freedom of association'? (1 mark)
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The ability, protected by law, to gather with others to protest; to work together with others to promote a cause; and to join with others to form an organised group.

1 (i) What is a pressure group? (1 mark)

A pressure group is a group of citizens who support a specific cause and wish to promote its aims. They are not a political party nor do they contest elections but they do use a wide variety of methods to influence those in power. The term may be explained through the use of named examples.

1 (j) Identify one type of illegal discrimination. (1 mark)

Types of discrimination identified may include sexual orientation, gender, race and ethnicity, age, religion, disability.

Total: 10 marks

Marks	Level
<p>2 (a) Identify three forms of peaceful protest that the students might have used to get their message across, other than those mentioned in Source A. <i>(3 marks)</i></p>	
<p>0-3 Responses may include writing letters, boycott, strike, staging media events. The response should not include the examples in the sources. Award one mark per correct response.</p>	
<p>2 (b) Identify three reasons why the Government wanted to abolish EMA. <i>(3 marks)</i></p>	
<p>0-3 Reasons given might include saving money, targeting the benefit, local decisions being made, wasteful use of public funds, little impact on retention rates. Valid points can be made that are not source-related. Award 1 mark per correct response.</p>	
<p>2 (c) How important is media coverage to pressure group campaigning? Give reasons for your answer. <i>(4 marks)</i></p>	
<p>0-2 A partial account relating to a limited number of campaigns and forms of the media. Limited attempt to draw any conclusions. Some attempt to use citizenship terminology.</p>	Level 1
<p>3-4 An account that indicates a range of ideas as to why the media are important to pressure group campaigns. Students should arrive at a conclusion based upon their evidence. Responses may give differing points of view such as Fathers for Justice were initially aided then not supported by the media; Band Aid were very reliant upon the media. A range of types of media may be mentioned. Issues such as audience size may be mentioned. The response may include actual local, national or international examples to support the points being made. Some may argue that some campaigns do not need media coverage/support.</p>	Level 2

Section B

Marks		Level
3 (a)	Identify two reasons why people migrate from one country to another. (2 marks)	
0–2	One mark per correct response, which might include work, resettling with existing family, escaping persecution, asylum, poverty, education.	
3 (b)	Briefly outline the advantages and disadvantages to schools of having pupils from a range of different ethnic backgrounds. (6 marks)	
0–3	A brief account identifying in outline one or two issues relating to a range of ethnic backgrounds within a school. The response may be imbalanced and not supported with clear evidence.	Level 1
4–6	A clear account that outlines several advantages and disadvantages. Points made may include cultural diversity, the concept of a global village, learning from the experiences of others: opposing points may relate to the pressure on resources, difficulty in integrating, diversity of approaches needed to deliver teaching and learning.	Level 2
3 (c)	What can the Government and local communities do to encourage community cohesion? (12 marks)	
0	There is no relevant/accurate information. The student'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 understanding of the nature of community cohesion, the way in which government at all levels wishes to develop mutual understanding and respect between the various groups that make up a modern multi-ethnic society. The student 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	A response that identifies a limited number of actions that could be undertaken by either local communities or central Government in regard to community cohesion. The response may also use material from the source. The response may be imbalanced. Some attempt to draw the points together into a conclusion. The student presents relevant information in a way which helps with communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	Level 2

9–12	<p>A clear set of proposals is put forward in regard to community cohesion. Several developed points are made to support the positions being taken. The response will indicate an understanding of the nature of contemporary Britain and indicate some background understanding of the context of community cohesion policies. Examples may be quoted of real activities, eg the Notting Hill Carnival, or generic examples such as music festivals, community voluntary groups, race relations councils or national initiatives like funding for projects or establishing the Equality and Human Rights Commission. The examples mentioned may be either national or local in context. The comments are evaluative and support the points being made. The response relates both to the sources and additional material and a clear conclusion is drawn based upon the evidence presented. The response may relate to existing local and national policies but may also mention sensible ideas for future implementation.</p> <p>The student 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
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Total: 20 marks

Marks		Level
4 (a)	Identify one point in favour of and one point against giving prisoners the vote. (2 marks)	
0–2	An account that identifies one point in favour and one point against giving prisoners the vote. These may be taken from the source. Points <i>for</i> may include basic human rights, reforming the criminal, rehabilitation. Points <i>against</i> may include forfeiting rights in prison, offensive to victims of crime.	
4 (b)	Outline three key rights that exist in the UK legal system to protect the citizen against unlawful imprisonment. (6 marks)	
0–3	Brief outline of at least one or two ways in which key human rights are protected by the legal system. The rights should relate to a person's right prior to formal imprisonment after sentencing.	Level 1
4–6	Clear account of three basic human rights, which may be supported by case studies. The rights mentioned may include the right of knowing the charges, contacting legal adviser, free legal aid for the poor, fair trial, jury if required, right of appeal against sentence and/or conviction. Students at this level should clearly explain the reasoning behind the points they are making. All valid suggestions should be rewarded.	Level 2
4 (c)	If you were a Member of Parliament making a speech in the debate about prisoners being given the vote, what points would you wish to make? (12 marks)	
0	There is no relevant/accurate information. The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	Level 0
1–4	A limited account either for or against the proposition. Some structure to the response. The points made are not always developed into a coherent argument. 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. The student 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 contains several reasons for or against the proposition. The evidence quoted may relate to the sources or examples known to the student, including from their own community or from their course of study. There is some attempt to make evaluative judgements based upon the evidence being presented. 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 meaning.	Level 2

- 9–12** A full account containing a range of reasons to support either proposition. The points made will follow a clear and logical argument. A clear case will be made. Examples may be taken from the sources but there will be evidence of additional points being made. Points may include FOR – basic human rights, prisoners may only be in prison for a short time, if we want them to be good citizens, it is better that they are a part of society. Points AGAINST – criminal activity places you outside society so you should lose rights, part of the punishment, make you think before committing a crime. All valid suggestions should be rewarded. The response will contain clear evaluative comments and may take account of differing viewpoints in regard to this issue.
- The student 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**

Total: 20 marks

5 (a)	Identify two immediate problems that charities and others face in helping the victims of a natural disaster. (2 marks)
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- 0–2** Immediate problems: reaching the disaster area, getting supplies such as drinking water, food, and shelter to the area and rescuing victims. One mark per correct response.

5 (b)	How do charities and voluntary groups raise funds to support their work? (6 marks)
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- 0–3** Some attempt to identify a few ways in which charities raise funds. Some attempt to link the points into a structured response. **Level 1**
- 4–6** A clear account regarding the means whereby charities raise their funds. They may have regular income via membership appeals and endowments. Specific campaigns often generate money-raising events. The response may include a number of references to actual examples. **Level 2**

5 (c)	'It would be better if all international aid and relief related to disasters were the responsibility of governments, rather than voluntary agencies.' Make a case against this point of view. (12 marks)
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- 0** There is no relevant/accurate information. The student's presentation, spelling, punctuation and grammar seriously obstruct understanding. **Level 0**
- 1–4** Limited attempt to make a case for the voluntary sector or against aid and relief being the responsibility of governments. The account may be very limited in the range of evidence presented. There is little or no evaluative comment and the response does not follow a clear pathway. **Level 1**

The student 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.

- 5–8** An account that makes a case for the voluntary sector or against aid and relief being the responsibility of governments. Some attempt to make evaluative comments that are logical in regard to the issue. A number of case studies may be included in the response. A few points will be made regarding the role of government in disaster management.

**Level
2**

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 meaning.

- 9–12** A clear and logical account that makes a case for the importance of the role of the voluntary sector or against aid and relief being the responsibility of governments. A number of case studies may be mentioned to support the points being made. The role of government and its agencies will be examined as well as other inter-governmental bodies. The response may mention that governments work closely with the voluntary sector and, in the UK, help co-ordinate disaster management work. Students may include the non-political role of charities, level of public support, specialist knowledge and services, ability to work/co-ordinate with other groups.

**Level
3**

The student presents relevant information coherently, with clear structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.

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%)