



**General Certificate of Secondary Education  
June 2011**

**Citizenship Studies (Full Course) 4107**

**Unit 3: 41053**

***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 standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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## SECTION A

- 1 (a) Employees withdrawing their labour by refusing to work. (1 mark)
- (b) An overtime ban, a work to rule, a picket, withdrawal of co-operation. (A wild-cat strike is unplanned and unofficial, and therefore attracts no credit.) Eg responses may include references to negotiation, protests, boycotts. (2 marks)
- (c) 2 marks for one identified effect with development or 1 mark for each correct effect identified, eg the company would lose production for the length of the strike, customers may find other suppliers and custom may be permanently lost. Loss of profits, prestige, reputation. Knock-on effects on other businesses. (2 marks)

**Total: 5 marks**

- 2 (a) Devolution is transferring some of the power from the central government in Westminster to the Scottish Parliament/the National Assembly for Wales/the Northern Ireland Assembly. (1 mark)
- (b) 1 mark for name of a proportional representation system + 1 mark for any valid reason. AV or First Past the Post is not a form of PR. (2 marks)
- (c) Any fully explained advantage of devolution, eg a fairer system of electing representatives to the devolved powers; brings government closer to the people; people feel more involved with government and decision making. 1 mark for identification of an issue relating to devolution. (2 marks)

**Total: 5 marks**

- 3 (a) Discrimination is defined as treating someone unfairly in some way because of their race, gender, age, disability, sexuality or religion. (1 mark)
- (b) Any relevant Act of Parliament. Brief and accurate statement of what the Act did. Eg Equal Pay Act, Human Rights Act, Disability Discrimination Act etc. No Act, no marks. (2 marks)
- (c) A good explanation incorporating at least two of the following facts:
- advice and guidance on what to do
  - legal representation in a court case
  - representation of victim to employers/public body
  - contact with support organisations
  - any other valid help that could be given.
- (2 marks)

**Total: 5 marks**

- 4 (a)** 1 mark for any correct point from the following:
- monitors global economy
  - lends money to members in difficulties
  - provides advice and guidance to members
  - produces projections about world and national economies
  - supervises the international monetary system
  - promotes trade between nations.
- (1 mark)*
- (b)** A good explanation of any relevant harmful effect of global recession – may be from the source or their own knowledge:
- a global decline in the demand for goods and services
  - banks were bailed out by governments
  - reduced the amounts of money available for loans and mortgages
  - people spent a lot less which led to a reduction in trade
  - many companies closed
  - millions of people around the world lost their jobs.
- (2 marks)*
- 1 mark for identifying an effect.
- (c)** 1 mark for each correct point such as:
- these are the countries with the largest economies and their decisions affect the rest of the world
  - frequently other countries are included to make the G20 – the 20 richest countries in the world
  - they can agree to provide aid for developing countries
  - they can make policies to cancel the debts of LEDCs
  - international discussion and decision-making forum
  - enables countries to work together.
- (2 marks)*

**Total: 5 marks**

## SECTION B

	<b>Marks</b>		<b>Level</b>
<b>5 (a)</b>	<b>0-1</b>	A vague knowledge about the points-based system, or mention of one related fact, eg points built up according to the skills people have.	<b>1</b>
	<b>2</b>	Mention of two different points or a very clear explanation of one of them, such as: <ul style="list-style-type: none"> <li>• There are five tiers depending on the skill of the individual and how they can contribute to the economy.</li> <li>• Points are awarded according to age, qualifications and salary levels.</li> <li>• If the individual has a job offer or is being transferred to Britain by their company.</li> <li>• If there is a skills shortage in Britain more points are awarded to immigrants with those skills as they will quickly find work and contribute to the economy.</li> <li>• There are some restrictions on the dependants of migrants.</li> </ul>	<b>2</b>
			<i>(2 marks)</i>
<b>(b)</b>	<b>0-3</b>	A partial explanation of one/two benefits of immigration for a community or a detailed description of one effect.	<b>1</b>
	<b>4-6</b>	A clear explanation of two different benefits of immigration on a community, in relation to numbers of immigrants, for example: <ul style="list-style-type: none"> <li>• willingness to mix with host population – blending of cultures explained</li> <li>• employment – immigrants having a job to come to; fill gaps in job market; take seasonal and low paid work</li> <li>• contribute to local economy by paying taxes and VAT on purchases</li> <li>• supporting local traders</li> <li>• richness of experience</li> <li>• or any other explained benefit.</li> </ul>	<b>2</b>
			<i>(6 marks)</i>
<b>(c)</b>	<b>0</b>	There is no relevant or accurate information. The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.	<b>0</b>
	<b>1-4</b>	A limited explanation or partial account, or a list of one or two points. An example may be included of how immigration has changed and why it should/should not continue. The candidate presents some relevant information in simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be deduced, although errors are sometimes obstructive.	<b>1</b>

- |             |  |          |
|-------------|--|----------|
| <b>5-8</b>  | <p>Some points regarding controlled immigration. There may be mention of the points-based system. Some of the following terms and concepts may be included: discrimination, prejudice, racism, stereotypes, terrorism, multi-racial, multi-cultural, multi-ethnic, pluralistic, religion, participation, contribution, Border Agency, Equalities Standard.</p> <p>There may be some attempt to explain why there may be disagreement. 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>  | <b>2</b> |
| <b>9-12</b> | <p>A clearly presented and justified case for continued controlled immigration, detailing the benefits to Britain, will be evident. There may be mention of the points-based system. A clear explanation of why there may be disagreement with continued controlled immigration will be given. The response will contain a number of relevant examples throughout. Some of the terms above will be used, demonstrating a clear understanding of some citizenship concepts. The candidate 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 meaning clear.</p> | <b>3</b> |

*(12 marks)*

**Total: 20 marks**

	<b>Marks</b>		<b>Level</b>
<b>6 (a)</b>	<b>0-1</b>	Some idea of work or composition of a Youth Offending Team, mentioning one of the points below.	<b>1</b>
	<b>2</b>	A reasonable explanation including two of these points: <ul style="list-style-type: none"> <li>• made up of a team from a wide range of services - police, probation service, social services, health, education, drug and alcohol misuse officers, housing officers</li> <li>• YOT can identify the needs of young offenders through an assessment</li> <li>• YOT can identify the problems causing young people to offend</li> <li>• YOT can identify programmes to prevent further offending,</li> <li>• may mention rehabilitation.</li> </ul>	<b>2</b>
		(2 marks)	
<b>(b)</b>	<b>0-3</b>	One or two points about the Youth Court and/or juvenile crime, or two points in favour of them, or one clear justified statement in support of Youth Courts.	<b>1</b>
	<b>4-6</b>	A full response which includes points about the nature and work of Youth Courts and a clear case in support of them. Responses may include some of the following: <ul style="list-style-type: none"> <li>• they only deal with people under the age of 18</li> <li>• less formal than a Crown Court</li> <li>• they are a section of the Magistrates Court.</li> <li>• they are presided over by specially trained magistrates</li> <li>• parents are encouraged to attend</li> <li>• members of the public are not allowed in</li> <li>• reparation and types of sentences</li> <li>• rehabilitation.</li> </ul>	<b>2</b>
		(6 marks)	
<b>(c)</b>	<b>0</b>	There is no relevant or accurate information. The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.	<b>0</b>
	<b>1-4</b>	Mention of one or two different types of sentences. Limited argument in favour of community sentences. The candidate presents some relevant information in simple form. Unlikely to be much discussion of any disagreement. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be deduced, although errors are sometimes obstructive.	<b>1</b>

- |             |   |          |
|-------------|---|----------|
| <b>5-8</b>  | <p>Some understanding of different types of sentences and their purpose. A number of points put forward in support of community sentences and why custodial sentences do not work as well.</p> <p>Some brief points of disagreement.</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. Some statistics may be used.</p>  | <b>2</b> |
| <b>9-12</b> | <p>The candidate has demonstrated a good knowledge of the range of community sentences and their purpose in presenting a convincing case in their favour, showing why custodial sentences are inappropriate for non-serious youth crime.</p> <p>A number of points of disagreement.</p> <p>Some statistics may be quoted to support the argument.</p> <p>The candidate presents relevant information coherently, employing structure and style to render the meaning clear. The text produce is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.</p> | <b>3</b> |

Types of sentence that may be referred to are:

- Acceptance Behaviour Contract (ABC)
- ASBO may include curfew or banning from an area
- Individual Support Order (ISO)
- since December 2009 a Youth Rehabilitation Order (YRO) has replaced all of the following which should still be credited if mentioned:
  - Action Plan Order
  - Curfew Order
  - Supervision Order
  - Community Punishment Order
  - Community Punishment and Rehabilitation Order
  - Attendance Centre Order
  - Drug Treatment and Testing Order
  - Exclusion Order
  - Community Rehabilitation Order.

There are a number of specific requirements which may be attached to a YRO.

*(12 marks)*

**Total: 20 marks**



	<b>Marks</b>		<b>Level</b>
<b>7 (a)</b>	<b>0-1</b>	Vague description of a global campaign.	<b>1</b>
	<b>2</b>	Some understanding along the lines of: A global campaign is one that seeks to make a change on a world wide issue. It involves individuals, pressure groups, NGOs and governments in taking action in many countries to make a difference. 1 mark for identified/named company 2 marks for named campaign with explanation of global campaigns.	<b>2</b>
		(2 marks)	
<b>(b)</b>	<b>0-3</b>	A partial account including one or two points about how an individual could participate in a global issue, based mostly on the source.	<b>1</b>
	<b>4-6</b>	A full account of how individuals could be involved in a global issue and what effect they might have. A mixture of points from the source <b>and</b> candidates' own knowledge will be included.	<b>2</b>
		(6 marks)	
<b>(c)</b>	<b>0</b>	There is no relevant or accurate information. The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.	<b>0</b>
	<b>1-4</b>	A limited response demonstrating a basic understanding of a named global campaign and what it is trying to achieve. Some mention of groups, individuals, governments or NGOs that are involved. There are likely to be one or two points against the statement. The candidate presents some relevant information in simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be deduced, although errors are sometimes obstructive.	<b>1</b>
	<b>5-8</b>	A partial account of a named global campaign demonstrating an understanding of the aims, the range of different people and variety of groups involved, and which countries are participating in the campaign. There will be a discussion of the statement including points against it. A conclusion or personal opinion may be stated. 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. Some statistics may be used.	<b>2</b>

- 9-12** A full account that names a global campaign and demonstrates a thorough knowledge and understanding of what the campaign is trying to achieve. A full range of those involved will be described and there will be some evaluation of the contribution of the different groups. There will be a discussion of the statement with a range of points against it. An overall conclusion or personal opinion will be stated. 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.

**3**

*(12 marks)*

**Total: 20 marks**

## Assessment Objective Grid

Question	Assessment Objective 1	Assessment Objective 3
1 (a)	1	
1 (b)		2
1 (c)		2
2 (a)	1	
2 (b)		2
2 (c)		2
3 (a)	1	
3 (b)		2
3 (c)		2
4 (a)	1	
4 (b)		2
4 (c)		2
5/6/7 (a)	2	
5/6/7 (b)	2	4
5/6/7 (c)	2	10
<b>Total</b>	<b>10 (25%)</b>	<b>30 (75%)</b>

### 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](http://www.aqa.org.uk/umsconversion)