

Theme 1: Community Action and Active Citizenship

1.1: What factors make for effective 'active citizenship'?

Unit 1, Short Course: Section A, Question 2 (page 19)

a) Identify three ways in which the stallholders sought to influence the council. (3 marks)

Sample answer: The stallholders used several methods to influence the council: they set up a pressure group, they lobbied their local MP and some MEPs, and they also gained the support of a celebrity.

Examiner comment: A short answer that only requires three ways to be identified. This response would gain the full 3 marks.

b) Outline three other methods the stallholders could have used to influence the council. (3 marks)

Sample answer: The stallholders should have organised a local march to show the council the level of low concern, they could have tried to gain the support of the local media and thirdly, they could have taken direct action such as a sit-in at the market.

Examiner comment: Three methods are identified that are not linked to the source. This response would gain 3 marks.

c) Why is the new e-media becoming an increasingly important campaigning tool? (4 marks)

Sample answer: The term e-media relates to the increasing use of the Internet. It has become an increasingly important campaigning tool for many protest groups. One group, 38 degrees, acts as a sort of one-stop shop for all kinds of protests.

The Internet is important for a range of reasons: it is immediate – things that happen are known about anywhere in the world within seconds; it is open access – anybody connected to the web can be a part of any campaign. With the growth in social networking such as Twitter and Facebook, individuals can ensure that friends and supporters can be involved in campaigning. The recent campaign to stop the selling off of forest in the UK was successful because of the number of people who contacted their MP via the Internet. Even the Government has recognised the power of the Internet by allowing for e-petitioning whereby if 100,000 people sign an online petition, Parliament will consider having a debate on the issue.

Examiner comment: This response gives a definition of the term and supports the response with examples. Several identified reasons are given for the use of the Internet and the concluding example from the UK Government indicates a rounded response. This response would gain 4 marks.

Unit 3, Full Course: Section A, Question 1 (page 21)

a) What type of action is the group taking? (1 mark)

Sample answer: Direct action

Examiner comment: This is all that is required for 1 mark.

b) Identify another form of action the protesters could take. (2 marks)

Sample answer: Organising a petition, media-based campaign, sit-in at the pool, contacting the local MP.

Examiner comment: Any one of these would be a valid response.

c) Which two groups do the protesters need to influence so that the decision is changed? (2 marks)

Sample answer: The protesters would need to try to influence local councillors, officers of the council and try to get the local media to support their cause.

Examiner comment: The question asked for two groups and this response gives three, all of which are correct, so the response gains full marks.

1.2: Who can make a difference?

Unit 1, Short Course: Section A, Question 1 (page 25)

a) What is the role of a councillor? (1 mark)

Sample answer: A councillor is an elected citizen who represents a local community on the local council and makes decisions about the local government services to be provided in the local area, for example what new building can take place.

Examiner comment: This is a full answer covering every aspect: concept of being elected; representing people; Local Council; making decisions; gives an example of a specific role. If you had to shorten this response what do you think are the key points to gain the mark?

Unit 3, Full Course: Section A, Question 1 (page 28)

a) What is a trade union? (1 mark)

Sample answer: An organisation made up of workers who join together to protect their interests and rights. An example is the Fire Brigades Union who represent those in the fire service.

Examiner comment: A short crisp response required. It should be supported by an example to show real understanding.

1.3: How and why are Citizenship issues relevant in the workplace?

Unit 1, Short Course: Section A, Question 1 (page 32)

a) Identify one consumer right. (1 mark)

Sample answer: To ask for a refund if goods are faulty, for example if you take a new TV home and it doesn't work.

Examiner comment: Clear account through the use of an example – one mark is awarded.

b) Why can't an employer advertise for men only to apply for employment? (1 mark)

Sample answer: The employer is not allowed by law to discriminate between different types of people when advertising a job.

Examiner comment: The key words to gain the mark are included – law and discrimination.

Unit 3, Full Course: Section A, Question 1 (page 33)

a) What is a strike? (1 mark)

Sample answer: A strike is when workers refuse to work; this normally takes place after the workers have voted in a ballot. Recently, British Airways cabin crew went on strike.

Examiner comment: This question is best answered with a supporting example. Try to make the example recent, for example the British Airways aircrew strikes in 2011, rather than the miners in the 1980s.

b) Identify two other actions a union can take to support workers other than call for a strike. (2 marks)

Sample answer: They can work to rule where they only do what their contracts or agreements say they have to do. They can impose an overtime ban, refusing to work extra hours.

Examiner comment: Work to rule is supported by an example and banning overtime is mentioned. This answer would be awarded the full 2 marks.

c) Explain why there are fewer strikes today than 30 years ago. (2 marks)

Sample answer: *There are fewer strikes today because employment laws have been changed to make it more difficult to strike, for example you cannot strike today without balloting the workers. Also fewer people now belong to trade unions so there are fewer strikes. Workers today, because of the difficulty in finding work, are more reluctant to strike.*

Examiner comment: For 2 marks you need to quote an example of a law and a further reason i.e. there is currently more job insecurity.

Theme 2: Being a Citizen in the UK: Democracy and Identity

2.1: What are the roles of Parliament and Government?

Unit 1, Short Course: Section B, Question 3 (page 38)

a) What do you understand by the term 'the Union'? (2 marks)

Sample answer: The union refers to the countries that comprise the United Kingdom (UK): England, Scotland, Wales and N. Ireland.

Examiner comment: This is a full account which clearly shows the student understands the term.

b) Briefly outline the case a UK prime minister could make to the people of Scotland to vote 'no' in the referendum. (6 marks)

Sample answer:

The United Kingdom has existed for many years and all parts of the UK have benefited from membership. Scotland has been a part of the Union since 1707.

The UK has a shared language and culture, which benefits from all its member countries. The UK will be weaker if it breaks up into several smaller countries.

Many Scots have played a leading role in UK politics in all of the major parties and many still want to play a part in the UK rather than just Scotland. Scotland will lose out financially and will have poor public services; the income of the UK government currently helps the poorer parts of the UK. The Scottish economy is small and its currency would be weak and vulnerable.

There are lots of issues that could cause conflict between the rest of the UK and Scotland: for example, the role of the monarchy; taxation; cross-border security; the role of UK defence forces.

Examiner comment: This response is made up of several valid points. Some are more contentious than others but they are all points that would be made in a political speech or statement. This response gains full marks and shows a breadth of understanding of the issues involved.

c) What are the advantages for Scotland if it gained full independence? (12 marks)

Sample answer: If Scotland gained independence from the rest of the UK, it would have the advantage of self-government, the ability to decide on all policy matters regarding the people of Scotland. Already, care for the elderly and the student tuition fee policy is different in Scotland than England. The Government would control all types of income and would claim the oil fields off the Scottish shores as sources of taxation. They would be able to choose their own economic policy either going for high levels of public services or low taxation to attract businesses and jobs away from England. The Scottish Government would be able to join international organisations like the EU and the UN and join the Euro if they wished. The defence of Scotland would be carried out by Scottish armed forces, the Government would decide whether they wanted nuclear weapons and could ask the UK Government to remove theirs from Scotland. Independence would enable the Scottish people to feel a real sense of Scottish identity and control over every aspect of their lives. The people of Scotland would decide whether they wished to be a monarchy or a republic.

The advantages of Scottish independence are numerous but there are also drawbacks: what would happen to the minority who would have voted against independence? Would Scotland be in a constant state of limbo in case there was a call for a re-run of the referendum? What

would happen to Scottish politics if the major UK parties supported the Union – as they all have MSPs, would all decisions only last until the next Scottish Parliament elections?

Examiner comment: This is a full response that covers many aspects of the impact/ advantages of independence; culture, political, economic, defence and international affairs. The response offers some balancing points in its conclusion. The response would gain full marks.

Unit 3, Full Course: Section A, Question 2 (page 41)

a) Identify one political party that is included within the 28 other MPs. (1 mark)

Sample answer: *The Green Party.*

Examiner comment: For 1 mark, just the name of the party is required.

b) Who won the General Election of 2010? (2 marks)

Sample answer: *No party won a majority of the seats. The Conservatives formed a coalition government with the Liberal Democrats.*

Examiner comment: This answer shows an understanding of the concept of a majority and indicates knowledge of the actual outcome. The answer would gain the full two marks.

c) Outline briefly **one** role of an MP at Westminster. (2 marks)

Sample answer: *The role of an MP is to represent all the electors of the constituency for which they are elected, to support the policy of the party they represent, and speak and vote in what they believe to be the national interest.*

Examiner comment: This response would gain full marks as it mentions at least two aspects of an MP's role; as a voice for their constituency, a speaker on behalf of their party, and thirdly, acting in the national interest.

2.2: How can citizens participate in democratic processes, particularly elections and voting?

Unit 1, Short Course: Section B, Question 3 (page 47)

a) Identify one system that uses a proportional voting system and another that is not proportional. (2 marks)

Sample answer: *A system that uses proportional voting is the Single Transferable Vote; a system that is not proportional is First Past the Post.*

Examiner comment: One mark is given for each system, there is no requirement to give more detail. If you wrote STV instead of writing Single Transferable Vote in full you would still have been awarded one mark. One system gives you one mark. FPTP would have also gained a mark. Both questions ask you to identify i.e. name a system for one mark.

b) Briefly outline the advantages and disadvantages of any one of the electoral systems named in the source. (6 marks)

Sample answer: *The First Past the Post system is currently used in UK general elections and most local elections. Its advantages are that it is simple to operate, normally gives a clear result and nationally clear outcomes to a general election giving stable one-party government. It also ensures that everyone has a single local Member of Parliament. The disadvantages of FPTP are many seats are safe for one party so many people feel their vote doesn't count. You don't have to have over 50 per cent of the votes to win a seat and governments that are formed don't have the support of the majority of the electorate.*

Examiner comment: Review the question – outline the advantages and disadvantages of one system.

So does the answer tick all the boxes?

1. Identifies a system – yes, and tells us when it is used.
2. Advantages quoted – five valid responses.
3. Disadvantages – a clear section quoting only three examples.

This is a short answer response. The answer given ticks all the boxes and there are points made both for and against. Full marks, even though the advantages and disadvantages are slightly imbalanced.

c) Make a case for compulsory voting in the UK. (12 marks)

Sample answer: *Currently in the UK, all public elections are voluntary. Citizens have to register to vote and then either vote in person or apply for a postal vote. In recent years the number of people who turn out and vote has been in decline. In local council elections normally fewer than 40 per cent bother to vote. Even fewer vote in European Parliamentary elections. Traditionally, about 70 per cent vote in general elections but over the past 50 years that number has been in steady decline. This has meant that UK governments are elected on a minority of the votes and many challenge their mandate to govern. This situation has led to many saying that if democracy is so important voting ought to be made compulsory. Several countries including Australia already have compulsory voting and failing to vote leads to a fine.*

The case for compulsory voting is made up of several points; firstly a democracy can only survive if it is supported by its citizens – if it falls into disrepute other non-democratic forms of government could take over. It is a civic duty of citizens to have their say in the running of their country; especially where everybody's vote is of equal worth. It would wake up the political parties to take notice of public opinion because everybody would have a say. Safe seats would disappear as more people would vote so local politicians could not take their electorate for granted. Also any government formed as a result of compulsory voting is more likely to have a majority of the voters supporting it. Finally if citizens get used to voting and see that they can make a difference they might become more engaged with the political process and become more involved in issues and campaigning and might stand for elected office themselves.

Examiner comment: This response has three key elements: a clear opening giving a context to the question and giving good background information; secondly, the core of the response contains several key points that are developed to show understanding; finally, there is a conclusion, which relates back to the individual citizen. Remember, this question only asked for the points **for**, so there was no need to mention points against. This is a very good response that would gain 12 marks.

Unit 3, Full Course: Section B, Question 5 (page 49)

a) What do we mean by political participation? (2 marks)

Sample answer: *Political participation means taking part in politics. This can be voting, attending meetings, joining pressure groups, writing letters to MPs.*

Examiner comment: There is no need to start by writing out the question. This question only carries 2 marks so the answer should be brief, i.e. understanding plus one example. This response achieves 2 marks.

b) Present an argument to encourage young people to vote. (6 marks)

Sample answer: Young people need to vote because it is about the future of their country. If you don't vote you can't then complain about what happens afterwards. Many young people complained about the end of EMA and changes to University Fees but how many of them voted or took part in the General Election?

The Government does so much that affects our everyday lives. It is important that you have your say. Petrol is costing more, taxes are increasing, public services are being cut – all that is being done by the government that people elected.

Over the years people have fought and died so that everybody can have the vote.

At the moment many older people vote; if young people don't vote, why should politicians be concerned about us? You only have to vote every four or five years in a General Election, it is hardly hard work.

If you vote in local elections you might be able to get things happening locally, it's no good just moaning about things, if you want changes you need to get out and influence those who make the decisions. One major way is by voting.

Examiner comment: The question asks you to present an argument so the writing style can be like a speech rather than an essay format. This response is written as if the candidate is speaking to people. Does it make an argument? There are a number of points made, are they valid? Several valid points are made. This is only a 6-mark question so the points made are sufficient to gain 6 marks.

c) Make a case to prove that not all young people are politically apathetic. (12 marks)

Sample answer: The phrase 'politically apathetic' means that people are not interested in politics and do not participate. This phrase is often used about young people aged 18–24 as when it comes to voting in elections this group is the least likely to vote, whereas people over 60 are the most likely to vote. Lots of young people are involved in politics, maybe not belonging to political parties but they are involved in political campaigning. Many belong to pressure groups locally and nationally and many join protest movements. Recently many joined in the protests over public service cuts and changes to university tuition fees and the ending of the EMA.

When it comes to fundraising for good causes and political issues, and participating in events that help people in need, many young people are the first to get involved. Many young people got involved in campaigns like Live Aid in the 1980s. Many students at my college took part in events relating to Comic Relief and we raised over £2000.

Some of my friends took part in a letter writing campaign on behalf of Amnesty International after Amnesty visited our college and explained their work and asked us to adopt a prisoner of conscience.

Often in the papers you see cases where young people are campaigning to allow people from overseas to stay in their schools after they are threatened with deportation.

You only have to look at campaigns like Live Aid to see what young people can do when they are politically interested. I believe it is false to say that young people are politically apathetic, they are often more active than those who regularly go and vote.

Examiner comment: This is a short essay response that should have a clear structure.

Looking at the question it is about whether young people are politically apathetic.

Does this answer cover these points?

1. Explain the term 'politically apathetic'. – Yes
2. Can you give any context for people thinking this? – Yes

3. Are you making a case for or against the thrust of the question? – Yes. Even though it says to make a case to prove, it is valid for you to argue another view and gain marks.
4. Present some evidence to support your views. – Yes. This can be local, national or international. It needn't be full of numbers and statistics.
5. Present a conclusion that gives an overview of your main points. – Yes. It shouldn't contain new information.

Therefore this response would gain full marks.

2.3: The origins and implications of diversity in the United Kingdom

Unit 1, Short Course: Section B, Question 3 (page 52)

c) To what extent does discrimination still exist in the UK? (12 marks)

Sample answer: Discrimination does still exist in the UK today and it takes many forms. The issue of racism still exists even though the Race Relations Act outlawed it in 1976. Even today, despite campaigns like Let's Kick Racism Out of Football, stories still emerge about footballers taunting other players.

A number of laws in regard to discrimination have been passed in the last 30 years as different groups appear to suffer disadvantages due to discrimination, for example due to religious belief, gender, sexuality, age and disability. It is difficult to measure the extent of discrimination as much of it goes unreported or unrecorded and much is indirect, where other reasons are given for an action rather than admitting that discrimination is taking place.

As a society we are more aware of forms of discrimination and within schools pupils are now aware of these issues. So in some ways this is a generational issue where older people behave in discriminatory ways because of their background and the views that were passed on to them when they were younger.

One of the most recent areas of concern regarding discrimination has been in regard to age, where older people were discriminated against in regard to employment, but now the law has been changed and some firms like B&Q have a policy of employing older workers as they believe they have a better work ethic and are more reliable.

Overall discrimination still exists in the UK but in many areas it appears to be declining. Most younger people appear to understand the issues regarding discrimination. Governments now recognise many of the issues relating to discrimination and have developed policies and laws to prevent discrimination.

Examiner comment: The response defines the term and mentions several examples. There is an attempt to analyse the issues involved and the response does come to a conclusion. Questions of this nature are often not clear cut so an answer of this type would gain top level marks as it presents a range of evidence.

Unit 3, Full Course: Section B, Question 5 (page 54)

a) Give an example of two forms of discrimination. (2 marks)

Sample answer: Two forms of discrimination that are outlawed in the UK are in regard to racial discrimination and disability discrimination.

Examiner comment: Two correct examples quoted so two marks would be awarded.

b) Outline ways in which the Government attempts to overcome discrimination. (6 marks)

Sample answer: The Government uses a range of methods to overcome discrimination. It is able to pass laws such as the Sex Discrimination Act (1975) to identify what is meant by discrimination and imposes remedies for people who feel they are suffering discrimination. The Government can set up bodies to ensure the law is obeyed, promote education about the issues and act as a body to represent those who feel discriminated against and take action on their behalf. The Human Rights and Equality Commission currently undertakes a lot of this work.

The Government through its own actions can promote anti-discrimination policies and can ensure such ideas are a part of the educational process. Politicians encourage action through the media and often get involved with celebrities to promote causes and issues connected to anti-discrimination awareness.

Examiner comment: The response clearly outline a range of ways the Government is involved and quotes legislation and the role of the Commission. The response also considers the promotion of anti-discrimination ideas by politicians i.e. setting the agenda.

c) What changes would you propose that the Government could introduce to improve anti-discrimination policy in the UK? (12 marks)

Examiner comment: This is a very broad question in that you have to make a choice regarding the topic you write about. In order to gain full marks you would need to follow the plan outlined below.

1. Define the nature of the existing definition of anti-discrimination policy in the UK – which groups does it affect?
2. How does the Government currently operate its anti-discrimination policy?
It is not just about passing laws – that is one element. What are the others? E.g. help, financial support, guidance, monitoring, education and the role of the Human Rights and Equality Commission.
3. Outline some changes you would like to introduce, i.e. more laws, better enforcement, education, better promotion of existing policies. Focus on more than one but no more than three for this length of response. Mention others but don't write extensively about them.
4. Add concluding comments about the likely impact of the changes you would suggest.

2.4: Ethnicity, identity, community life and promoting cohesion

Unit 1, Short Course: Section B, Question 3 (page 58)

b) Identify three ways in which communities could celebrate cultural diversity. (6 marks)

Sample answer: If a local community wished to celebrate cultural diversity it could first help develop religious understanding of different religions by arranging a joint service or allowing different religions to hold the daily services in local schools during a cultural awareness week.

The community could organise a food festival celebrating dishes from different cultures and invite well-known chefs to demonstrate dishes.

Thirdly, the local council could organise a music festival for young people to play music from different cultures.

Examiner comment: This answer requires three distinct points to gain full marks. You have to ensure that they do relate to cultural diversity than just being general comments such as 'hold an event'.

Unit 3, Full Course: Section B, Question 5 (page 61)

a) What is meant by the term 'migration'? (2 marks)

Sample answer: The term migration means the movement of people both in and out of a country.

Examiner comment. This response gains full marks as it mentions movement of population in both directions.

b) In what ways do we in the UK benefit from being a multicultural society? (6 marks)

There are numerous benefits for the UK from being a multicultural society where people from all over the world are welcome to come and work and live here. Britain has welcomed people from many countries over the centuries and many of their descendants still live in the UK.

Many aspects of other cultures have been absorbed in to the British way of life. Tea is associated with Britain but originated from India, as did the bungalow. So many things we now take for granted in the UK are due to the influence of other cultures. Being a country that welcomes others has enhanced our trading and financial position as the UK is seen as a global leader in spheres such as banking and finance.

Being a part of a multicultural society enables us in the UK to understand others to develop tolerance and appreciate the needs of other societies as well as benefiting from the ideas and cultures of others.

Examiner comment: The response defines multiculturalism, and makes reference to a range of ways in which UK society benefits. It mentions issues like culture and uses citizenship concepts like tolerance. This response would gain full marks.

c) Devise a six-point plan to present to your local council to improve community cohesion in your local area. (12 marks)

Sample answer: Where I live, there are people who come from a range of countries and cultures and many of them have lived here many years, and their children were born here, but it seems like the different groups in our community each live in their own defined geographical part of the town. I hope that the ideas that I am putting forward will help bring people together and develop a sense of community cohesion. My local council should carry out the following six ideas to improve community cohesion in my area:

- 1. Firstly, I would suggest that the local council sets up a Youth Council made up of elected people for the local schools and give them a budget to spend on ideas that would develop community cohesion. I think this will build bridges between the different groups in our town.*
- 2. Secondly, a cultural festival should be established so that everybody appreciates the differing cultures.*
- 3. Thirdly, the council should carry out regular polls of people's opinions about the community and ensure that the results are made public and discussed by the council.*
- 4. Next, the council should buy space in the local papers to promote community cohesion by publishing accounts of community events that promote cohesion.*
- 5. Then there should be an annual award ceremony to celebrate individuals and groups who help promote community cohesion.*
- 6. Finally, the council needs to ensure that all community groups and employers are aware of community cohesion issues and sign up to a charter to support the council's policy.*

I think these ideas would provide a clear set of ideas to help promote and celebrate community cohesion.

Examiner comment: This response is clearly set out and has a clear introduction. The six points are easy to follow and are all different, viable and sensible ideas. This response would gain full marks.

Theme 3: Fairness and Justice

3.1: What are my rights and responsibilities as a British citizen within a broader framework of human rights?

Unit 1, Short Course: Section B, Question 4 (page 67)

b) Outline the benefits of two human rights enjoyed by UK citizens. (6 marks)

Sample answer: *The two human rights enjoyed by UK citizens are the right to democracy and the right to a trial.*

The right to democracy means that when I am eighteen years old I can vote in elections or even stand for election and then have a real say in the way the country is run. This means that I have a say in the way my local council works, who is in the National Government and who is a Member of the European Parliament.

Secondly I think the right to a trial is very important because everyone should have the right to defend himself or herself before a court. The right to a fair trial also involves the right to have your case heard in front of a jury. A jury made up of twelve ordinary citizens helps to ensure that people would get a fair trial.

Examiner comment: This response gives two good examples of human rights and develops points about their importance. This response would gain full marks.

Unit 3, Full Course: Section B (page 67)

b) What is the difference between a right and a responsibility? (2 marks)

Sample answer: *A right is something that a citizen is able to carry out and this right is protected in law, for example the right to meet with other people; a responsibility is something the state can expect you to do, for example obey the law.*

Examiner comment: Both terms are explained using examples so this response would gain full marks.

3.2 How are citizens' lives affected by the law?

Unit 1, Short Course: Section B, Question 4 (page 71)

a) Identify two ways in which criminal law differs from civil law. (2 marks)

Sample answer: *Two ways in which civil and criminal law differs are: civil law is about disputes between individuals, while criminal law is about an accused person and the state. In a criminal case those found guilty can be punished by being sent to prison. In a civil case damages are awarded which normally take the form of a monetary payment.*

Examiner comment: This question asks for two differences so it is important to highlight the differences. This response gives two differences that are fully explained; both sides of the same point are explained. This response would gain full marks.

Unit 3, Full Course: Section B, Question 4 (page 72)

b) Outline a case for equality legislation. (6 marks)

Examiner comment: The question is short but the topic very large. You have only about 10–12 lines to write a response.

1. Define the term – equality legislation.
2. Mention some groups affected by legislation.
3. Mention some examples of legislation.

4. Make the case for legislation and focus on one or two case studies.

Sample answer: Equality legislation attempts to ensure that all people are treated equally and fairly and that they have ways of resolving issues they face due to inequality. For the last 30 years in the UK a number of pieces of legislation have been enacted to help women, the disabled, the elderly, and children. This legislation affects everybody in the UK. The Race Relations Act (1976) made it an offence to discriminate against others on the grounds of their race or colour or ethnic background. The Equal Pay Act (1970) ensured that men and women doing the same work were paid the same wages. Often issues are raised by the groups of individuals themselves through action; for example the female workers who went on strike at Ford in 1968 to help achieve equal pay. Unless society via the Government intervenes, change often will not occur and will not be binding for everyone. If we want a fairer and open society there is a need to recognise that some groups do need help through the law to ensure their rights are upheld.

Examiner comment: This response would gain full marks.

3.3 How effective is the criminal justice system?

Unit 1, Short Course: Section B, Question 4 (page 75)

c) Present a case to the Government for lowering the age of criminal responsibility. (12 marks)

Sample answer: The current age for criminal responsibility is ten years old for both boys and girls. Those below the age of ten are not considered criminally responsible and cannot be tried for any offence.

Is there a case in the twenty-first century for lowering this age limit? It is often said that young people mature more early than in the past. Young people now start school and are educated earlier. Children today have more access to the media, television, the Internet and things like gaming than children did years ago.

Together I think these points mean that we should lower the age of criminal responsibility to eight years old.

Children know from an earlier age what is right and wrong and as they grow up they should be aware of what is acceptable and what is unacceptable behaviour. This should be the job of parents and schools.

Children these days mix more easily with other children from a range of backgrounds and understand how to get on with each other.

By lowering the age of criminal responsibility the Government would be sending a sharp message to parents about the way they should bring up their children. Lowering the age of responsibility doesn't mean that children should have full criminal records or appear in youth courts. I think we need a system of clear warnings and sanctions on their parents from the ages of eight until eleven. When they are at secondary school I feel that children should expect more formal court hearings if they break the law.

Others will argue that we should keep the age of criminal responsibility as it is, or even raise it, but you have to start somewhere and I think eight years old is about right, after a child has been in school for 4–5 years, with the full effect of the law having an impact from age eleven.

Examiner comment: This response would gain full marks.

Unit 3, Full Course: Section A, Question 1 (page 78)

b) What is a Youth Offending Team? (2 marks)

Sample answer: A Youth Offending Team is a locally based group of professionals including Probation Officer and Social Service staff who look after young people who have committed crime or are likely to commit a crime.

Examiner comment: This response gives an idea of their work, dealing with young people, and relates this to crime and gives examples of people in the Team. The response would gain the full 2 marks.

3.4 Why does the media matter and how influential is it?

Unit 1, Short Course: Section B (page 81)

a) What is meant by the term 'mass media'? (2 marks)

Sample answer: The mass media is the means to communicate to a large number of people at the same time. The mass media takes many forms from newspapers to television to the new e-media of the Internet and social networking.

Examiner comment: The answer gives a definition of the term and quotes several examples of forms of the media. This response would gain full marks.

Unit 3, Full Course: Section B, Question 6 (page 82)

b) How do pressure groups gain the attention of the media? (6 marks)

Sample answer: Pressure groups use the media to gain attention for their cause. They have to ensure what they do is interesting for the media or else it won't get attention. Just handing in a petition will not get a lot of coverage, but like Fathers For Justice, arranging a lot of stunts does get attention and coverage. But sometimes things can get out of control like the student tuition fees demonstrations, and the media coverage can become very negative for the pressure groups.

Sometimes groups get famous people to help them so that the media will take an interest. If the campaign is lead by a famous person it will get media attention. Sometimes the media themselves promote the cause, for example the Jamie Oliver school dinners campaign started as a Channel 4 television programme.

Examiner comment: For six marks it needs to be about 10–12 lines in length. Does it address the question? This response focuses on pressure groups and mentions several examples and explains how they achieve media coverage. The question doesn't require any conclusions. This response would gain the full 6 marks.

Theme 4: Global Issues and Making a Difference

4.1 How effective are the key international bodies in dealing with important international and global issues?

Unit 1, Short Course: Section B, Question 5 (page 87)

b) What is the difference between the G8 and G20? (2 marks)

Sample answer: *The G8 is made up of the eight most important economies in the world and includes the UK. It is also known as the G7 and became the G8 when Russia joined. The G20 is a gathering of heads of government of the twenty most important countries in the world who meet regularly to discuss the world's economic problems.*

Examiner comment: This response give a clear description of both bodies and would gain full marks.

Unit 3, Full Course: Section B (page 88)

c) Referring to a case of human rights abuse that you have studied, to what extent did the international community hold those responsible to account? (12 marks)

Sample answer: *In 1994 the population of Rwanda in Africa was 7,000,000 and was made up of three ethnic groups: the Hutu, about 85 per cent, the Tutsi, 14 per cent and the Twa, 1 per cent. Hutu extremists in the early 1990s blamed the Tutsi population for the problems the country was facing. In April 1994 a plane carrying the president, a Hutu, was shot down. This led to violence and Hutu extremists started to massacre the Tutsi population. At the start of this genocide the leaders of the Tutsi were killed. It is estimated that 800,000 men, women and children were killed. About three-quarters of the Tutsi population were killed. The civil war came to an end when a Tutsi group, the RPF, defeated the Hutu forces. The international community initially refused to acknowledge that genocide was taking place. In November 1994 the United Nations Security Council established the International Criminal Tribunal for Rwanda (ICTR) to hold those responsible for the genocide to account. To date over 50 trials have taken place and 29 people have been convicted. There are still trials taking place. The trials take place before a panel of international judges. While many criticised the international community for not acting quickly enough, it did decide to set up the International Court to deal with those accused of genocide. This court and the International Criminal Court indicated to leaders everywhere in the world that those responsible for crimes such as genocide would be held to account for their actions.*

Examiner comments: This response would gain full marks as it defines an issue, gives a brief historical account of the events, mentions how the international community was involved and comes to a conclusion.

4.2 What are the challenges faced by the global community regarding inequality, and how might they be dealt with?

Unit 1, Short Course: Section B, Question 5 (page 91)

b) What are the benefits of fair trade? (6 marks)

Examiner comment: This type of question has to be answered in 6–8 lines so your writing has to be precise.

Suggested structure:

1. What is fair trade? – quote an example.
2. To whom is it beneficial? Need to write about producers in the developing world.

3. Identify at least 2–3 clear examples of benefits – sustain production; assist rural owner cooperatives; assist community development.
4. Close with a comment about people in the UK buying these goods and being prepared to pay extra as it helps the producers.

Sample answer: *Fair trade relates to the way in which producers of goods are paid for their goods. The aim is that producers are paid the best possible price for their goods so that they have an income that enables them to be able to invest in their business and their community. By supporting small producers we as consumers help farmers in other countries to support themselves. The producers are often encouraged to form cooperatives with other producers so that they maximise their income. The money from fair trade has enabled many communities to build schools, improve water supplies, allow women to be educated, and improve their livestock.*

Examiner comment: This response defines the term and gives several examples of the benefits of fair trade.

Unit 3, Full Course: Section B (page 93)

b) Discuss the impact of any one campaign in regard to a global economic issue. (12 marks)

Examiner comment: This is a very open question as the examiner cannot be aware of what type of campaign you have studied.

The structure for this question would be:

1. Identify the issue/campaign you are writing about.
2. When and where did the campaign start and what were its aims?
3. How did the campaign attempt to achieve its aims – protests, raising awareness, raising funds?
4. To what extent has the campaign made a difference?
5. Closing comments about its effectiveness or changes you would suggest, or the future for the campaign.

4.3 What are the challenges of global interdependence and how might they be tackled?

Unit 1, Short Course: Section B (page 95)

a) What is Local Agenda 21? (2 marks)

Sample answer: *Local campaigns about sustainability, like recycling, usually organised by local councils in response to the Rio Earth Conference in 1992.*

Examiner comment: This response would gain full marks. It gives an account, a description and the launch event and date.

Unit 3, Full Course: Section B (page 95)

b) Describe how you could make a difference in regard to a global issue you have studied. (6 marks)

Examiner comment: This question has to be open-ended, as the examiner is unaware of the topic you have studied.

When planning your response consider:

1. What issue are you describing?
2. Why is it a global issue?
3. Does the issue have a local context?
4. If it does, how can ordinary citizens assist?

5. If it does not – how can a citizen try to make a difference – campaign, join a group, lobby?

4.4 Why should British citizens care about, or be involved in, world affairs?

Unit 1, Short Course: Section B, Question 5 (page 98)

- b) Why might the UK Government seek assistance from the IMF? (6 marks)

Sample answer: *If the UK economy got into such difficulties that the UK Government was unable to repay its international debts it might approach the IMF for a loan. The UK Government had to apply for an IMF loan in 1976 when there was an economic crisis, the pound was falling in value, and inflation was high. As a part of the price of the loan the UK Government had to drastically cut government spending.*

Examiner comment: The answer gives a context for asking for help but adds to the response by quoting the 1976 crisis when the IMF lent money to the UK. The response gains 6 marks.

Unit 3, Full Course: Section B (page 98)

- b) Referring to a case study, explain a current debate involving the UK and the EU. (6 marks)

Examiner comment: As this question only asks you to explain rather than come to firm conclusions it would be a 6-mark rather than a 12-mark question.

This question asks you to outline a description of an issue when the UK and the EU may differ.

4.5 How are international issues influenced? The citizen's voice in the global village

Unit 1 Short Course: Section B, Question 5 (page 100)

- a) Identify one international NGO. (2 marks)

Sample answer: *The Red Cross which provides emergency aid across the world.*

Examiner comment: This is a short answer response. Unless the name of the body is self-explanatory, ensure you explain what it does. This response would gain full marks.

Unit 3 Full Course: Section B (page 101)

- b) To what extent has Make Poverty History achieved any of its aims? (6 marks)

Examiner comment: This is a question that requires about a 10–12 line response.

The structure of your response should:

1. outline the aims of Make Poverty History
2. outline some of the ways it has campaigned
3. list what changes have been introduced
4. explain to what extent these changes match the aims of Make Poverty History
5. conclude with what else still needs to be done.

Sample answer: *Make Poverty History is an international coalition of voluntary groups who are campaigning for the elimination of poverty worldwide.*

The three aims of the UK group were: Trade Justice, Drop the Debt and more and better aid. In 2005 the UK campaign gained a lot of publicity as the 31st G8 summit was going to be held at Gleneagles in Scotland. The campaigners organised a number of activities leading up to the summit. Over 250,000 people took part in a peaceful march to the summit conference.

The campaign has ensured that the issue of world poverty is high on the political agenda. Gordon Brown negotiated a cut with other countries in the debt of the poorest countries. The G20 still discusses poverty issues but the plight of the worlds poorest has only marginally improved. Still more needs to be done if Make Poverty History is to achieve its aims.

Examiner comment: This response outlines the aims of Make Poverty History and discusses its methods and comments on its achievements.