

## **Citizenship Studies**

General Certificate of Secondary Education

Unit **A342** Identity, Democracy and Justice - Understanding our Role as Citizens

### **Mark Scheme for June 2012**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**Annotations**

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

<b>Annotation</b>	<b>Meaning</b>
 and 	Correct or incorrect responses
	Benefit of doubt
	Too vague
	Irrelevant
	Repetition
	Example
	Not answering question
	Level 1
	Level 2
	Level 3
	Level 4

Highlighting is also available to highlight any particular points on the script.

**Marks for quality of written communication**

The quality of Written Communication covers quality of expression, coherence of arguments, presentation of ideas, grammar, punctuation and spelling.

Examiners should focus on the candidates' response to question 17.

The quality of written communication has been taken into account within the level descriptors.

## Section A

Question		Answer	Marks	Guidance
1		iv	1	If more than one alternative has been ringed, only credit it if it is clear which ONE the candidate wants you to mark
2		iii	1	As above
3		iv	1	As above
4		i	1	As above
5		ii	1	As above
6		Any relevant reason e.g. having a mixed ethnic/religious/regional class background/heritage; mixing with a variety of people/cultures; cultural diversity/because there are many cultures in the UK; moving away from home; going to university; migration/immigration/emigration/lots of people come from different countries; access to the media or similar.	1	Annotation ✓ or ✗
7		Any relevant responsibility such as: representing the UK; making important decisions; choosing a cabinet/ministers; consulting others; leading a political party; promoting Government policy; keeping people informed/listening to people; keeping the monarch informed; proposing new ideas/laws; answering Parliamentary questions.	1	Annotation ✓ or ✗ The point should be a particular responsibility of the PM so do not allow "telling the truth", "safeguarding human rights", etc.
8		Any relevant example such as: life; freedom/liberty (accept freedom of movement); dignity; equal rights; fair trial; equal before the law; freedom of conscience/thought/speech; freedom of religion; right to protect/promote your interests/right to take part in peaceful meetings/set up pressure groups or political parties; make complaints; marriage only by consent; education; vote; be a candidate; property/possessions; freedom from discrimination/torture/slavery/death penalty/forced labour, right to be safe.	1	Annotation ✓ or ✗  Do not allow food, water, shelter, work or privacy.

Question	Answer	Marks	Guidance
9	Any relevant reason such as: to assist the police/justice system/victim/defendant; to give evidence/help reveal the truth or similar; to help protect others; to make sure justice is done; to show respect for the court/avoid contempt; to avoid a trial collapsing; to make sure offenders are brought to justice/punished or similar. Also credit references to the Witness Protection Scheme or similar.	1	Annotation ✓ or ✗
10	Any relevant responsibility such as: maintaining peace; supporting Less Economically Developing Countries (LEDCs); maintaining security; developing friendship between nations (accept examples); settle disputes between nations; promote human rights; intervene to protect people in conflict zones; care for refugees; supporting people in times of natural disaster or war; promote environmental protection; promote the interests of children; encourage peace treaties; apply sanctions to nations infringing human rights. Accept reference to millennium goals.	1	Annotation ✓ or ✗
11	<p>Examiners should check that candidates have answered the question set. Candidates should use the bullet points in the question to help them construct a valid response.</p> <p><b>Level 1</b>  <b>For 1 mark</b> candidates <b>either</b> –  give <u>one</u> relevant advantage for people of the UK of their country being a member of an international organisation such as the Commonwealth, EU or UN. These examples include: free movement in EU; access to food/goods from overseas; human rights (accept examples); greater personal prosperity (accept examples); access to ideas; personal security; law and order or similar.</p> <p><b>or</b>  give a very limited explanation of why it is important for the UK to be an active member of international organisations.  Example: <i>If we didn't, we would be on our own.</i></p>	1	Annotation L1, L2 and EG next to examples. Also use VG, IRRL and REP as appropriate.

Question	Answer	Marks	Guidance
	<p><b>For 2 marks</b>, candidates <b>either</b> –            give <u>two</u> relevant advantages for people in the UK of their country being a member of an international organisation such as the Commonwealth, EU or UN.  <b>or</b>            give a limited but specific explanation of why the UK should be an active member of international organisations.            Example: <i>Because it helps to increase trade and this helps to make the country more wealthy.</i></p> <p><b>Level 2</b>  <b>For 3 marks</b> candidates show a <b>sound</b> understanding of why the UK should be an active member of international organisations by explaining why participation is important. This should be supported by at least <u>one</u> specific advantage of participation for the people of the UK.            Example: <i>The UK should play an active part in international organisations so that we can work with other countries to improve the environment or prevent war. People in the UK can benefit by not having to worry so much about global warming.</i></p> <p><b>For 4 marks</b>, candidates show a <b>thorough</b> understanding of why the UK should be an active member of international organisations by explaining why participation is important. This should be supported by at least <u>two</u> advantages of participation for the people of the UK.            Example: <i>The UK should play an active part in international organisations. As a member of the EU, we can influence agreements about laws, trade and security across Europe. These agreements can then benefit people in the UK. For example, people in the UK do not have to use the Euro but they can live, work or retire in any other EU country without special permission. As an active member of the UN, we can influence decisions on human rights. People in the UK can benefit from the rights that are agreed.</i></p>	<p>2</p> <p>3</p> <p>4</p>	<p>This statement gains two marks because it gives a specific explanation.</p> <p>This response is a simple <u>explanation</u> that answers the question directly and gives <u>one</u> advantage to UK citizens of the UK's active participation in international organisations.</p> <p>This response is thorough because it shows a clear understanding of the reasons for active involvement and also includes two advantages for people of the UK.</p>

Question	Answer	Marks	Guidance
12	iv	1	If more than one alternative has been ringed, only credit it if it is clear which ONE the candidate wants you to mark.
13	i	1	As above.
14	<p>Examiners should check that candidates have answered the question set. Candidates should use the bullet points in the question to help them construct a valid response.</p> <p><b>For 1 mark</b> candidates <b>either</b> –  give <u>one</u> example of a value linked to Britishness. These examples are:</p> <ul style="list-style-type: none"> <li>• the rule of law;</li> <li>• personal freedom;</li> <li>• tolerance/respect for diversity;</li> <li>• equal opportunity;</li> <li>• representative democracy.</li> </ul> <p><b>or</b>  show a limited understanding of community cohesion  Example: <i>It is important to increase community cohesion so that people can live together.</i></p> <p><b>For 2 marks</b>, candidates <b>either</b> –  give <u>two</u> examples of values linked to Britishness.  <b>or</b>  give a limited but specific explanation of why shared values are important in helping to increase community cohesion. The response shows an understanding of the term “community cohesion”.  Example: <i>If people have the same values, they are more likely to get on with each other in their communities.”</i></p>	<p>1</p> <p>2</p>	<p>Annotation L1, L2 and EG next to examples. Also use VG, IRRL and REP as appropriate.</p> <p>This response gains two marks because it shows an understanding of the term “community cohesion” and shows how shared values can contribute.</p>







Question	Answer	Marks	Guidance
	<p>Example: <i>(i) is the correct choice because burglary is against the law and, if Ibrahim confronts his neighbour, it may lead to trouble.</i></p> <p><b>OR</b> candidate gives a clear explanation of Ibrahim's rights. Example: <i>Ibrahim has the right to expect the police to record the offence if he reports it as burglary is a serious criminal matter and the police have a responsibility to investigate it</i></p> <p><b>For 4 marks</b>, candidates should have done both of the above. The correct alternative (i) must be given.</p>		Notice that this example is an explanation rather than a description.

Correct alternative (i)	No	Yes	No	Yes	No	Yes	Yes	No	Yes
Explanation of choice	No	No	No	Simple justification only	No	Simple justification only	Yes. A detailed explanation of choice	No	Yes. A detailed explanation of choice
Ibrahim's rights	No	No	Simple statement	No	Description with more than one example	Description with more than one example	May describe but does not explain Ibrahim's rights	Explains Ibrahim's rights	Explains Ibrahim's rights
<b>MARKS</b>	0	1	1	2	2	2	3	3	4

Question	Answer	Marks	Guidance
16	<p><b>Level 1</b>  <b>For 1 mark</b>, candidate indicates the correct advice (ii) <b>or</b> chooses no alternative or the wrong alternative but makes a limited attempt to identify Rob's rights.  Example: <i>Rob can get legal advice.</i></p> <p><b>For 2 marks</b>,  <b>EITHER</b> candidate gives a simple justification of their correct choice of alternative. These justifications could include:</p> <ul style="list-style-type: none"> <li>• This is a serious/criminal assault (the victim is in hospital) so a court case is likely</li> <li>• The recent reprimand for a similar offence means that another reprimand is unlikely</li> <li>• On the spot fines are for minor offences such as speeding and littering</li> </ul> <p>Example: <i>I have chosen (ii) because this is a serious assault.</i></p> <p><b>OR</b> candidate describes Rob's rights by giving more than one example from the list below: fair treatment; no discrimination; treated according to the law; given an explanation; informed about his rights; cautioned; read the police codes of practice; given the name of the arresting officer; searched privately by an officer of the same sex if the search involves more than removing outer clothing; refuse a house search unless they have a warrant; to be interviewed in a police station; someone else to be contacted/phone call; receive legal advice; remain silent; refuse to answer questions; not to be kept for more than 24 hours without a charge; given a custody record when released.  Example: <i>Rob should be allowed legal advice and another person who knows him should be contacted.</i></p>	1-2	<p>Annotation ✓ or ✖ next to the selection of the correct alternative.  If more than one alternative has been ringed, only credit it if it is clear which ONE the candidate wants you to mark. If no alternative is ringed but the candidate clearly states their choice in their written answer they can be awarded the mark for the alternative.</p> <p>Annotation L1, L2 and EG next to examples.  Also use VG, IRRL and REP as appropriate.</p> <p><b>Examiners must read the whole question, including the document, from the exam paper before marking this question.</b></p>

Question	Answer	Marks	Guidance
	<p><b>Level 2</b>  <b>For 3 marks,</b>  <b>EITHER</b> candidate gives a detailed explanation of why they have chosen the correct alternative (ii).            Example: <i>(ii) is the correct choice because Rob has committed a serious criminal offence and has already received a recent reprimand for a similar matter.</i></p> <p><b>OR</b> candidate gives a clear <u>explanation</u> of Rob's rights (see above)            Example: <i>Rob has a right to legal advice so that he is not placed under pressure to admit something he has not done or asked unreasonable questions.</i></p> <p><b>For 4 marks,</b> candidates should have done both of the above. The correct alternative (ii) must be given.</p>	<p>3-4</p> <p>4</p>	<p>Notice that this example is an explanation rather than a description.</p>

Correct alternative (ii)	No	Yes	No	Yes	No	Yes	Yes	No	Yes
Explanation of choice	No	No	No	Simple justification only	No	Simple justification only	Yes. A detailed explanation of choice	No	Yes. A detailed explanation of choice
Rob's rights	No	No	Simple statement	No	Description with more than one example	Description with more than one example	May describe but does not explain Rob's rights	Explains Rob's rights	Explains Rob's rights
<b>MARKS</b>	0	1	1	2	2	2	3	3	4

Question	Answer	Marks	Guidance
17	<p>Examiners should check that candidates have answered the question set. Candidates should use the bullet points in the question to help them construct a valid response.</p> <p><b><u>Level 1</u></b>  Candidate produces a personal response to the question in which they make some valid but limited points about the way in which laws are made. This might include reference to the passage of a Bill through Parliament <b>or</b> the ways in which citizens can get involved in law making through contact with their MP or membership of a pressure group. Information is organised at a simple level to aid communication but frequent mistakes in spelling, grammar and punctuation sometimes impede communication of meaning.  Example for 2 marks: <i>People can get involved in making laws by voting or protesting so I don't agree with the statement.</i></p> <p><b><u>Level 2</u></b>  Some evaluation of the statement based on a description of the ways in which laws are made <b>or</b> at least one way in which citizens can get involved in law making. Text is legible. There are mistakes in spelling, grammar and punctuation; however, meaning is still communicated clearly for most of the answer.  Example for 5 marks: <i>New laws can take a long time to pass through the various stages in Parliament. The Government usually consults experts to begin with. The House of Commons then looks at the new law followed by the House of Lords. Then it goes back to the House of Commons where any changes are discussed. Finally the monarch must give final approval but this is a rubber stamp. So laws are not usually made quickly except in emergency and the government gives people a chance to have a say.</i></p>	<p>1-3</p> <p>4-6</p>	<p>Annotation L1, L2, L3, L4 and EG next to examples. Also use VG, IRRL and REP as appropriate.</p> <p>At each level, examiners should allocate marks as follows:  <u>Lowest mark in the level</u>  Meets most of the criteria for the level but will have some minor omissions from the level descriptor.  <u>Middle mark in the level</u>  No doubts. Meets the criteria for the level satisfactorily.  <u>Top mark in the level</u>  A good response matching the criteria for the level well.</p> <p>This response includes a commentary about how laws are made. There is also some comment on the statement, "So laws are not usually made quickly except in emergency and the government gives people a chance to have a say".</p>

Question	Answer	Marks	Guidance
	<p><b>Level 3</b></p> <p>At this level candidates should show a sound understanding of the ways in which laws are made <b>and</b> the ways in which citizens can get involved in law making. They answer the question directly and appropriately with a simple evaluation of the statement. Some examples may be included at this level.</p> <p>Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Example for 8 marks: <i>The government bring in new laws that were first mentioned in their political party manifesto. They review their manifesto ideas and decide which of them are most important. Unless there is an emergency, they draw up papers to consult experts about their proposals. Citizens are able to respond to these proposals either individually or through pressure groups. The proposals then go in front of the House and Commons and House of Lords for discussion and changes can be made. The government can usually ignore suggestions people make that they do not agree with. There are examples of laws that have been brought in more quickly than usual. These include anti-terrorism laws and some changes to the way schools are run. Both these laws have come under attack from people who say that there was not enough consultation. In the end, governments do make laws to suit them. That's why they are in power. But the laws should also suit the voters who supported the government. New laws are usually considered carefully so I don't agree with the whole statement.</i></p>	7-9	This response includes a simple evaluation of the statement and a clear understanding of the government's right to make new laws.

Question	Answer	Marks	Guidance
	<p><b>Level 4</b></p> <p>At this level candidates should show a good knowledge and understanding of the ways in which laws are made. Suitable examples are used to illustrate the points made. They answer the question thoroughly with a convincing evaluation of both parts of the statement. Their thorough personal response to the question includes understanding of the ways in which laws are made <b>and</b> the ways in which citizens can get involved in law making.</p> <p>Text must be legible. Spelling, grammar and punctuation must be accurate. Meaning must be communicated clearly.</p> <p>Example for 11 marks:</p> <p><i>Proposals for new laws are first mentioned in outline through the party manifestos during an election. People vote for a party on the basis of the ideas in the manifesto and the party with the most MPS forms a government. The manifesto promises usually need to be thought through more carefully once a party is in government. Some ideas will be a priority and these are brought before the new parliament in the Queen's speech. Next, civil servants draw up green and white papers to consult experts on how the new law might work. Pressure groups and ordinary citizens can become involved in this consultation. The final proposals are put into a document called a Bill. The Bill is discussed and voted on in the House of Commons and House of Lords. Citizens and pressure groups can lobby MPS and Lords at this stage to encourage them to make points about the new law. In extreme cases citizens can protest about new laws to stop them from being introduced. This happened against the law to ban hunting with dogs. Although this law was debated at length and subject to lots of consultation, it was still a weak and confused law. It didn't stop fox hunting as had been promised.</i></p>	10-12	<p>This response is informed by a range of examples. It includes descriptions of how the government make new laws as well as how citizens can become involved. There is a convincing evaluation of the statement.</p>

Question	Answer	Marks	Guidance
	<p><i>A government with a big majority can usually ignore negative amendments but it has to listen to big public protests as these can influence public opinion and even the result of the next election. There are examples of laws that have been brought in during an emergency that have been rushed and contained mistakes. Anti-terrorism laws and the infamous Dangerous Dogs Act are examples. With the latter, the government's definition of a dangerous dog linked to particular breeds and failed to recognise fully the influence of the owner on dog behaviour – most dogs can be taught to be dangerous. Limited consultation meant that these obvious issues were ignored.</i></p> <p><i>I agree that governments make laws to match the promises made during the election. That's what should happen in a democracy. However, citizens can have an input as voters and can also join in later consultation.</i></p> <p><i>Mostly governments understand that new laws should be drawn up carefully so that they work properly. However, it is the few laws that are rushed through and do not work that people remember.</i></p>		
	<b>Total</b>	<b>40</b>	



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