

GCSE

Citizenship Studies

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

General Certificate of Secondary Education

Mark Scheme for June 2016

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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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1. Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
✓ and ✗	For correct and incorrect responses
BOD	benefit of doubt
VG	vague
IRRL	irrelevant
REP	repetition
NAQ	not answering question
EG	example given
L1	level 1
L2	level 2
L3	level 3
L4	Level 4
BP	Blank page – please use this annotation on all pages where there is no candidate response

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

MARK SCHEME

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	i	1	As above
4	i	1	As above
5	i	1	As above
6	Any one of the following decision-making bodies of the EU: <ul style="list-style-type: none"> • European Parliament. • Commission or commissioner • Council • European Court 	1	Annotation ✓ or ✗ Do not accept 'government' or the parliaments of any member states including the UK.
7	Any one advantage of using CAB services: <ul style="list-style-type: none"> • Free • Reliable / trustworthy / honest / professional • Good (or another appropriate adjective that suggests decent quality) legal or consumer or rights advice or similar • Trained staff • Accessible / easy to find / on the web • Impartial or similar • Will help anyone / non-judgemental • Signposts to other services / advisors 	1	Annotation ✓ or ✗ Do not accept 'they can give / receive help' or 'advice' or similar

Question	Answer	Marks	Guidance
8	<p>Any relevant example of a human right not present in a dictatorship such as:</p> <ul style="list-style-type: none"> • Voting / elections • Secret ballot • Freedom of speech / assembly / religion / thought / <u>personal</u> freedom • Privacy • Forming / joining a political party / pressure group • Complain / protest • Free press / media • Equal legal rights / rule of law • Fair trial / trial within a reasonable time • Freedom from torture 	1	<p>Annotation ✓ or ✗</p> <p>Do not accept 'freedom' on its own.</p> <p>Do not accept 'education'.</p>
9	<p>Any one reason why UK media might be prevented by law from publishing a story.</p> <ul style="list-style-type: none"> • Encouraging racial / religious hatred. (Accept encouraging racism or discrimination) • Publishing offensive material (See guidance in next column) • Infringing privacy or right to a family life • Court restrictions due to the age of the participants or the need to respect privacy / dignity. • Laws of libel / slander / protection from untrue / inaccurate statements • Matters of national security / emergency 	1	<p>Annotation ✓ or ✗</p> <p>Do not accept 'being biased', 'wrong' or 'may cause offence'</p> <p>Differentiate between 'publishing offensive material' such as extreme sexual images (credit with a mark) and causing offence to individuals by, for example, criticising a religious leader (no mark).</p> <p>Do not accept 'goes against other human rights'</p>

Question	Answer	Marks	Guidance
10	<p>Any one feature of a place with low levels of community cohesion such as:</p> <ul style="list-style-type: none"> • People afraid to leave their homes or similar • Violence • Lack of respect • Tension in the community / gangs • Vandalism / graffiti / litter • Houses / flats empty or similar • Crime • Discrimination / racism • People going to particular shops / cafes / places to avoid other groups / segregation between groups • Failing schools / poor community services 	1	<p>Annotation ✓ or ✗ Do not accept 'poor people'</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
11	<p>Candidates should be able to show knowledge about the concept of a political party and why people join them.</p> <p>They should be able to illustrate the extent of this knowledge with appropriate examples of political parties and show understanding of why people join parties through reference to the points in column 2. (Alternatively candidates may thoroughly explain why people join through reference to the policies of at least 2 parties.)</p> <p>Do not credit examples of pressure groups or references to them.</p>	4	<p>Annotation L1, L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗</p> <ul style="list-style-type: none"> • At level 1 it is important for candidates to show <u>knowledge of what</u> a political party is by giving at least one example and / or by giving a simple description of what political parties do or why people join e.g.: <ul style="list-style-type: none"> • they agree with the party's views/ values / opinions. • They want to make a difference 	<p>Assessment Objective 1 – Demonstrate knowledge and understanding. 4 marks</p> <p>Level 2. 3-4 marks <u>For 3 marks</u></p> <ul style="list-style-type: none"> • Sound explanation of why people join political parties • Two valid examples of a political party <p><u>For 4 marks</u></p> <ul style="list-style-type: none"> • Explanation must be thorough with at least 2 valid points. (Alternatively a thorough explanation might describe the

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			<p>Examples of political parties: Conservative, Liberal, Lib Dem / Liberal Democrat, Labour, Co-op, Scottish Nationalist, Scottish Socialist, Welsh Nationalist (Plaid Cymru) , Democratic Unionist, Ulster Unionist, Alliance, Sinn Fein, SDLP, Green, BNP, UKIP, Monster Raving Looney (Check others on the web as necessary.) <u>Do not accept "Independent"</u></p> <p>At level 2 candidates should show an <u>understanding of why</u> people join political parties. This should link ONLY to the following explanations or to a level 1 reason accompanied by a valid example.</p> <ul style="list-style-type: none"> • People want to see their ideas supported / publicised / put into practice. • People wish to be represented by those who share their views. • They can help develop / improve the party's ideas / policies • It is more effective to campaign with others than alone. • They will meet others with the same aims / values / ideas as themselves. • Can vote for new party leader. • They can support candidates who represent their views / make sure those representative remain accountable 	<p>policies of at least two different parties as part of an explanation of why people join.)</p> <ul style="list-style-type: none"> • Two valid examples of political parties <p>Level 1. 0-2 marks <u>For 1 mark</u></p> <ul style="list-style-type: none"> • General <u>description</u> of what a political party does or very limited explanation of why people join • OR one valid example of a political party. <p><u>For 2 marks</u></p> <ul style="list-style-type: none"> • General <u>description</u> of what a political party does or very limited explanation why people join, • AND one valid example of a political party.

Question	Answer	Marks	Guidance	
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			<ul style="list-style-type: none"> • They can gain the support of other party members if they wish to stand for election. • Without political parties, democratic government would be ineffective. 	

Question	Answer	Marks	Guidance	
12	i	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	ii	1	As above	

Question	Answer	Marks	Guidance	
			Content	Levels of Response
14	<p>Candidates should be able to show knowledge of the positive impact of EU membership on the UK.</p> <p>They should be able to show understanding of the EU's positive impact by relating their knowledge to the needs of business.</p>	4	<p>Annotation L1, L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗</p> <p>At level 1 candidates should show knowledge of EU membership benefits for business from the list below:</p> <ul style="list-style-type: none"> • Free movement of labour • EU common standards • Free trade • Tax / tariff advantages • Ease of / 'tariff free' transnational purchasing / shopping • Pro competition laws • Trade links • Mutual assistance / support • Freedom to travel • Freedom of residence / living <p>and/or giving one piece of evidence from Document 1 or elsewhere such as:</p> <ul style="list-style-type: none"> • £31bn of our exports go to Germany or, less specifically, 'a lot of trading goes on between EU countries' <p>(Do not accept references that are not linked to the advantages to UK businesses of EU membership.)</p> <p>At level 2 candidates should show an <u>understanding of why</u> businesses may benefit from these features of</p>	<p>Assessment Objective 1 - Demonstrate knowledge and understanding. 4 marks</p> <p>Level 2. 3-4 marks For 3 marks</p> <ul style="list-style-type: none"> • A sound <u>explanation</u> of the benefit of EU membership to business with at least one point • One valid piece of evidence from Document 1 or elsewhere <p><u>For 4 marks</u></p> <ul style="list-style-type: none"> • A thorough <u>explanation</u> of the benefits of EU membership to business with at least two points • One valid piece of evidence from Document 1 or elsewhere <p>Level 1. 0-2 marks <u>For 1 mark</u></p> <ul style="list-style-type: none"> • One point supporting EU membership • OR one valid piece of evidence from Document 1 or elsewhere <p><u>For 2 marks</u></p> <ul style="list-style-type: none"> • One point supporting EU membership • AND one valid piece of evidence from Document 1 or elsewhere

Question	Answer	Marks	Guidance	
			Content	Levels of Response
			<p>membership. This could link to the following examples:</p> <ul style="list-style-type: none"> • Free movement of labour means that businesses can attract the best employees and easily move workers to branches in the EU. • EU common standards for manufacturing and services mean that it is easier to sell into the large market of 27 countries and / or reduces business costs. • Free trade (or freedom from trade-related taxes or tariffs) or pro-competition laws within the EU mean that UK products and services can be sold on an equal basis with those from other EU countries. • making UK products • Our major trading partners are EU members. By maintaining membership of the EU, businesses are more likely to be able to maintain these trade links. 	

Question	Answer	Marks	Guidance	
			Content	Levels of Response
<p>15</p>	<p>Candidates should be able to show sufficient knowledge of the law to:</p> <ul style="list-style-type: none"> • Identify the correct option (ii) • Give a simple statement of the Beatrice’s rights in court (have legal support / representation (accept ‘see a solicitor’); to be treated with respect; to have her rights / the process explained to her; have a fair hearing; to have her say (or similar); call witnesses; remain silent; be treated as innocent until proven guilty; have the right to appeal; have the matter kept out of the public domain.) <p>At level 2, they should be able to explain why they have selected ii. This may include reasons why they have rejected other options. Their answer should demonstrate a good capacity to analyse and evaluate the case in relation to their contextual knowledge and understanding of the role and rights of a young witness.</p> <p>Their explanations could include:</p> <ul style="list-style-type: none"> • Youth courts are for people under 18. • Beatrice would normally only go before a magistrates court if an adult had also been involved in the theft or if the offence was more serious could be tried in a Crown Court. 	<p>4</p>	<p>Annotation L1, L2 and ✓ or X next to the option. Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>Candidates are being assessed in two ways:</p> <ol style="list-style-type: none"> 1. For their knowledge and understanding of the rights and responsibilities of citizens and the police. 2. For their ability to analyse and evaluate the case described in the question by using their knowledge and understanding in context. <p>It is not possible for candidates to gain more than one mark if they have chosen the incorrect option.</p> <p>Note that there are two alternative ways of gaining 2 marks at level 1 by either describing Beatrice’s rights (not her responsibilities) or by giving a sound explanation of the choice of option. In each case, candidates must select the correct option.</p> <p>To reach level 2 candidates must have:</p> <ul style="list-style-type: none"> • The correct option. • An explanation of why it has been chosen. • A description of the Beatrice’s rights. 	<p>Assessment Objective 1 - Demonstrate knowledge and understanding. 1 mark. Assessment Objective 3 - Analysis and evaluation. 3 marks.</p> <p>Level 2. 3-4 marks <u>For 3 marks</u> Candidate selects the correct option (ii). They are able to give a sound explanation of the choice and describe Beatrice’s rights in court using at least one simple point. <u>For 4 marks</u> There must <u>also</u> be EITHER a thorough explanation of the correct choice in which one reason is developed in detail or at least two in outline OR a thorough description of Beatrice’s rights in court where one point is developed in detail or two points in outline.</p> <p>Level 1. 0-2 marks <u>For 1 mark</u> Candidate EITHER selects the correct option OR describes Beatrice’s rights in court using one simple point. <u>For 2 marks</u> Candidate selects the correct option AND describes Beatrice’s rights in court using one simple point. OR Candidate selects the correct option</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> Theft is a criminal offence and so needs dealing with in a criminal court. A county court deals with civil matters. 		<p>Do not credit a point twice. So if a right is mentioned to help explain why option ii was chosen, the candidate cannot be awarded for it being part of an explanation AND one of Beatrice's rights in court.</p>	<p>AND gives a sound explanation of their choice by using one of the points mentioned in the answer column.</p>

Mark allocations for Q15

Correct option (ii)	No	Yes	No	Yes	Yes	Yes	Yes	Yes
Sound explanation of choice using one point	No	No	No	Yes	No	Yes	Sound explanation of choice using one point	A thorough explanation in which one reason is developed in detail or at least two in outline.
Describes Beatrice's rights using at least one simple point	No	No	Yes	No	Yes	Yes	Describes Beatrice's rights by developing one point in detail or two points in outline.	Describes Beatrice's rights using at least one simple point
MARKS	0	1	1	2	2	3	4	4

Question	Answer	Marks	Guidance	
			Content	Levels of Response
16	<p>Candidates should be able to show sufficient knowledge of the law to:</p> <ul style="list-style-type: none"> • Identify the correct option (ii) • Give a simple statement of the Mark's rights as a young witness (have a parent or responsible adult with him before giving a statement; being able to read and sign the statement; having the right not to answer some questions; having the right to refuse to make a statement or to withdraw it; having a private consultation with a solicitor / responsible adult; support from the witness protection service; freedom of speech or similar). <p>At level 2, they should be able to explain why they have selected option ii. This may include reasons why they have rejected other options. This should demonstrate a good capacity to analyse and evaluate the case in relation to their contextual knowledge and understanding.</p> <p>Their explanations could include:</p> <ul style="list-style-type: none"> • the Head is entitled to take statements from students about thefts in school • the police must make sure a parent or responsible adult is with anyone under 17 who is interviewed • the parents / carers will want to know • Mark can be asked for a statement as he is an important witness. 	4	<p>Annotation L1, L2 and ✓ or X next to the option. Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>It is not possible for candidates to gain more than one mark if they have chosen the incorrect option.</p> <p>Note that there are two alternative ways of gaining 2 marks at level 1 by either describing Mark's rights (not his responsibilities) or by giving a sound explanation of the choice of alternative. In each case, candidates must select the correct option.</p> <p>To reach level 2 candidates must have:</p> <ul style="list-style-type: none"> • The correct option. • An explanation of why it has been chosen. • A description of the Mark's rights. <p>Do not credit a point twice. So if a right is mentioned to help explain why option ii was chosen, the candidate cannot be awarded for it being part of an explanation AND one of Mark's rights.</p>	<p>Assessment Objective 1 - Demonstrate knowledge and understanding. 1 mark. Assessment Objective 3 - Analysis and evaluation. 3 marks.</p> <p>Level 2. 3-4 marks <u>For 3 marks</u> Candidate selects the correct option. They are able to give a sound explanation of the choice and describe Mark's rights using at least one simple point. <u>For 4 marks</u> There must <u>also</u> be EITHER a thorough explanation of the correct choice in which one reason is developed in detail or at least two in outline OR a thorough description of Mark's rights where one point is developed in detail or two points in outline.</p> <p>Level 1. 0-2 marks <u>For 1 mark</u> Candidate EITHER selects the correct option OR describes Mark's rights by using one simple point. <u>For 2 marks</u> Candidate selects the correct option AND describes Mark's rights by using one simple point. OR Candidate selects the correct option AND gives a sound explanation of their choice of alternative by using one of the points mentioned in the answer column.</p>

Mark allocations for Q16

Correct option (ii)	No	Yes	No	Yes	Yes	Yes	Yes	Yes
Sound explanation of choice using one point	No	No	No	Yes	No	Yes	Sound explanation of choice using one point	A thorough explanation in which one reason is developed in detail or at least two in outline.
Describes Mark's rights using at least one simple point	No	No	Yes	No	Yes	Yes	Describes Mark's rights by developing one point in detail or two points in outline.	Describes Mark's rights using at least one simple point
MARKS	0	1	1	2	2	3	4	4

Question	Answer	Marks	Guidance	
			Content	Levels of Response
17	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> • Show an understanding of the terms: <ul style="list-style-type: none"> • British traditions; (practices handed down over time – often linked to religious heritage or rural / industrial past – e.g. Bonfire Night, fish and chips, Trooping of the Colour, the FA Cup Final, etc.) • values (principles or standards including: personal freedom, equal opportunity, tolerance and respect for diversity, rule of law.) • culture (a broad term covering the customs civilisation and achievements of a particular group of people - dress, arts, religion, literature, language conventions, family conventions, patterns of expected behaviour, etc. – so we might talk of Jamaican culture or British culture.) • sense of identity. (a feeling of affinity or belonging to a particular group that may shape our beliefs, attitudes and behaviour – so someone might talk about part of their identity being linked to childhood in Manchester, support for Manchester City, etc.) • Explain that the same traditions, values and culture are not shared by all citizens with reference, for example, to different nationalities, ethnic groups, religions and social classes in the UK. 	12	<p>Annotation L1, L2, L3, L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Place a ✓ at the end of the space available for the answer to show that you have checked all the available pages for candidate responses. Do <u>not</u> otherwise use ✓ or ✗</p> <p>Candidates are being assessed for their ability to analyse and evaluate the viewpoint described in the question by using their contextual knowledge and understanding of citizenship, identity and community in the UK.</p> <p>To reach level 2, candidates must show a sound understanding of at least two of the terms mentioned in the stimulus – traditions, values, culture and sense of identity.</p> <p>To reach level 3, candidates must show a sound understanding of at least three of the terms mentioned in the stimulus – traditions, values, culture and sense of identity. There must be some valid evaluation of the viewpoint in the context of the candidate's understanding of the diversity and complexity of life in the UK.</p>	<p>Assessment Objective 3 - Analysis and evaluation. 12 marks.</p> <p>Level 4. 10-12 marks An informed and well-argued personal response to the viewpoint based on a thorough analysis and evaluation of a range of evidence. At this level, the response will contain specific and accurate references to the diversity of traditions, values and culture in the UK.</p> <p>Candidates will explain citizens' often complex sense of identity with reference to differences in nationality, ethnicity, religion, social class, etc.</p> <p>At this level candidates should explain that some values are widely shared such as tolerance, equal opportunity, the rule of law and democracy. Some traditions and cultural attributes are also widely shared such as the celebration of a winter festival and general support for the monarchy. They should also explain that there are important differences between the culture and traditions of different national, ethnic and cultural groups within the UK.</p> <p>There will be a good and convincing summary of their case in response to the viewpoint.</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> • Explain that UK citizens often have a complex sense of identity with reference to differences in nationality, ethnicity, religion, community, etc. • Make a considered and thorough response to the viewpoint using examples and evidence from their studies. <p>Marks are awarded for the quality of written communication. The criteria are specified in the levels of response column.</p> <p>N.B. Avoid giving credit to candidates who simply repeat the concepts in the question without describing them or giving examples.</p>		<p>To reach level 4, candidates must bring together their arguments to evaluate the viewpoint and in a convincing fashion and with valid reference to differences in traditions, values and culture as well as to the complexities of UK citizens' sense of identity.</p>	<ul style="list-style-type: none"> • Informed and well-argued evaluation of both aspects of the viewpoint. • Thorough explanation of their position supported by specific examples. • A reasoned conclusion. <p>Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p> <p>Level 3. 7-9 marks</p> <ul style="list-style-type: none"> • Some valid evaluation of the viewpoint in the context of the candidate's understanding of the diversity and complexity of life in the UK. • Sound description of at least three of the terms mentioned in the stimulus - traditions, values, culture and sense of identity. • A reasoned conclusion dealing with both aspects of the viewpoint. <p>Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2. 4-6 marks</p> <ul style="list-style-type: none"> • Limited evaluation of the viewpoint • Sound description of at least two of the terms mentioned in the stimulus - traditions, values, culture and sense of identity.

Question	Answer	Marks	Guidance	
			Content	Levels of Response
				<p>Text is legible. There are mistakes in spelling, grammar and punctuation; however, meaning is still communicated clearly for most of the answer.</p> <p>Level 1. 0-3 marks</p> <ul style="list-style-type: none"> • Personal opinion on the viewpoint • Some limited but valid points about one or more of the terms mentioned in the stimulus - traditions, values, culture and sense of identity. <p>Information is organised at a simple level to aid communication but frequent mistakes in spelling, grammar and punctuation sometimes impede communication of meaning.</p>

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