

Citizenship Studies

General Certificate of Secondary Education **GCSE J269**

General Certificate of Secondary Education (Short Course) **GCSE J029**

Mark Schemes for the Units

January 2010

J029/J269/MS/R/10J

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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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A324/02 Identity, democracy and justice - Understanding our roles as citizens

Question	Expected Answer	Mks	Additional Guidance
1	iii	[1]	Annotation ✓ X If more than one alternative has been ringed, only credit if it is clear which ONE the candidate wants you to mark.
2	iv	[1]	Annotation ✓ X If more than one alternative has been ringed, only credit if it is clear which ONE the candidate wants you to mark.
3	iv	[1]	Annotation ✓ X If more than one alternative has been ringed, only credit if it is clear which ONE the candidate wants you to mark.
4	i	[1]	Annotation ✓ X If more than one alternative has been ringed, only credit if it is clear which ONE the candidate wants you to mark.
5	ii	[1]	Annotation ✓ X If more than one alternative has been ringed, only credit if it is clear which ONE the candidate wants you to mark.
6	Any relevant reason eg to find work; to improve quality of life; to be with family; to escape poverty; to escape persecution; for a better climate; seeking asylum; war etc.	[1]	Annotation ✓ X
7	Any relevant responsibility such as: keeping the peace/acting as a deterrent/patrolling; keeping people/community safe or similar; arrest criminals; stop crimes obey the law; advising on crime prevention; collecting/collating information on crime; supporting education programmes; supporting human rights; treating people with respect/equally; promote racial equality; promote good relationships between different groups; giving accurate evidence in court.	[1]	Annotation ✓ X Do not allow prosecute. Take care to distinguish between a right and a responsibility.
8	Any relevant feature such as: elections/voting; elected politicians; free press; pressure groups; more than one political	[1]	Annotation ✓ X

		party; consultation; involves the people; freedom of speech.		
9		Any relevant method such as: carrying out research; building public support; building a campaign; influencing/lobbying MPs; protesting; etc.	[1]	Annotation ✓ X Allow examples of methods eg: getting signatures on a petition.
10		Any relevant responsibility such as: reporting accurately/truthfully; respecting privacy/dignity; reporting matters only in the public interest.	[1]	Annotation ✓ X Do not allow unbiased opinion. Focus on the issue of responsibility.

Question	Expected Answer	Mks	Additional Guidance
11	<p>Candidates may mention rights to: security; respect for private life; freedom from racism and discrimination, or they may mention the laws against libel, slander and defamation in this context.</p> <p>Level 1 For 1 mark, candidate shows an understanding of other rights that may conflict with people's rights to express their views or makes a simple but valid point about why people should have the right to express their views.</p> <p>For 2 marks, at least one valid example is also needed.</p> <p>Level 2 Candidate shows a sound knowledge of at least one right that is in conflict with people's right to express their views. For 4 marks, the candidate either explains why freedom of expression is important or supports their answer with at least two valid examples.</p>	<p>[1-2]</p> <p>[3-4]</p>	<p>Annotation L1, L2 and ✓ next to examples.</p>
12	ii	[1]	<p>Annotation ✓ X If more than one alternative has been ringed, only credit if it is clear which ONE the candidate wants you to mark.</p>
13	iv	[1]	<p>Annotation ✓ X If more than one alternative has been ringed, only credit if it is clear which ONE the candidate wants you to mark.</p>
14	<p>Level 1 Candidate states why research on such issues as recycling,</p>	[1-2]	<p>Annotation L1, L2 and ✓ next to examples/.evidence</p>

	<p>education and transport may be important (saving resources, encouraging sustainability/efficiency; because it is something to encourage/increase).</p> <p>Alternatively, the candidate gives a limited explanation of why the European Parliament carries out research (spreading good practice; gathering information for decision-makers; evaluating new regulations/laws; testing ideas; etc).</p> <p>For 2 marks, at least one valid example/piece of evidence is needed.</p> <p>Level 2 Candidate gives a sound explanation of why the European Parliament carries out research and why research on such issues as recycling, education and transport is important.</p> <p>For 4 marks, at least 2 valid examples or pieces of evidence are needed to support the points made.</p>	<p>[3-4]</p>	
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Question	Expected Answer	Mks	Additional Guidance
16	<p>Level 1 Candidate indicates the correct advice (iii) = 1 mark.</p> <p>For 2 marks they must also give a simple justification for their choice of alternative.</p> <p>These justifications could include:</p> <ul style="list-style-type: none"> • Jasmine took the property without consent • Jasmine's intention to return the property is no excuse in law • Jasmine's age does not excuse her from responsibility • Jasmine gaining no reward from passing the coat on does not excuse her from responsibility • Paula knew the coat did not belong to Jasmine/Paula is receiving stolen property. <p>OR candidates make a limited attempt to explain Jasmine's rights or responsibilities – see below.</p> <p>Level 2 As for 2 marks above but candidate gives a clear explanation of Jasmine's rights or responsibilities.</p> <p>Rights could include: to have a parent of suitable adult present at the interview; to remain silent; to be supported by a solicitor; to know why you have been arrested; to have someone let your parents know where you are; to have the name and police station of the arresting officer; to be held no more than 24 hours.</p> <p>Responsibilities could include: to avoid theft; to help the police; to be truthful.</p>	<p>[1-2]</p> <p>[3-4]</p>	<p>Annotation ✓ X next to (iii) L1, L2 in main body of answer.</p> <p>If more than one alternative has been ringed, only credit if it is clear which ONE the candidate wants you to mark.</p> <p>4 marks can only be awarded if the candidate has selected the correct alternative. Therefore, candidates can score up to a maximum of 3 marks if they give an incorrect alternative.</p>

SECTION C

Question	Expected Answer	Mks	Additional Guidance
17	<p>Level 1 Candidate produces a personal response to the statement in which they make some valid but limited points about the power held by the government and other organisations and groups. This might include reference to organisations and groups such as: the electorate, Parliament; pressure groups; the judiciary; the media; the European Parliament; NATO; the United Nations; trade unions etc.</p> <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> <p>Level 2 Candidate produces a personal response to the statement and includes some comment on the statement based on some analysis of at least one piece of valid evidence about the amount of power held by the government and other organisations and groups.</p> <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 3 A sound personal response to the question supported by a sound analysis of at least two pieces of valid evidence that evaluates the amount of power held by the government in relation to at least one other valid organisation or group.</p> <p>At this level candidates should show awareness that the government is elected and/or accountable. Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p>[1-3]</p> <p>[4-6]</p> <p>[7-9]</p>	<p>Annotation L1, L2, L3, L4 and ✓ next to evidence</p>

Question	Expected Answer	Mks	Additional Guidance
	<p>Level 4 An informed personal response to the question based on a thorough analysis and evaluation of a range of evidence.</p> <p>At this level, the response will contain specific examples of the amounts of power held by different groups and organisations and the ways in which government is subject to checks as well as being accountable to Parliament/the electorate/the law.</p> <p>There is a good and convincing conclusion.</p> <p>Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p>	[10-12]	
	Total for Paper	40	

Grade Thresholds

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January 2010 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A*	A	B	C	D	E	F	G	U
A324/02	Raw	40	35	30	25	21	17	13	10	7	0
	UMS	40	36	32	28	24	20	16	12	8	0

The total entry for the examination was:

A324/02 = 889

For a description of how UMS marks are calculated see:

<http://www.ocr.org.uk/learners/ums/index.html>

Statistics are correct at the time of publication.

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