

Citizenship Studies

General Certificate of Secondary Education

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

Mark Scheme for January 2011

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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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SECTION A				
Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
1	i	[1]	AO1	If more than one alternative has been ringed, only credit it if it is clear which ONE the candidate wants you to mark
2	iv	[1]	AO1	As above
3	i	[1]	AO1	As above
4	iii	[1]	AO1	As above
5	iv	[1]	AO1	As above
6	Any relevant reason eg to find work; to improve quality of life (accept “for the health service” or “for education”); because living standards are higher; to be with family; to marry; to escape poverty (accept “for benefits”); because of natural disasters or similar; to escape persecution (seeking asylum) / live in freedom; for protection or similar; to move to a democracy / better human rights; for a better climate; freedom from war / torture; etc.	[1]	AO1	Annotation ✓ or ✗
7	Any relevant source of legal advice such as: a website e.g. <i>Frank, The Site</i> , etc.; Citizens Advice (CAB); a solicitor or lawyer; a law / legal centre; the police; a trade union; an employer’s association; a member organisation such as the AA or RAC or Which; a pressure group.	[1]	AO1	Annotation ✓ or ✗
8	Any relevant infringement of human rights as: arbitrary arrest / torture / imprisonment; lack of a fair trial; a controlled media / no free press; no elections / voting or unfair elections / lack of a secret ballot; only one political party; lack of consultation; lack of free speech; a ban on certain organisations (examples acceptable); no laws to protect people.	[1]	AO1	Annotation ✓ or ✗

Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
	<p>For 4 marks, the explanation of why people should obey the law shows an understanding of the importance of either democracy (the government that makes the law has been chosen by the public) or human rights (law safeguards people's rights). Examples are used. Example: <i>People should obey the law in a democracy because the government has been elected. This means the majority of the people have agreed with its policies. If people disagree with a law, they should protest or vote for someone else at the next election. Important laws to me and my community are laws to control traffic and to prevent people from damaging the environment. These laws stop people being selfish and protect weaker members of the community.</i></p>			This response shows a good understanding of why people should obey the law in a democracy
12	iii	[1]	AO3	
13	i	[1]	AO3	

Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
14	<p>Level 1 For 1 mark, candidate states why research on such issues as children's health may be important (improving quality of life / mortality rates; reducing population size; identifying areas for UN intervention / support; monitoring the effects of factors such as climate change, pollution, etc.). <u>Alternatively</u> the candidate gives a limited explanation of why the United Nations carries out research (spreading good practice; gathering information for decision-makers; evaluating new targets / international agreements or laws; testing ideas; etc.). Example: <i>The UN carries out research so it knows what to do.</i></p> <p>For 2 marks, at least one valid example / piece of evidence is needed. Example: <i>The UN researches child health so that it knows where it should help most.</i></p> <p>Level 2 For 3 marks, candidate gives a sound explanation of why it is important for the UN to carry out research on such issues as children's health. Example: <i>The UN carries out research on child health so that it can decide where to give most aid. This means that resources are not wasted and the health of the world's children can be most improved.</i></p> <p>For 4 marks, candidate gives a thorough explanation of why it is important for the UN to carry out research on such issues as children's health. At least 2 valid reasons need to be given. Example: <i>Without research, the UN would not know where to target its aid for children or how to focus its immunisation programmes. For example, food aid programmes or schemes to educate parents about nutrition would be important in Southern Asia. Research can also show whether the programmes have been effective and how much more might need to be done in particular areas.</i></p>	<p>[1-2]</p> <p>[3-4]</p>	<p>AO1</p>	<p>Annotation L1, L2 and ✓ next to examples. Also use VG, EG, IRRL and REP as appropriate.</p> <p>This response gives an example of the type of research evidence the UN collects and why it is useful.</p> <p>This is a sound response showing a good understanding of why research is important but it lacks detail and so cannot be described as "thorough".</p> <p>This is a thorough response with examples, reference to some evidence (from Document 1) and two valid reasons why research is important.</p>

SECTION B				
Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
15	<p>Level 1 For 1 mark, candidate indicates the correct alternative (iii) <u>or</u> chooses no alternative or the wrong alternative but makes a limited attempt to identify Sarah's rights <u>or</u> responsibilities. Example: <i>Sarah should not make threats to others.</i></p> <p>For 2 marks Either candidate gives a simple justification for their correct choice of alternative. These justifications could include:</p> <ul style="list-style-type: none"> • Sarah is criminally responsible at 15. • The law applies at school just as anywhere else. • The head teacher will not necessarily be asked to take action by the police. • A reprimand for a recent / similar offence makes it likely that Sarah will be charged this time. <p>Example: <i>Sarah is likely to be charged because you have to obey the law when you are 15.</i></p> <p>Or candidate describes Sarah's rights <u>or</u> responsibilities Rights could include: all the usual rights connected with questioning and / or arrest such as: the right to have parents contacted; responsible adult supporting at the interview, right to silence, right to know the nature of the charge; limited time in police custody (24 hours), legal advice / support. Responsibilities could include: not threatening others; obeying the law; not obstructing the police; being honest; taking notice of the previous reprimand; modifying her behaviour. Example: <i>Sarah has the right to have parents contacted, a responsible adult supporting at the interview and a right to silence.</i></p>	[1-2]	<p>AO1, 1; AO3, 3</p>	<p>Annotation L1, L2 and ✓ next to examples. Also use VG, IRRL and REP as appropriate.</p> <p>This response gives a simple justification of the choice of alternative. Although the answer is not strictly accurate (it can be argued that people should obey the law at any age), it should be given the benefit of the doubt.</p> <p>This response describes rights but does not explain them</p>

Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
	<p>Level 2 For 3 marks: Either candidate gives a detailed explanation of why they have chosen the correct alternative. Example: <i>Sarah is likely to be charged because she is above the age at which you can be in trouble with the police. Also this is a criminal matter.</i> Or candidate gives a clear <u>explanation</u> of why Sarah has certain rights or responsibilities in this situation. Example: <i>Sarah has the right to have parents contacted, a responsible adult supporting at the interview. This is important because Sarah will feel more comfortable if an adult is with her and less likely to panic.</i></p> <p>For 4 marks the candidate should have done both of the above. They must have chosen the correct alternative (iii).</p>	[3-4]		<p>This response gives a more detailed justification of the choice of alternative with two separate points.</p> <p>This response gives some of Sarah's rights and explains why she has them. There must be an <u>explanation</u> for 3 marks.</p>

Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
16	<p>Level 1 For 1 mark, candidate indicates the correct alternative (i) <u>or</u> chooses no alternative or the wrong alternative but makes a limited attempt to identify the rights <u>or</u> responsibilities of the police in this case. Example: <i>The police can stop the young people.</i></p> <p>For 2 marks Either candidate gives a simple justification for their choice of alternative.</p> <p>These justifications could include:</p> <ul style="list-style-type: none"> • This is a criminal matter. (Candidates could mention engaging in threatening behaviour, making excessive noise, harassment of neighbours or criminal damage.) • It is not the responsibility of shop owners to control young people outside their premises. • While the Clarkes could take legal action for damages, this is a very unlikely course of action that could be both expensive and unproductive. It would also fail to bring the matter to police attentions and so risk a continuing problem. • Mr and Mrs Clarke have a right to feel safe in their home. <p>Example: <i>This is a criminal matter so the police should take action.</i></p> <p>Or candidate describes the police's rights or responsibilities. Rights could include: the stop the young people and hold them to account; to search the young people; to investigate the incident; to question the young people; to arrest the young people; to be treated with respect. Responsibilities could include: to tell the young people their name and police station at which based; to give the young people the opportunity to explain; to investigate the complaint; to record the complaint; to protect people; to arrange support for the Clarkes; to advise young people of their rights; to treat everyone with respect. Example: <i>The police can stop the young people and investigate the incident. They can ask the young people questions and search them. If they have good reason, they can arrest the young people</i></p>	[1-2]	<p>AO1, 1; AO3, 3</p>	<p>Annotation L1, L2 and ✓ next to examples. Also use VG, IRRL and REP as appropriate.</p> <p>Beware that some candidates may describe or explain Mr and Mrs Clarke's rights or responsibilities in response to the 3rd bullet point in the question. Do not give credit for this.</p> <p>This response gives a simple justification of the choice of alternative.</p> <p>This response describes rights but does not explain them</p>

Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
	<p>Level 2 For 3 marks, Either candidate gives a detailed explanation of why they have chosen the correct alternative. Example: <i>This is a criminal matter and so the police should take action. Mr and Mrs Clarke should only be expected to take action themselves in a civil case such as a dispute about a land boundary.</i> Or candidate gives a clear <u>explanation</u> of the police's rights or responsibilities in this case. Example: <i>The police have rights of stop and search to prevent crimes being committed and to ensure that investigations into incidents can start quickly before the offender has the chance to hide anything.</i></p> <p>For 4 marks the candidate should have done both of the above. They must have chosen the correct alternative (i).</p>	[3-4]		<p>This response gives a more detailed justification of the choice of alternative with two separate points.</p> <p>This response gives some of the police's rights and explains why they has them. There must be an <u>explanation</u> for 3 marks.</p>

SECTION C				
Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
17	<p>Level 1 Candidate produces a personal response to the statement in which they make some valid but limited points about cultural diversity and / or cultural traditions within the UK.</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. Example for 2 marks: <i>The UK does have wide cultural diversity with people coming from other places. This means that people have very different cultures.</i></p> <p>Level 2 Some comment on the statement based on some analysis of at least one piece of valid evidence about the nature of cultural diversity in the UK (different national, regional, ethnic, religious, cultural and social class identities), or the values and / or cultural traditions in the UK (democracy, equal opportunity, personal freedom, tolerance and respect for diversity and the rule of law or major religious festivals, national food, entertainment / music / sport, etc.)</p> <p>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>It is true that the UK has a wide range of cultural diversity. Different ethnic groups can be seen in most United Kingdom cities with people moving here from all over the world. The UK is also made up of different countries – England, Scotland and Wales.</i></p>	[1-3]	AO3	<p>Annotation L1, L2, L3, L4 and EG next to examples. Also use VG, EG, 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 at least one piece of valid evidence – different ethnic groups. There is also some comment on the statement.</p>
		[4-6]		

Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
	<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 extent of cultural diversity in relation to the existence of cultural traditions or values. At this level candidates should show awareness that there is considerable cultural diversity in the UK but that there are also values or cultural traditions that the majority share. Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. Example worth 8 marks: <i>There is considerable cultural diversity in the UK. People live in different regions such as the south-west and the north-east with different accents and traditions. Immigrants from the Commonwealth and EU have made the UK very diverse with different food, music, clothing and traditions often on show. However, British people also share cultural traditions such as respect for the Royal family, driving on the left and a liking of football and cricket.</i></p>	[7-9]		<p>This response includes an analysis of at least two pieces of valid evidence that evaluates the extent of cultural diversity and of common cultural traditions.</p>
	<p>Level 4 An informed personal response to the question based on a thorough analysis and evaluation of a range of evidence. At this level, the response will contain specific examples of the amounts of both cultural diversity, and values and cultural traditions. There is a good and convincing conclusion. Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly. Example for 11 marks: <i>Cultural diversity in the UK occurs in a number of ways. Firstly there are regional differences. People are often very proud of where they come from and there is rivalry between football teams from different cities. There are religious differences too which have lead to violence in parts of the UK such as Northern Ireland and Scotland. Secondly, there are ethnic differences which can divide communities.</i></p>		AO3	<p>This response is informed by a range of evidence.</p> <p>There are specific examples of the importance of cultural traditions and common values.</p>

Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
	<p><i>For example Muslim and West Indian groups have different attitudes to women and this has led to problems in some cities. Cultural diversity also has a more positive side with a wide variety of languages, foods such as curry, customs and traditions being available to bring variety to our lives. So I agree very much that the UK has, “a wide cultural diversity”.</i></p> <p><i>However, it is not true to say that, “there are few cultural traditions or values to give people a sense of community”. British people share important values such as personal freedom, the rule of law, tolerance and respect for diversity and equal opportunity. Racism is seen as unacceptable because most people believe in equal opportunity. These shared values that help give people here a sense of community and are supported by the big political parties and the law. The UK has perhaps fewer common cultural traditions than some other countries but people do come together to support British sports teams and most celebrate Christmas in some form.</i></p> <p><i>In conclusion, the statement is only partly accurate. British values such as a belief in personal freedom and equal opportunity do tend to hold a diverse nation together somehow.</i></p>	[10-12]		The conclusion is short but connects to the argument made throughout the answer and to the evidence used to support that argument.
	Paper Total	[40]		

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