

Candidate Style Answers

GCSE Citizenship Studies

OCR GCSE in Citizenship Studies: J269

Unit: A342

These candidate style answers are designed to accompany the OCR GCSE Citizenship Studies specification for teaching from September 2009.

GCSE Citizenship Studies

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

OCR has produced these candidate style answers to support teachers in interpreting the assessment criteria for the new GCSE specifications and to bridge the gap between new specification release and availability of exemplar candidate work.

This content has been produced by senior OCR examiners, with the support of the Qualification Manager, to illustrate how the sample assessment questions might be answered and provide some commentary on what factors contribute to an overall grading. The candidate style answers are not written in a way that is intended to replicate student work but to demonstrate what a “good” or “excellent” response might include, supported by examiner commentary and conclusions.

As these responses have not been through full moderation and do not replicate student work, they have not been graded and are instead, banded “medium” or “high” to give an indication of the level of each response.

Please note that this resource is provided for advice and guidance only and does not in any way constitute an indication of grade boundaries or endorsed answers.

17) Evaluate the following viewpoint:

“There is little point in voting. There are better ways of making your voice heard in a democracy.”

In your answer, you should:

- **Explain how far you agree that, “there is little point in voting.”**
- **Evaluate the other ways of making your voice heard in a democracy.**
- **Use evidence or examples to support the points you make.**
- **Sum up your response to the viewpoint. (AO3)**

(12)

<i>Candidate style answer</i>	<i>Examiner’s commentary</i>
<i>I disagree that there is little point in voting. There are major differences between the political parties on such issues as education, health, transport and whether or not our armed forces should be in Iraq. Voting is important because these matters affect the lives of everyone in the country. In some constituencies, such as Crawley in Sussex, there are sometimes only a handful of votes between the candidates. Here every vote really does</i>	<p>This is a high level answer.</p> <p>This is a very good response given the age and experience of the candidate.</p> <p>By expressing their viewpoint in the first sentence, the candidate finds it easy to write a convincing answer to the question and to stick to the point.</p> <p>The candidate evaluates the statement thoroughly and uses a range of relevant evidence with confidence. Specific and</p>

count. Where there is proportional representation, such as in the European elections, every vote matters because MEPs are elected according to the proportion of votes.

However, there can be as much as five years between elections for the UK Parliament. People who wish to get their voice heard between elections may wish to do so through membership of a pressure group. Pressure groups such as *Votes for 16* run campaigns and lobby politicians to get their message across. In 2008 they persuaded the Labour Party to reduce the voting age if they won the next election showing just how effective pressure can be. Not all campaigns are successful straight away. The *Countryside Alliance* could not persuade the government to change its mind about the hunting ban.

The news media help people to get their voice heard and sometimes even run campaigns of their own. In 2008, the *Daily Telegraph* ran a campaign to cut inheritance tax. This helped to persuade the government to do just that.

In a democracy, governments have to listen to pressure groups and the media. If governments do not listen, they won't win elections. However, in the end, it's votes that matter. Elections decide the really big issues and the direction the country takes. This makes voting very important indeed. Of course, the way you vote can be affected by pressure group campaigns and also by the media.

relevant examples are given to support all the points made. The reasons why people use other methods of getting their voice heard are explained.

The final summary is carefully considered and well informed.

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In your answer, you should:

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- **Evaluate the other ways of making your voice heard in a democracy.**
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Sum up your response to the viewpoint. (AO3)

(12)

<i>Candidate style answer</i>	<i>Examiner’s commentary</i>
<p><i>People vote for a government. The government may do new things such as bring in new laws. These might affect people. A new law might increase the age for buying alcohol to 21. So there would be a point in voting if you didn’t agree with this. You would vote for the person who didn’t agree. This way you can help decide who forms the new government.</i></p> <p><i>You can also make your voice heard by supporting a pressure group such as Greenpeace. They want to protect the environment. You could also run your own campaign. In our school, we had a campaign against bullying. This helped people stand up against bullying and bullying went down. People took notice of what we were doing.</i></p> <p><i>The media can also help to make people’s voices heard. You can get the local paper to tell your story if you have a problem. This might help to sort it out.</i></p> <p><i>I think there are many ways of making your voice heard in a democracy. Voting is just one. There is a point to voting, as you have no right to complain if you don’t vote. If nobody voted, there would be no government.</i></p>	<p>This is a medium level answer.</p> <p>The candidate evaluates the statement clearly and simply. They include at least two pieces of valid evidence to support the points made.</p> <p>Other relevant methods of getting your voice heard are described to show reasonable understanding.</p> <p>There is a simple final summary but this does not refer back to the question or sum up the candidate’s viewpoint.</p> <p>This answer does not “hint” at any the qualities needed for a higher mark.</p>

Mark Scheme for Question 17

Level 1 (1 – 3 marks)

Candidate produces a personal response to the statement in which they make some valid but limited points about the point of voting and / or show an understanding of the other ways to you're your voice heard in a democracy. (Campaigning, joining a pressure group, forming a pressure group, lobbying, protesting, using the media.)

Level 2 (4 – 6 marks)

Some evaluation of the statement based on some analysis of at least two pieces of valid evidence about the point of voting or the usefulness of alternative ways of promoting your views.

Level 3 (7 – 9 marks)

A sound personal response to the question supported by a sound analysis of at least two pieces of valid evidence that evaluates the importance of voting in relation to at least one other method of promoting your views. At this level candidates should show an awareness that voting may appear more purposeful in some constituencies or types of election rather than others.

Level 4 (10 – 12 marks)

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 ways to promote your views which are carefully evaluated in terms of their impact.

Allocating a mark within a level

Lowest mark in the level. Only just meets the criteria for the level.

Middle mark in the level. No doubts. Meets the criteria for the level.

Top mark in the level. A good response matching the criteria for the level. Hints of meeting the criteria for the next level.