

## **Citizenship Studies**

General Certificate of Secondary Education

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

### **Mark Scheme for June 2013**

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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.

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## Annotation Key

<b>Annotation</b>	<b>Meaning</b>
✓ and ✗	For correct and incorrect responses
<b>BOD</b>	Benefit of doubt
<b>VG</b>	Vague
<b>IRRL</b>	Irrelevant
<b>REP</b>	Repetition
<b>NAQ</b>	Not answering question
<b>EG</b>	Example given
<b>L1</b>	Level 1
<b>L2</b>	Level 2
<b>L3</b>	Level 3
<b>L4</b>	Level 4

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

Question		Answer	Marks	Guidance
1		iii	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		i	1	As above.
3		iii	1	As above.
4		iv	1	As above.
5		ii	1	As above.
6		<p>Any one of the following sources of support:</p> <ul style="list-style-type: none"> <li>• Through the legal and justice system. Accept examples such as: solicitors, lawyers, a law centre or the police.</li> <li>• Through a trade union, employer's association or membership organisation.</li> <li>• Through insurance companies (they would usually refer to a solicitor but accept the answer).</li> <li>• Rights and advice websites and help lines. Accept examples such as <i>YouthNet</i>, <i>Which?</i>, <i>ChildLine</i>, etc.</li> <li>• Rights and advice groups such as the Citizens Advice Bureau.</li> </ul>	1	Annotation ✓ or ✗ Do not accept the 'Internet' or 'websites'. Specific examples are needed. Do not accept 'advice bureau'.
7		<p>Any one right specific to a police officer such as to:</p> <ul style="list-style-type: none"> <li>• Expect co-operation from citizens, be treated with respect or similar.</li> <li>• Stop anyone/ask them to account for their actions/question suspects.</li> <li>• Search.</li> <li>• Support from fellow officers.</li> <li>• Arrest/charge/detain/restrain.</li> <li>• Use reasonable force/apply self-defence.</li> <li>• Enter property.</li> <li>• Confiscate property</li> <li>• Enforce the law.</li> </ul>	1	Annotation ✓ or ✗

Question	Answer	Marks	Guidance
8	Any relevant examples such as: 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, Respect (check others on the web as necessary).	1	Annotation ✓ or ✗ Do not accept 'Independent', 'democrat' or non-UK parties.
9	Any one reason why people have wanted to become citizens of the UK such as: <ul style="list-style-type: none"> <li>• Human rights record/nation's values including such rights as the right to vote.</li> <li>• Peaceful/prosperous country.</li> <li>• Better quality of life or similar.</li> <li>• Health service support.</li> <li>• Educational opportunities.</li> <li>• Economic opportunities/work (accept examples).</li> <li>• Family/cultural ties.</li> <li>• Already speak English/see it as important language.</li> </ul>	1	Annotation ✓ or ✗ Do not accept 'settle down' or similar.
10	Any one advantage of the UK being a member of the EU such as: <ul style="list-style-type: none"> <li>• Citizens being able to study/work/live in another EU country.</li> <li>• Larger population/more countries give greater worldwide influence.</li> <li>• Freedom of travel.</li> <li>• Shopping without paying additional taxes.</li> <li>• Environmental action/protection/rules/policies.</li> <li>• <u>Enhanced</u> freedom/security/justice/rights benefits.</li> <li>• Trade/business benefits including harmonisation/jobs/growth/economic boost.</li> <li>• Support in case of crisis/stability. Help out if in 'trouble' or similar.</li> <li>• Acting together for peace/security/assistance.</li> <li>• Share ideas.</li> </ul>	1	Annotation ✓ or ✗

Question		Answer	Marks	Guidance	
				Content	Levels of response
11		<p>Candidates should be able to show knowledge about the concept of justice and how justice is promoted by judges and juries.</p> <p>They should be able to illustrate the extent of this knowledge with appropriate examples of the work judges and juries do in court such as:</p> <p><b>Juries</b></p> <ul style="list-style-type: none"> <li>• Represent the wider community/act as the accused person's peers.</li> <li>• Decide guilt or innocence.</li> <li>• Listen to evidence.</li> <li>• Remain impartial.</li> <li>• Apply common sense.</li> <li>• Accept advice/direction from the judge.</li> </ul> <p><b>Judges</b></p> <ul style="list-style-type: none"> <li>• Ensure the court operates impartially/keep order</li> <li>• Make sure everyone has their say.</li> <li>• Apply the law to protect the public</li> <li>• Advise lawyers and the jury.</li> <li>• Decide sentence.</li> <li>• Consider the guilty person's previous record/circumstances.</li> </ul>	4	<p>Annotation L1, L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>At Level 1 it is important for candidates to describe the work of judges and juries.</p> <p>This needs to be specific. So it is not enough to state, for example, that 'judges are in charge of the courts'.</p> <p>It is necessary for the candidate to give some specific detail by including, for example, 'deciding sentences'.</p> <p>Candidates must give a specific and accurate example of the work of judges <b>or</b> juries to gain more than 1 mark.</p>	<p>Assessment Objective 1 – Demonstrate knowledge and understanding. 4 marks.</p> <p><b>Level 2 (3–4 marks)</b> Candidate shows knowledge of the work of judges and juries by including at least one specific and accurate example in each case. Candidate shows a sound understanding of the concept of justice and explains how the work of judges and juries contributes towards securing justice by stating at least one reason. <b>For 4 marks</b>, there must be more than one valid reason given.</p> <p><b>Level 1 (1–2 marks)</b> Candidate shows a general knowledge of the work of judges <b>or</b> juries <b>or</b> states a simple example. <b>For 2 marks</b>, a specific and accurate example should also be given of the work of judges <b>or</b> juries.</p> <p><b>(0 marks)</b> No response or response not valid.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>At Level 2, they should be able to <u>give reasons</u> why this work is important in securing justice. This should link to the following explanations:</p> <ul style="list-style-type: none"> <li>• The judge's experience/knowledge/authority is important in ensuring impartiality and that the law is followed.</li> <li>• The judge's experience/knowledge is important in ensuring consistency/proper application of precedent.</li> <li>• The jury's experience and common sense is important in making sure a reliable and impartial decision is made about guilt or innocence.</li> <li>• The jury represents all citizens and is selected impartially. This enables people to have faith in a system that represents all people.</li> <li>• The combination of judge and jury means that common sense decisions are made within the law and according to evidence.</li> <li>• The work of judges and juries should serve to protect the public.</li> </ul>			

Question			Answer	Marks	Guidance
12			iii	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	Content	Guidance
					Levels of response
14		<p>Candidates should be able to show knowledge of the terms 'community cohesion' and 'human rights'. They should be able to illustrate the extent of this knowledge with examples of how people's quality of life will decline if levels of community cohesion are low such as:</p> <ul style="list-style-type: none"> <li>• People afraid to leave their homes, especially at night.</li> <li>• Crime, vandalism, graffiti and litter.</li> <li>• Empty houses and flats.</li> <li>• People avoiding members of different ethnic/religious groups.</li> <li>• Failing schools and little provision for the community.</li> <li>• High levels of discrimination and racism.</li> </ul> <p>At Level 2, they should be able to <u>explain</u> why the effects of low community cohesion above place human rights at risk. This should link to the following explanations:</p> <ul style="list-style-type: none"> <li>• The right to freedom of expression is at risk because of fear of neighbours.</li> <li>• The right to equal opportunity is at risk because of high levels of discrimination and racism. Accept also the right not to be discriminated against.</li> <li>• The right to follow your religion may be compromised by fear of going out of your home.</li> </ul>	4	<p>Annotation L1, L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>At Level 1 it is important for candidates to show an understanding of the concept of 'community cohesion' by at least giving an example of the consequences of low levels of community cohesion.</p>	<p>Assessment Objective 1 – Demonstrate knowledge and understanding. 4 marks.</p> <p><b>Level 2 (3–4 marks)</b> Candidate shows a clear understanding of the terms 'community cohesion' and 'human rights' with two relevant examples of how low levels of community cohesion impact on people's quality of life. Candidate also gives a sound explanation of why low levels of community cohesion are likely to put human rights at risk. <b>For 4 marks</b>, there must be a thorough explanation in which one explanation is developed in detail or at least two in outline.</p> <p><b>Level 1 (1–2 marks)</b> Candidate shows an understanding of the term 'community cohesion' or 'human rights' by making some valid but limited points. This understanding may be demonstrated by the simple use of a 'stand alone' example. <b>For 2 marks</b>, this should include reference to at least one example of how people's quality of life is likely to decline if levels of community cohesion are low. Together with a clear understanding of the term community cohesion. Examples are listed in the answer column.</p>

Question			Answer	Marks	Content	Guidance
						Levels of response
			<ul style="list-style-type: none"> <li>• The right to respect for a private and family life is at risk because of high levels of crime and vandalism.</li> <li>• The right to education is at risk by failing schools.</li> <li>• The right to safety is at risk because people are wary of one another and this leads to potential conflict.</li> </ul>			<b>(0 marks)</b> No response or response not valid.

Question		Answer	Marks	Content	Guidance
				<b>Content</b>	<b>Levels of response</b>
15		<p>Candidates should be able to show sufficient knowledge of the law to:</p> <ul style="list-style-type: none"> <li>Identify the correct option (iii).</li> <li>Give a simple statement of the Ernie's rights. (Have an adult present if arrested - <b>but not when searched</b>, have legal advice/support, to be treated with respect, to be told why he has been stopped, searched or arrested, not to be asked to submit to a full search in public view, to be searched by a member of his own sex, to make a complaint, to be treated fairly/without discrimination, to be told his rights, to remain silent/refuse to answer questions, not to be questioned until in the police station if arrested, not to be detained for more than 24 hours, to receive a custody record).</li> </ul> <p>At Level 2, they should be able to explain why they have selected iii and/or 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. Their explanations could include:</p> <ul style="list-style-type: none"> <li>The police can only arrest someone if they are committing, have committed or are about to commit a criminal offence.</li> </ul>	4	<p>Annotation L1, L2 and ✓ or X next to the alternative. Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>Candidates are being assessed in two ways:</p> <ul style="list-style-type: none"> <li>For their knowledge and understanding of the rights and responsibilities of citizens and the police.</li> <li>For their ability to analyse and evaluate the case described in the question by using their knowledge and understanding in context.</li> </ul> <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 Ernie's rights (not his responsibilities) or by giving a sound explanation of the choice of option. In each case, candidates must select the correct option.</p>	<p>Assessment Objective 1 – Demonstrate knowledge and understanding. 1 mark. Assessment Objective 3 – Analysis and evaluation. 3 marks.</p> <p><b>Level 2 (3–4 marks)</b> Candidate selects the correct option. They are able to give a sound explanation of the choice and describe Ernie's rights using at least one simple point. <b>For 4 marks</b>, there must also 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 description of Ernie's rights where one point is developed in detail or two points in outline.</p> <p><b>Level 1 (1–2 marks)</b> For 1 mark, candidate EITHER selects the correct option OR describes Ernie's rights using one simple point. <b>For 2 marks</b>, candidate selects the correct option AND describes Ernie's rights using one simple point.</p> <p><b>OR</b></p> <p>Candidate selects the correct option AND gives a sound explanation of their choice of option by using one of the points mentioned in the answer column.</p> <p><b>(0 marks)</b> No response or response not valid.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>The police can stop you in a public place.</li> <li>The police can only search a person if they reasonably suspect them of committing or being about to commit a crime or suspect them of carrying 'prohibited' articles such as weapons, drugs, stolen property, etc.</li> <li>A full search should not be carried out in public.</li> </ul>		<p>To reach Level 2 candidates must have:</p> <ul style="list-style-type: none"> <li>The correct option.</li> <li>An explanation of why it has been chosen.</li> <li>A description of the Ernie's rights.</li> </ul>	

Question		Answer	Marks	Content	Guidance
					Levels of response
16		<p>Candidates should be able to show sufficient knowledge of the law to:</p> <ul style="list-style-type: none"> <li>Identify the correct option (ii).</li> <li>Give a simple statement of the Sayeda's rights. (To be free from violence – accept general statements about the right for women to have freedom from violence from men, to be able to stay in her home, to be able to stay with her children, to have legal protection/support, to enjoy a private and family life).</li> </ul> <p>At Level 2, they should be able to explain why they have selected option iii and/or 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"> <li>Sayeda should not be expected to stay in her home if violence is taking place.</li> <li>Children are unlikely to be placed in the custody of a person who is being violent.</li> <li>Involving her older brothers is likely to cause more difficulty/violence. The police should be involved as they have the correct levels of authority and experience.</li> </ul>	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 Sayeda'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"> <li>The correct option.</li> <li>An explanation of why it has been chosen.</li> <li>A description of Sayeda's rights.</li> </ul>	<p>Assessment Objective 1 – Demonstrate knowledge and understanding. 1 mark. Assessment Objective 3 – Analysis and evaluation. 3 marks.</p> <p><b>Level 2 (3–4 marks)</b> Candidate selects the correct option. They are able to give a sound explanation of the choice and describe Sayeda's rights using at least one simple point. <b>For 4 marks</b>, there must also 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 description of Sayeda's rights where one point is developed in detail or two points in outline.</p> <p><b>Level 1 (1–2 marks)</b> For 1 mark, candidate EITHER selects the correct option OR describes Sayeda's rights by using one simple point. <b>For 2 marks</b>, candidate selects the correct option AND describes Sayeda's rights by using one simple point. <b>OR</b> Candidate selects the correct option AND gives a sound explanation of their choice of option by using one of the points mentioned in the answer column.</p> <p><b>(0 marks)</b> No response or response not valid.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>• The courts can act quickly to protect Sayeda.</li> <li>• If her husband infringes a court order, he is committing a criminal offence. This should deter him from further violence.</li> <li>• Seeking a court order will protect (keep safe) Sayeda's children as well as her.</li> </ul>			

Question		Answer	Marks	Content	Guidance
					Levels of response
17		<p>Candidates should be able to show sufficient knowledge of how people get their voice heard in a democracy to:</p> <ul style="list-style-type: none"> <li>• Include examples of how Parliament responds to e-petitioning, holds enquiries, deals with MP's questions/representations and holds debates and/or how citizens select and/or can contact their MP.</li> <li>• Describe different ways of getting your voice heard (campaigning) such as using the social media, petitioning, gaining publicity, protesting, enlisting support and standing for election.</li> <li>• Include examples of the work of pressure groups, trade unions and member organisations to lobby and campaign.</li> <li>• Describe ways in which the media can help people have their voice heard.</li> <li>• Consider ways in which citizens can use the UK or European justice system to get their voice heard in appropriate circumstances such as employment disputes.</li> <li>• Make a considered and thorough response to the viewpoint using examples and evidence from their studies.</li> </ul>	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 each page to show that you have checked all the available pages for candidate responses.</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 the ways in which people can get their voice heard in a democracy.</p> <p>To reach Level 2, candidates must identify at least one valid way in which people can get their voice heard in a democracy such as membership of a trade union or pressure group.</p> <p>To reach Level 3, candidates must include reference to specific ways in which the use of Parliament and other methods of representation can help people get their voice heard.</p>	<p>Assessment Objective 3 – Analysis and evaluation. 12 marks.</p> <p><b>Level 4 (10–12 marks)</b> An informed and well-argued 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 how people can get their voice heard in a democracy including how Parliament facilitates representation and/or how MPs can be contacted by citizens. There will be a good and convincing summary of their case in response to the viewpoint. Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (7–9 marks)</b> A sound personal response to the question supported by a sound understanding of representative democracy (the link between Parliament/MPs and the electorate). There should also be analysis of at least one piece of valid evidence that relates to Parliamentary representation <b>and</b> at least one piece of valid evidence relating to ways in which people can get their voice heard. Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>

Question			Answer	Marks	Content	Guidance
						Levels of response
			Marks are awarded for the quality of written communication. The criteria are specified in the levels of response column.		To reach Level 4, candidates must bring together their arguments in direct response to the viewpoint and in a convincing fashion.	<p><b>Level 2 (4–6 marks)</b> Some evaluation of the statement based on some <b>analysis</b> of at least one valid example related to the way in which Parliament enables people’s voices to be heard <b>and/or</b> other valid ways in which people’s views can be expressed in a democracy. Text is legible. There are mistakes in spelling, grammar and punctuation; however, meaning is still communicated clearly for most of the answer.</p> <p><b>Level 1 (1–3 marks)</b> Candidate produces a personal response to the statement in which they make some valid but limited points about the ways in which people can get their voice heard. 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><b>(0 marks)</b> No response or response not valid.</p>

## APPENDIX 1

<b>Question 15</b>								
Correct alternative (iii)	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 Ernie's rights using at least one simple point	No	No	Yes	No	Yes	Yes	Describes Ernie's rights by developing one point in detail or two points in outline.	Describes Ernie's rights using at least one simple point.
<b>MARKS</b>	0	1	1	2	2	3	4	4

<b>Question 16</b>								
Correct alternative (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 Sayeda's rights using at least one simple point	No	No	Yes	No	Yes	Yes	Describes Sayeda's rights by developing one point in detail or two points in outline.	Describes Sayeda's rights using at least one simple point.
<b>MARKS</b>	0	1	1	2	2	3	4	4

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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Facsimile: 01223 552553

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