

GCSE

Citizenship Studies

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

General Certificate of Secondary Education

Mark Scheme for June 2014

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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

Annotation	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
✓ and ✖	For correct and incorrect responses on questions 6-10 and 15-16
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

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

Please send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal.

Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

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	ii	1	As above
3	i	1	As above
4	iii	1	As above
5	ii	1	As above
6	<p>Any one of the following reasons why a free press is important in a democracy:</p> <ul style="list-style-type: none"> • Challenges government / holds it to account or similar • Exposes inefficiency or wrong-doing • Opinions can be expressed / shared • Allows freedom of speech • It avoids / prevents censorship or control by government / the State • Enables citizens to make their own decisions • Generates new ideas / challenges existing ideas • Informs the public / politicians • Publicises different politicians / political parties • Campaigns for change / raising awareness 	1	Annotation ✓ or ✗
7	<p>Any one advantage of the UK being a member of the EU:</p> <ul style="list-style-type: none"> • Trade • Travel / shopping etc. • Peace and stability / less chance of war • Jobs and growth • UK would get (financial) help if needed • Free movement of capital / labour 	1	Annotation ✓ or ✗

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • EU citizens have residency / study / property / study rights in all EU countries • Consistent standards on manufacturing, services, etc. • Human rights and health and safety protection • Co-operation / working together on justice / policing / law, etc. • Gives us a say in Europe • Cultural / sporting / scientific / environmental co-operation. • Support for poorer regions / nations. 		
8	<p>Any relevant advantage of going to a solicitor for legal advice such as:</p> <ul style="list-style-type: none"> • Trained / experienced / qualified or understands legal rights • Insured against malpractice • Usually has the right expertise either personally or within the practice • May offer the first consultation free / without obligation • Impartial • Follows rules / has a professional code / is accountable • Confidential • They can represent you in court. 	1	<p>Annotation ✓ or ✗</p> <p>Do not accept 'support you' or 'tells you the best option' or similar as these are too vague and could apply to other people who might offer advice. Do not accept 'free advice' or 'no win, no fee'.</p>
9	<p>Any one way in which citizens can assist the police.</p> <ul style="list-style-type: none"> • Report crime or suspicions / provide information • Give evidence / become a witness • Join Neighbourhood Watch • Make a citizen's arrest • Become Special Constables / Police Cadets 	1	<p>Annotation ✓ or ✗</p> <p>Do not accept "obey the law" – too general.</p> <p>Do not accept "help" them, "tell the truth", "be honest" or similar without further qualification. Do not accept "do jury service".</p>

Question	Answer	Marks	Guidance
10	Any one responsibility of the UK Parliament such as: <ul style="list-style-type: none"> • Debate / examine / discuss / determine / decide/ vote on or pass / make new laws / major issues • Hold the Government / Prime Minister / Ministers / ruling party to account (accept “asking questions” in this context) • Holds enquiries into important issues • Issues reports / recommendations • Respects / represent the public’s views / rights 	1	Annotation ✓ or ✗ Do not accept debate / examine / discuss / determine / decide/ vote without qualification. Give a mark only for “vote on new laws or big issues, etc.” Do not accept ‘to help run the country’, ‘do the best for the country’ or similar as this comment is too vague and could apply to the civil service or local authorities.

Question	Answer	Marks	Guidance	
			Content	Levels of Response
11	<p>Candidates should be able to show knowledge about the concept of a pressure groups and how they bring about change.</p> <p>They should be able to illustrate the extent of this knowledge with appropriate examples of pressure group action and show understanding of the function of pressure groups in a democracy through reference to awareness raising, policy formation, lobbying, decision-making and campaigning.</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 it is important for candidates to show <u>knowledge of what</u> a pressure group is by giving at least one example of how they bring about change and / or by making a simple statement about why governments listen to them.</p> <p>Examples of how pressure groups can bring about change: awareness raising, policy formation, lobbying, participating in decision-making and campaigning</p> <p>At level 2 candidates should show an <u>understanding of why</u> governments listen to pressure groups in a democracy. This should link to the following explanations:</p> <ul style="list-style-type: none"> • Pressure groups may represent large sections of the electorate • Staff in pressure groups often have considerable expertise in their field and can contribute to government policy formation • Pressure groups often carry out worthwhile research and have useful proposals. 	<p>Assessment Objective 1 – Demonstrate knowledge and understanding. Level 2. 3-4 marks</p> <p><u>For 3 marks</u></p> <ul style="list-style-type: none"> • Sound explanation of why governments listen to pressure groups • One valid and specific example of a pressure group activity <p><u>For 4 marks</u></p> <ul style="list-style-type: none"> • Thorough explanation of why governments listen • Two valid examples of a pressure group activity <p>Level 1. 0-2 marks</p> <p><u>For 1 mark</u></p> <ul style="list-style-type: none"> • General description of what a pressure group does or why a government listens • OR one valid example of a pressure group or activity <p><u>For 2 marks</u></p> <ul style="list-style-type: none"> • General description of what a pressure group does or why a government listens

Question	Answer	Marks	Guidance	
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			<ul style="list-style-type: none"> • Campaigns may produce unfavourable publicity for the government • If pressure groups can be persuaded to support government policy, they can help promote and even implement that policy. • Without pressure groups, democratic government would be ineffective as less information and advice would be available. 	<ul style="list-style-type: none"> • AND one valid example of a pressure group or activity

Question	Answer	Marks	Guidance
12	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
13	iii	1	As above

Question	Answer	Marks	Guidance	
			Content	Levels of Response
14	<p>Candidates should be able to show knowledge of the information governments collect on issues such as crime and a limited understanding of why such information is collected.</p> <p>They should be able to show understanding of why, in a democracy, it is important that such information should be shared with the public.</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 it is important for candidates to show a <u>limited understanding</u> of why crime information is collected and / or why it is important for the public to see such information.</p> <p>At level 2 candidates should show a <u>sound understanding of why</u>, in a democracy, it is important that such information should be collected and / or shared with the public.</p> <p>At either level, reasons for the collection of crime figures could include:</p> <ul style="list-style-type: none"> • Check police / crime prevention effectiveness • Check the impact of changes in the economy / employment, social policy / crime prevention, etc. • Check trends in crime so that action can be taken / policy can be informed • Identify and take action over “hot spots” for crime in general or particular offences 	<p>Assessment Objective 1 - Demonstrate knowledge and understanding. 4 marks</p> <p>Level 2. 3-4 marks</p> <p>Candidate shows a <u>clear understanding</u> of the importance of showing crime figures to the public by including at least one specific reason.</p> <p><u>For 3 marks</u></p> <ul style="list-style-type: none"> • A sound <u>explanation</u> of the why governments collect crime figures including at least 2 points • OR a sound explanation of why governments should show crime figures to the public <p><u>For 4 marks</u></p> <ul style="list-style-type: none"> • A sound <u>explanation</u> of the why governments collect crime figures including at least 2 points • AND a sound explanation of why governments should show crime figures to the public

Question	Answer	Marks	Guidance	
			Content	Levels of Response
			<p>At either level, reasons for sharing the information with the public could include:</p> <ul style="list-style-type: none"> • The public has a right to know so that they can hold politicians and public bodies to account • The public has a right to know so that they can put media scare stories on crime into a wider context. • People can modify their own decisions about security, residence and behaviour once they have information • People, pressure groups and political parties can respond to the information by campaigning for change in relation to law and order, etc. 	<p>Level 1. 0-2 marks <u>For 1 mark</u></p> <ul style="list-style-type: none"> • One point explaining why governments collect information • OR one point explaining why governments share information with the public <p><u>For 2 marks</u></p> <ul style="list-style-type: none"> • One point explaining why governments collect information • AND one point explaining why governments share information with the public
15	<p>Candidates should be able to show sufficient knowledge of the law to:</p> <ul style="list-style-type: none"> • Identify the correct alternative (i) • Give a simple statement of the Bill's responsibilities (avoid racial abuse; tell the truth; assist the police if they are involved; be prepared to make a statement; be prepared to be a witness in court; apologise to Freddie.) 	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> <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>Assessment Objective 1 - Demonstrate knowledge and understanding. 1 mark. Assessment Objective 3 - Analysis and evaluation. 3 marks.</p> <p>Level 2. 3-4 marks For 3 marks, Candidate selects the correct option (i). They are able to give a sound explanation of the choice and describe Bill's responsibilities using at least one simple point.</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>At level 2, they should be able to explain why they have selected i. This may include reasons why they have rejected other alternatives. Their answer 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"> • Freddie has committed an assault. This is a crime and an appropriate matter for the police. • As Freddie attends a secondary school, he will be over the age of criminal responsibility. • The mitigating circumstances of the racial abuse is not an excuse for committing an assault. • The police do not need the Head's consent to deal with an assault on school premises. 		<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 Bill's responsibilities (not his rights) 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 Bill's responsibilities. 	<p>For 4 marks, 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 Bill's responsibilities where one point is developed in detail or two points in outline.</p> <p>Level 1. 0-2 marks</p> <p>For 1 mark, candidate EITHER selects the correct option OR describes Bill's responsibilities using one simple point.</p> <p>For 2 marks, candidate selects the correct option AND describes Bill's responsibilities using one simple point.</p> <p>OR</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>

Mark allocations for Q15

Correct alternative (i)	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 Bill's responsibilities using at least one simple point	No	No	Yes	No	Yes	Yes	Describes Bill's responsibilities by developing one point in detail or two points in outline.	Describes Bill's responsibilities 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 alternative (iii) • Give a simple statement of the Candice's rights (innocent until proved guilty; have a parent or responsible adult with her 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; be released after 24 hours; have legal representation; be searched by a police officer of the same sex; not be searched fully in a public place) <p>At level 2, they should be able to explain why they have selected alternative iii. This may include reasons why they have rejected other alternatives. 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"> • Candice and Annie are both above the age of criminal responsibility • Both have committed a criminal offence and so can be arrested. • Annie's employment in the shop does not protect her from charges of theft. 	4	<p>Annotation L1, L2 and ✓ or X next to the alternative. 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 alternative.</p> <p>Note that there are two alternative ways of gaining 2 marks at level 1 by either describing Candice'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 Candice'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 For 3 marks, Candidate selects the correct option. They are able to give a sound explanation of the choice and describe Candice's rights using at least one simple point. For 4 marks, 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 Candice's rights where one point is developed in detail or two points in outline.</p> <p>Level 1. 0-2 marks For 1 mark, candidate EITHER selects the correct option OR describes Candice's rights by using one simple point. For 2 marks, candidate selects the correct option AND describes Candice's rights by using one simple point. OR 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>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> The police have reasonable grounds for believing that both women may be concealing further stolen property and so are entitled to conduct searches 			

Mark allocations for Q16

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 Candice's rights using at least one simple point	No	No	Yes	No	Yes	Yes	Describes Candice's rights by developing one point in detail or two points in outline.	Describes Candice'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 show sufficient knowledge and understanding of the Commonwealth to:</p> <ul style="list-style-type: none"> • Show that the Commonwealth is not just “a random group of countries” Candidates should describe what the Commonwealth is using some of the following points: <ul style="list-style-type: none"> ➤ A voluntary association of 53 developed and developing independent countries. ➤ Queen is the head ➤ Members mainly have previous links with the UK as former colonies ➤ Member countries have an equal say in Commonwealth policy • Describe what the Commonwealth does using some of the following points: <ul style="list-style-type: none"> ➤ Holds the Commonwealth games every 4 years to bring the “family” of countries together. ➤ Promotes democracy and human rights. ➤ Promotes trade between member countries 	12	<p>Annotation L1, L2, L3, L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Place a BP on all the available blank pages for candidate responses. Do not use ✓ or ✗ through the response</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 origins and role of the Commonwealth.</p> <p>To reach level 2, candidates must provide a sound description of <u>either</u> what the Commonwealth is <u>or</u> what the Commonwealth does.</p> <p>To reach level 3, candidates must provide a sound description of both what the Commonwealth is <u>and</u> what the Commonwealth does.</p> <p>To reach level 4, candidates must bring together their arguments in direct response to the viewpoint and in a convincing fashion.</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 references to work of the Commonwealth based on a clear understanding of why it exists. Some examples will be given. The candidate may argue that the Commonwealth is much less significant than it used to be. There will be a good and convincing summary of their case in response to the viewpoint.</p> <ul style="list-style-type: none"> • Informed and well-argued evaluation of the viewpoint • Thorough explanation of why the Commonwealth exists or why it is less significant than in the past • Specific examples of the Commonwealth’s work <p>Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> ➤ Promotes economic development through which wealthier members support the others ➤ Exchanges ideas ➤ Promotes cultural understanding through exchanges, scholarships and projects • 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>Level 3. 7-9 marks</p> <ul style="list-style-type: none"> • Sound evaluation of the viewpoint • Sound description of what the Commonwealth is • Sound description what the Commonwealth does. <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 either what the Commonwealth is or what the Commonwealth does. <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 OR • Some limited but valid points about the Commonwealth.

Question	Answer	Marks	Guidance	
			Content	Levels of Response
				Information is organised at a simple level to aid communication but frequent mistakes in spelling, grammar and punctuation sometimes impede communication of meaning.

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