

**General Certificate of Secondary Education**

**A342**

**Citizenship Studies**

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

**Specimen Paper**

Time: 1 hour

Candidates answer on the question paper.

**Additional materials:**

Candidate  
Forename

Candidate  
Surname

Centre  
Number

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Candidate  
Number

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### INSTRUCTIONS TO CANDIDATES

- Use black ink. Pencil may be used for graphs and diagrams only.
- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Do **not** write in the bar codes.
- Write your answer to each question in the space provided.
- **DO NOT WRITE IN THE AREA OUTSIDE THE BOX BORDERING EACH PAGE. ANY WRITING IN THIS AREA WILL NOT BE MARKED.**
- Answer **all** questions in Sections A, B and C.

### INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The quality of written communication will be taken into account in marking your answer to the question marked with an asterisk (\*).
- The total number of marks for this paper is 40

#### FOR EXAMINER'S USE

Section A	
Section B	
Section C	
<b>TOTAL</b>	

This document consists of **11** printed pages and **1** blank page.

### Section A

Answer **all** questions.

Spend about **30 minutes** on this section.

For Questions 1 - 5, put a **ring** around the number of the definition (i, ii, iii, or iv) that matches the term.

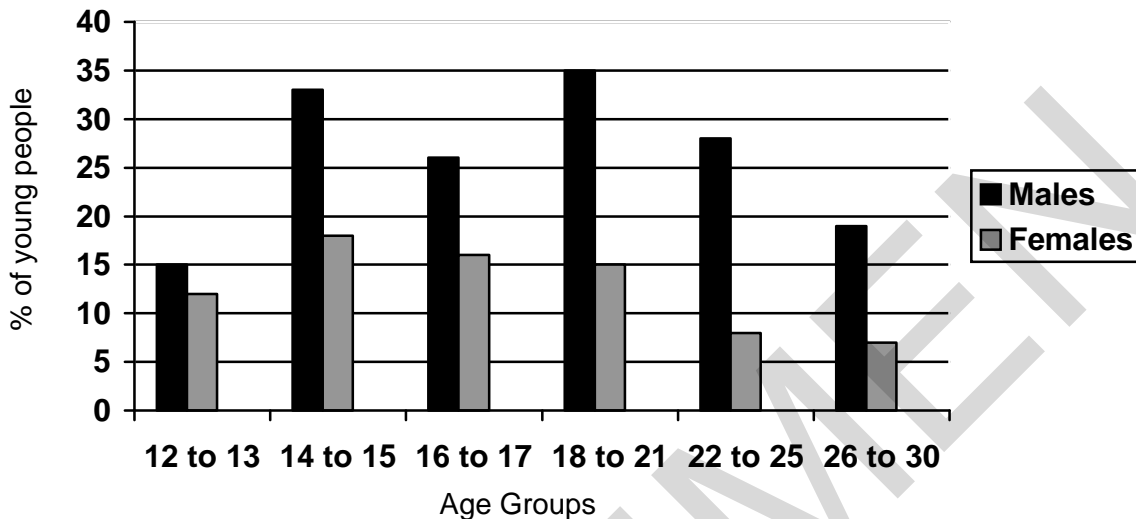
- 1 What is meant by the term **European Union**? (AO1)
- (i) A European political party aiming to create a single European nation.
  - (ii) Another name for the European Court of Human Rights.
  - (iii) An alliance of European credit unions.
  - (iv) A partnership of member countries in Europe. [1]
- 2 What is the best description of a magistrates' court? (AO1)
- (i) A court for disputes about ownership and contracts.
  - (ii) A court through which all criminal cases pass.
  - (iii) A court with a judge and jury.
  - (iv) A court which hears about only minor criminal offences. [1]
- 3 Which term best fits the following description, "People with similar views who form an organisation to get representatives elected to Parliament."? (AO1)
- (i) Charity.
  - (ii) Pressure Group.
  - (iii) Trade Union.
  - (iv) Political Party. [1]
- 4 What is meant by the term **Free Press**? (AO1)
- (i) Media that is free of charge allowing everyone to keep up with the news.
  - (ii) Media where journalists have no contracts and so can work for anyone.
  - (iii) Media where politicians do not control what can be spoken or written.
  - (iv) Media that is totally free to say anything about anybody even if it is untrue. [1]
- 5 Which description below matches the work of the United Kingdom Parliament? (AO1)
- (i) It makes all the important decisions in the United Kingdom.
  - (ii) It is a meeting of the Scottish Parliament and the Assemblies of Wales and Northern Ireland.
  - (iii) It advises the Queen.
  - (iv) It discusses and votes on ideas put forward by the Government. [1]
- 6 State **one** reason why people should vote in an election. (AO1)
- ..... [1]
- 7 Apart from detecting crime and arresting criminals state one responsibility of the police. (AO1)
- ..... [1]



Study Document 1 and answer questions 12 and 13 that follow.

Document 1

Percentage of young people who admitted committing any criminal offence in the last 12 months (*Source: Government Statistics 2001*)



12 Study each of the sentences below.

Put a (ring) around the number of the statement (i, ii, iii or iv) that gives the best description of the differences in youth offending according to *Document 1*. (AO3)

- (i) Young people are more likely to offend as they get older. Males are more likely to offend at any age than females.
- (ii) Males are more likely to offend, especially those who are 18 years of age or older. Older females are also more likely to offend.
- (iii) Male crime is highest for 18 to 21 year olds. 14 to 15 is the peak for females.
- (iv) The youngest groups are more likely to offend. This is the case for males and females. [1]

13 Study each of sentences below.

Put a (ring) around the number of the statement (i, ii, iii or iv) that gives the most suitable warning about our use of the statistics in *Document 1* to know about youth crime. (AO3)

- (i) There are fewer females than males in the study so *Document 1* gives a false impression about the extent of female crime.
- (ii) The number of arrests by the police underestimates the true amount of crime.
- (iii) All age groups should have been included, not just the young.
- (iv) It may not be wise to rely on the honesty of young people in admitting to their own crimes. [1]







**Section C**

Answer **all** the questions in this section.

Spend about **20 minutes** on this section.

**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)**

You may use this space to plan your evaluation.







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

**Specimen Mark Scheme**

The maximum mark for this paper is **40**.

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**Marks for the quality of written communication**

The quality of written communication covers quality of expression, coherence of arguments, presentation of ideas, grammar, punctuation and spelling.

Examiners should focus on Candidates' response to question 17

The quality of written communication has been taken into account within the level descriptors.

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Section A		
Question Number/ Assessment Objective	Answer	Max Mark
1 AO1	iv	1
2 AO1	ii	1
3 AO1	iv	1
4 AO1	iii	1
5 AO1	iv	1
6 AO1	Any relevant reason, eg to have a say; to honour people who campaigned for the right to vote; responsibility as a citizen; no right to complain if not voted.	1
7 AO1	Any relevant responsibility such as: advising on crime prevention; collecting / collating information on crime; supporting education programmes; supporting human rights; giving evidence in court; keeping the peace / acting as a deterrent / patrolling or similar.	1
8 AO1	Any relevant way such as: carrying out research; building public support; building a campaign; influencing MPs; protesting; etc.	1
9 AO1	Any relevant issue such as: global warming or any other relevant environmental issue; war / conflict; famine; disease; breaches of any human right; etc.	1
10 AO1	Any relevant source of legal aid or support such as: the police; a solicitor; Citizens' Advice or the Consumers' Association or any other similar organisation; Trade Unions.	1
11 AO1	<p><b>Level 1</b> Candidate shows an understanding of the difference between democracy and dictatorship by making some valid but limited points. He / she identifies at least one human right that is more likely to exist in a democracy.</p> <p><b>Level 2</b> Candidate shows a sound understanding of the difference between democracy and dictatorship by making a range of valid and accurate points. He / she identifies clearly human rights that are more likely to exist in a democracy and explains clearly why this is the case.</p>	<p>1–2</p> <p>3–4</p>

Question Number/ Assessment Objective	Answer	Max Mark
12 AO3	iii	1
13 AO3	iv	1
14 AO1	<p><b>Level 1</b> Candidate gives a limited explanation of why crime threatens human rights by making some valid but limited points. He / she identifies at least one human right that is threatened by crime.</p> <p><b>Level 2</b> Candidate gives a sound explanation of why crime threatens human rights by making a range of valid and accurate points. He / she identifies clearly human rights that are threatened by specific types of crime.</p>	<p>1–2</p> <p>3–4</p>

Section B		
Question Number/ Assessment Objective	Answer	Max Mark
15 AO1, 1; AO3, 3	<p><b>Level 1</b> Candidate indicates the correct advice (ii). For 2 marks they must also give an indication of the legal rights the friend has <b>or</b> give a simple justification for their choice of advice. These justifications could include:</p> <ul style="list-style-type: none"> <li>• Shoplifting is a criminal offence.</li> <li>• Someone with a recent caution for a similar offence will have their offence regarded more seriously. They will not be exempted from further punishment.</li> <li>• People who are honest and show some remorse are more likely to receive more considerate treatment at all stages of the legal and justice system.</li> </ul> <p><b>Level 2</b> As for 2 marks above but candidate gives a clear description of at least one of the friend's legal rights or responsibilities <b>and</b> offers a clear and valid evaluation of the case including an explanation for their choice of the correct alternative (ii). For 4 marks candidates must develop their evaluation of the case to link their advice accurately and convincingly with the friend's legal rights or responsibilities.</p>	<p>1–2</p> <p>3–4</p>



Section B		
Question Number/ Assessment Objective	Answer	Max Mark
16 AO1, 1; AO3, 3	<p><b>Level 1</b></p> <p>Candidate indicates the correct advice (ii).</p> <p>For 2 marks they must also give an indication of the rights Jasmine has or the responsibilities of the newspaper, <b>or</b> give a simple justification for their choice of advice.</p> <p>These justifications could include:</p> <ul style="list-style-type: none"> <li>• This may be an invasion of privacy and breaches Jasmine’s human rights.</li> <li>• The case is not clear cut because the Jasmine has not been identified by name in the photograph.</li> <li>• The photographer should have obtained permission in such a case.</li> <li>• The newspaper should not have printed the photograph without checking the circumstances in which it was taken.</li> <li>• She should seek legal advice before making a complaint.</li> <li>• She is not in a position to insist that the newspaper prints an apology.</li> </ul> <p><b>Level 2</b></p> <p>As for 2 marks above but candidate gives a clear description of at least one of Jasmine’s rights <b>or</b> the newspaper’s responsibilities <b>and</b> offers a clear and valid evaluation of the case including an explanation for their choice of the correct alternative (ii).</p> <p>For 4 marks candidates must develop their evaluation of the case to link their advice accurately and convincingly with Jasmine’s rights and the newspaper’s responsibilities.</p>	<p>1–2</p> <p>3–4</p>

<b>Section C</b>		
<b>Question Number/ Assessment Objective</b>	<b>Answer</b>	<b>Max Mark</b>
<b>17* AO3</b>	<p><b>Level 1</b> 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 get your voice heard in a democracy. (Campaigning, joining a pressure group, forming a pressure group, lobbying, protesting, using the media.) 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>Level 2</b> 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. 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 3</b> 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. Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 4</b> 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. Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p>	<p><b>1–3</b></p> <p><b>4–6</b></p> <p><b>7–9</b></p> <p><b>10–12</b></p>
	<b>Paper Total</b>	<b>40</b>

## Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1	1			1
2	1			1
3	1			1
4	1			1
5	1			1
6	1			1
7	1			1
8	1			1
9	1			1
10	1			1
11	4			4
12			1	1
13			1	1
14	4			4
15	1		3	4
16	1		3	4
17*			12	12
<b>Totals</b>	<b>20</b>	<b>0</b>	<b>20</b>	<b>40</b>

\*Includes QWC