

Citizenship Studies

General Certificate of Secondary Education (Short Course) **GCSE 1048**

Mark Schemes for the Components

June 2009

1048/MS/R/09

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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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General Certificate of Secondary Education (Short Course) Citizenship (1048)

MARK SCHEME FOR THE COMPONENTS

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1048/01 Citizenship Written Paper

Question Number	Expected Answer	Mark
SECTION A (Assessment Objective 1, 15 marks, Assessment Objective 2, 5 Marks)		
(1) AO1	ii	1
(2) AO1	iv	1
(3) AO1	i	1
(4) AO1	ii	1
(5) AO1	ii	1
(6) AO1	(a) Any relevant example of a direct tax eg income tax, national insurance. Accept “insurance”, “health tax”, pension tax” or similar. Do not accept student loan repayment or direct deductions for family maintenance, trade union membership, car loan, etc. Do not accept indirect taxes such as VAT or Council Tax	1
	(b) Any relevant reason around the idea insurance sometimes being a legal requirement or safeguarding or protecting against risk and/or being compensated for loss/damage/ injury/death. Examples are acceptable such as, “in case you have an accident”, “in case you have something stolen”, etc.	1
(7) AO1	(a) Any valid moral or legal responsibility such as: to appoint staff; to determine pay (accept “to pay the staff”); to have regard to staff welfare; to care for students; to maintain health and safety; to set strategy/policy; to monitor/evaluate; to hear complaints; to decide exclusions; to determine the curriculum; to ensure good value for money; to monitor the budget; to raise money; to liaise with parents/staff/students; to make final decisions; etc.	1
	(b) Any relevant elected representative such as: school or college governor, councillor, mayor, MP, Assembly Member, Member of the Scottish Parliament, Member of the European Parliament (accept particular named representatives). Also accept officers of clubs, societies, Student Councils, trade unions, committees, etc.	1

Question Number	Expected Answer	Mark
(8) AO1	(a) Any relevant reason such as: to increase their power relative to that of their employer (or similar); to protect/promote their employment rights or pay or conditions; to gain discounts/benefits/special deals.	1
	(b) Any relevant responsibility such as to: fulfil the terms of their contract or role; be punctual; attend regularly; keep to company rules; follow health/safety procedures; report any problems to the boss; treat other workers or customers fairly/with respect; follow instructions; maintain a high standard of work; avoid theft or violence or drug taking or drunkenness; give agreed notice; maintain confidentiality; etc.	1
(9) AO1	(a) Any relevant right conferred at age 18 such as: vote; buy or consume alcohol, fireworks and cigarettes; marry without parents' permission; see 18 films; be paid the minimum wage at a higher level; be entitled to a range of financial and benefit rights.	1
	(b) Any relevant way in which a charity might help bring about social change such as: awareness raising; fund raising; campaigning; taking action to help people; using funds to bring about change; bringing people together. Give credit for valid examples along these lines.	1
(10) AO2	Selection of correct alternative (i) One relevant justification of choice such as: <ul style="list-style-type: none"> • eating downstairs is a realistic/equally valid alternative • Matt can still eat in the restaurant so his rights are not being seriously compromised • the law requires business owners to make only reasonable alterations to their premises to cater for the needs of disabled people • it would not be fair for the business owner to spend money on a lift • discrimination is a civil matter and the police are not involved. 	1
(11) AO2	Selection of correct alternative (iii) One relevant justification of choice such as: <ul style="list-style-type: none"> • Susie has an entitlement to redundancy pay. This may be expressed simply as "she has worked there for 2 years" or "it was not her fault that she lost her job", "she was forced to leave her job" etc • the boss has not been unfair in dismissing Susie • It isn't her fault that her job has gone, or similar. 	1

Question Number	Expected Answer	Mark
(12) AO2	i (19%)	1
(13) AO2	iii (on Saturdays)	1
(14) AO2	iv	1

Question Number	Expected Answer	Mark
SECTION B (Assessment Objective 1, 10 marks; Assessment Objective 2, 10 Marks)		
(15) AO2	One mark for each relevant change (Source 1): <ul style="list-style-type: none"> • eating less meat/no meat/no animals, becoming vegetarian/vegan or similar • shops to stop stocking or selling fur coats • people to stop wearing or buying fur coats • adopt an animal • campaign or join pressure group. Beware of repetition. (Maximum of 2)	1-2
(16) AO2	One mark for each relevant medical breakthrough tested on dogs (Source 19): <ul style="list-style-type: none"> • transplant rejection – or similar answer mentioning particular organs • breast cancer/breast cancer treatment • prostate cancer/prostate cancer treatment • drugs to treat viral diseases. (Maximum of 2)	1-2
(17) AO2	Level 1 Candidate responds to the question by <u>stating</u> a basic and valid position ie <ul style="list-style-type: none"> • animals do have some legal protection • or animals have inadequate legal protection • or animals have no/few legal rights. • or a simple combination of the above points. Do not accept ‘animals have no legal protection’ or similar. For 2 marks reference is needed to at least one relevant piece of evidence related to either of these basic positions.	1-2
	Level 2 Candidate makes a detailed response to the statement by <u>describing</u> some of the legal protection for animals with at least two examples. For 4 marks they also recognise that this gives animals limited/no legal rights.	3-4
	Level 3 As for level 2 but, in addition, the candidate responds well to the prompts provided in the question in order to offer an accurate and convincing <u>evaluation</u> of the statement. For 6 marks they <u>explain</u> the difference between animal welfare legislation and animal rights with appropriate and specific reference to the sources.	5-6

Question Number	Expected Answer	Mark																		
(18) AO2	<p>Level 1 Candidate states a simple but relevant response to the question which identifies at least one difference in approach between the two pressure groups. Maximum of 1 mark can also be given for a description of one pressure group's actions. (See table below.)</p> <table border="1" data-bbox="405 562 1275 1249"> <thead> <tr> <th data-bbox="405 562 842 607">RSPCA</th> <th data-bbox="842 562 1275 607">ALF</th> </tr> </thead> <tbody> <tr> <td data-bbox="405 607 842 645">Focus on animal welfare.</td> <td data-bbox="842 607 1275 645">Focus on animal rights.</td> </tr> <tr> <td data-bbox="405 645 842 757">Accepts suffering by animals where public benefit requires it.</td> <td data-bbox="842 645 1275 757">Does not accept suffering by animals.</td> </tr> <tr> <td data-bbox="405 757 842 795">Works within the law.</td> <td data-bbox="842 757 1275 795">Prepared to break the law.</td> </tr> <tr> <td data-bbox="405 795 842 907">Brings private prosecutions/otherwise engages in indirect action.</td> <td data-bbox="842 795 1275 907">Engages in direct action (examples acceptable).</td> </tr> <tr> <td data-bbox="405 907 842 1019">Has formal membership, branch and organisational structure (or similar).</td> <td data-bbox="842 907 1275 1019">Has informal network (or similar).</td> </tr> <tr> <td data-bbox="405 1019 842 1057">UK organisation</td> <td data-bbox="842 1019 1275 1057">International group.</td> </tr> <tr> <td data-bbox="405 1057 842 1169">Enjoys and cultivates royal patronage.</td> <td data-bbox="842 1057 1275 1169">Ignores royal family but cultivates appropriate "celebrities".</td> </tr> <tr> <td data-bbox="405 1169 842 1249">Engages in Consultation with Government/Parliament.</td> <td data-bbox="842 1169 1275 1249">Ignores Government/Parliament.</td> </tr> </tbody> </table> <p>For 2 marks, they use some evidence from the Source Book or elsewhere to support their response.</p>	RSPCA	ALF	Focus on animal welfare.	Focus on animal rights.	Accepts suffering by animals where public benefit requires it.	Does not accept suffering by animals.	Works within the law.	Prepared to break the law.	Brings private prosecutions/otherwise engages in indirect action.	Engages in direct action (examples acceptable).	Has formal membership, branch and organisational structure (or similar).	Has informal network (or similar).	UK organisation	International group.	Enjoys and cultivates royal patronage.	Ignores royal family but cultivates appropriate "celebrities".	Engages in Consultation with Government/Parliament.	Ignores Government/Parliament.	1-2
RSPCA	ALF																			
Focus on animal welfare.	Focus on animal rights.																			
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	<p>Level 2 Candidate describes the different approaches used by the two groups clearly and accurately, showing at least two differences. For 4 marks they use at least one good example to support their case.</p>	3-4																		

Question Number	Expected Answer	Mark
(19) AO2	<p>Level 1 Candidate states, in very simple terms, one or two simple points for and/or against animal testing. These could include:</p> <p>FOR</p> <ul style="list-style-type: none"> • saves human lives/improves human health/improves human quality of life or examples of particular medical advances • a human life is more valuable than an animal life • animals cannot have “rights” • animals are protected by law while testing is carried out • animals are not made to suffer in tests • mammals share the same organs or common ancestors so testing on mammals is very useful/informative • public opinion is in favour or political parties are in favour • the number of experiments is falling and alternatives are being used where possible. <p>AGAINST</p> <ul style="list-style-type: none"> • Animals should not be made to suffer to benefit humans or it is wrong to deliberately inflict pain on another species • animals are innocent/as important as humans/have no voice • animals should have rights • animal test results can be misleading with harmful consequences to humans • the sex of an animal/its diet/its bedding/its level of stress can affect results • examples of particular inaccurate tests • there are alternative methods of research available • animals die in tests • animals die even though they are supposed to recover • some scientists abuse animals. <p>Two points needed for 2 marks. At this level, the Candidate could also develop a good one-sided case.</p>	1-2
	<p>Level 2 Candidate explains sufficient specific points to cover both sides of the case satisfactorily with some relevant examples to support the points. At least 4 clear points are required for 4 marks.</p>	3-4
	<p>Level 3 Candidate fully explains arguments for and against by drawing examples from the Source Book or elsewhere. They reach a reasoned conclusion supported by a range of convincing evidence. Candidates referring only to the evidence in Source 14 cannot be awarded at this level.</p>	5-6

Question Number	Expected Answer	Mark
SECTION C (Assessment Objective 3, 20 Marks)		
(20) AO3	Any 3 relevant examples (one mark each). These might include: <ul style="list-style-type: none"> • joining a relevant pressure group (or similar) • taking political action such as letter writing, signing a petition, joining a campaign, boycotting businesses that are seen as globally irresponsible, etc (credit each relevant point) • reduce resource use, reuse resources or recycle (credit each relevant area) • buying fair trade or sustainable products (credit each relevant point) 	3
(21) AO3	Any 2 appropriate examples (one mark each) <ul style="list-style-type: none"> • engage in fair trade/pay higher prices for raw materials • pay fair wages • encourage cultural, economic, educational and political development or exchanges (credit each relevant point) • cancel debt • encourage businesses to waive patents and copyright • reach agreements favourable to poorer countries (accept “sharing wealth” or similar) • cut carbon emissions or any other valid environmental initiative designed to have a positive global impact • promote world peace or similar • raise awareness or similar. Do not credit giving any type of aid in cash or kind.	2

Question Number	Expected Answer	Mark
(22) AO3	Level 1 Candidate makes a simple response with some limited but relevant points/examples.	1-3
	Level 2 Candidate provides a clear response to the question supported by a limited number of relevant advantages of school decision-making or active citizenship for students.	4-6
	Level 3 Candidate provides a clear response (as for level 2). A wide range of relevant advantages are explained covering both school decision-making and active citizenship for students. At this level, Candidates should communicate in a coherent manner and with reasonable accuracy for spelling, punctuation and grammar.	7-9
	Level 4. As for level 3 plus: Candidate offers a detailed response with a well-argued conclusion. The response also either describes a good example of active citizenship in which they or others have participated or explains how student councils can be made successful for students. Candidates should communicate well and demonstrate considerable accuracy in their use of spelling, punctuation and grammar.	10-12
	Level 5 As for level 4 plus: Candidate offers a convincing and well-written response with clear explanations of the advantages of school decision-making and active citizenship for students with a special emphasis on students under 16. The response also describes a good example of active citizenship in which they or others have participated and explains convincingly how student councils can be made successful. Candidates should communicate very well and demonstrate almost faultless accuracy in their use of spelling, punctuation and grammar.	13-15
Total for Paper		60

Grade Thresholds

General Certificate of Secondary Education Citizenship Studies (1048)

June 2009 Examination Series

Component Threshold Marks

Component	Max Mark	A*	A	B	C	D	E	F	G
1048/01	60	N/A	41	35	29	24	19	13	8
1048/02	40	N/A	30	24	19	15	11	8	5
1048/82	40	N/A	30	24	19	15	11	8	5

Specification Options

1048

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	100	80	69	58	48	39	60	21	12
Cumulative Percentage in Grade	-	2.0	13.0	36.2	61.0	79.0	90.9	97.3	99.6

Carry forward

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	100	80	69	58	48	39	30	21	12
Cumulative Percentage in Grade	-	0.0	5.0	40.0	90.0	100	100	100	100

Overall

	A*	A	B	C	D	E	F	G
Cumulative Percentage in Grade	2.0	13.0	36.2	61.1	79.0	90.9	97.3	99.6

The total entry was 39,391

Statistics are correct at the time of publication.

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