

# **Citizenship Studies**

General Certificate of Secondary Education **A342**

Identity, Democracy and Justice - Understanding our Role as Citizens

## **Mark Scheme for June 2010**

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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.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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<b>SECTION A</b>				
<b>Question Number</b>	<b>Expected Answer</b>	<b>Mark</b>	<b>Assessment Objective</b>	<b>Additional Guidance</b>
1	i	[1]	AO1	If more than one alternative has been ringed, only credit it if it is clear which ONE the candidate wants you to mark
2	iii	[1]	AO1	As above
3	ii	[1]	AO1	As above
4	iii	[1]	AO1	As above
5	i	[1]	AO1	As above
6	Any relevant reason eg to join relatives/marry; to have a better standard of living; to get work; to gain more rights; to have better opportunities; to escape poverty; to escape conflict/war/ corrupt government; to escape persecution; to access services that would improve well-being; natural disaster, UK is a democracy.	[1]	AO1	Annotation ✓ or ✗
7	Any relevant responsibility such as: deciding sentences; summing up the case; advising the jury; advising witnesses; advising solicitors/barristers for the prosecution and defence; keeping order in court; organising the trial; to ensure fairness including seeing both sides of the argument or similar.	[1]	AO1	Annotation ✓ or ✗
8	Any relevant right such as: free speech/expression; voting; campaigning/demonstrating/protesting; forming a political party; helping to select an election candidate; standing for election.	[1]	AO1	Annotation ✓ or ✗
9	Any relevant influence such as: through content such as stories, editorials etc.; by giving one side of the argument / by being biased; through campaigns; through lobbying, by using celebrities.	[1]	AO1	Annotation ✓ or ✗
10	Any relevant responsibility such as: to obey the law (accept examples); support the police; respect the judgement of and assist the courts; be honest with the police and courts, voting / electing people.	[1]	AO1	Annotation ✓ or ✗

Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
11	<p>Examiners should check that candidates have answered the question set. Candidates should use the bullet points in the question to help them construct a valid response.</p> <p><b>Level 1</b>  <b>For 1 mark</b> candidates show an understanding that there are checks on government action by making a valid but limited statement.            Example: <i>People can protest against a government if they do not like what it is doing.</i></p> <p><b>For 2 marks</b>, candidates should include <u>specific</u> reference to one check on government power in their statement, such as Parliament, the police and judiciary, the media, business, international decision-making bodies or organisations, the electorate.            Example: <i>People can vote a government out in an election.</i></p> <p><b>Level 2</b>  <b>For 3 marks</b> candidates show a <b>sound</b> understanding of checks on government action by <u>describing</u> one check on government power. He/she <b>also</b> identifies <u>clearly</u> what the consequences can be for a government that loses public support.            Example: <i>There must be an election at least every five years. This means that voters have the power to vote out a government and that the government cannot afford to upset voters too much with unpopular decisions.</i></p> <p><b>For 4 marks</b>, candidates must support their description with <b>at least one valid example</b>.            Example: <i>Even members of the government are not above the law. When he was prime minister, Tony Blair was questioned by the police about whether people had been encouraged to pay money to the Labour Party in return for a seat in the House of Lords. Because they are subject to the law, governments have to make sure the actions they take are fully legal. Bad publicity about breaking the law can lead to voters being unhappy with the government and voting them out at the next election.</i></p>	<p>1-2</p> <p>3-4</p>	<p><b>AO1</b></p>	<p>Annotation L1, L2 and ✓ next to examples.            Also use VG, IRRL and REP as appropriate.</p> <p>This statement gains two marks because it includes more specific terminology – “vote” and “election”</p> <p>This response is a simple <u>description</u> of what happens in an election but there is no specific example of, say, the outcome of the 2010 election            The candidate additionally shows a clear understanding of what happens to a government if it loses public support.</p> <p>This response describes a different check on government power. A valid and specific example is given. The candidate additionally shows a clear understanding of what happens to a government if it loses public support.</p>

12	ii	[1]	AO3	If more than one alternative has been ringed, only credit it if it is clear which ONE the candidate wants you to mark
13	i	[1]	AO3	As above

Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
14	<p>Examiners should check that candidates have answered the question set. Candidates should use the bullet points in the question to help them construct a valid response.</p> <p><b>Level 1</b>  <b>For 1 mark</b> candidates state one valid human right that would link with children's chances of living longer. These could include rights to: life; security; protection in law; protection of family; education; shelter; freedom from torture or degrading treatment; freedom from war; well-being and health care; asylum in other countries; freedom of opinion and expression.</p> <p><b>For 2 marks</b> make a <u>statement</u> that links respect for rights and the chances of living longer  Example: <i>If people made sure that children's right to protection in law was respected, then they might live longer.</i></p> <p><b>Level 2</b>  <b>For 3 marks</b>, candidates should give a <u>simple explanation</u> to link the right they have identified with the chances of children living longer.  Example: <i>Everyone has the right to life. This means that governments must do everything to support the life of their people. Making sure that children have health care will help them live longer.</i></p> <p><b>For 4 marks</b>, candidates should give a <u>convincing explanation</u> of the link between respecting human rights and child mortality in which specific, appropriate human rights are identified and one may be selected as likely to have the most impact.  Example: <i>Children's chances of living longer can be reduced if they are homeless, poorly educated or are caught in a war zone. Governments should do their best to avoid these problems by respecting human life and security. This is the most important right and would avoid children being involved in war. Education of parents is also important so they know how to keep their children healthy. Governments should make sure that children are given priority for health care. This stems from a respect for human life.</i></p>	<p>1-2</p> <p>3-4</p> <p><b>[4]</b></p>	<p><b>AO1</b></p>	<p>Annotation L1, L2 and EG next to examples.  Also use VG, IRRL and REP as appropriate</p> <p>Do not allow reference to food and water as a human right.</p> <p>This response gains two marks because a specific human right is linked to children living longer.</p> <p>This response gains three marks because the candidate explains the link between the right they have selected and its likely impact on child mortality.</p> <p>This response gains four marks because the candidate has explained the possible links between human rights and children's chances of living longer. Important rights have been selected and justified.</p>

SECTION B				
Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
15	<p><b>Level 1</b>  <b>For 1 mark</b>, candidates must  <b>EITHER</b> give the correct advice (i) or make a valid point in relation to the alternatives even though they have not selected the correct one.  <b>OR</b> state one correct right or responsibility that Matt has.</p> <p><b>Rights could include:</b> to have a parent or suitable adult present at the interview; to remain silent; leave at any time if you haven't been arrested.  Example: <i>Matt can have his parents with him.</i></p> <p><b>Responsibilities could include:</b> to avoid theft; to help the police; to be truthful.  Example: <i>Matt should not steal.</i></p> <p><b>For 2 marks</b> candidates must  <b>EITHER</b> give a simple and accurate justification for their choice of the correct alternative (i).  These justifications could include:</p> <ul style="list-style-type: none"> <li>• Matt has no legal obligation to contact the police</li> <li>• The police have a legal right to question Matt</li> <li>• The police may need to arrest Matt to question him, if he refuses to volunteer.</li> </ul> <p>Example: <i>I have chosen (i) because the police have a legal right to question Matt.</i></p> <p><b>OR</b> make a limited attempt to <u>describe</u> Matt's rights or responsibilities by giving more than one example (from the list above)  Example: <i>If he is arrested, Matt can have his parents with him and he doesn't have to answer the questions.</i></p>	1-2	<p><b>AO1, 1;</b>  <b>AO3, 3</b></p>	<p>Annotation ✓ or ✗ next to the selection of the alternative  If more than one alternative has been ringed, only credit it if it is clear which ONE the candidate wants you to mark. If no alternative is ringed but the candidate clearly states their choice in their written answer they can be awarded the mark for the alternative.</p> <p>Annotation L1, L2 and EG next to examples.  Also use VG, IRRL and REP as appropriate.</p>

	<p><b>Level 2</b>  <b>For 3 marks</b>, candidates must <b>EITHER</b> give an accurate and full justification for their choice of the correct alternative (i).          These justifications could include:</p> <ul style="list-style-type: none"> <li>• Matt has no legal obligation to contact the police</li> <li>• The police have a legal right to question Matt</li> <li>• The police may need to arrest Matt to question him, if he refuses to volunteer.</li> </ul> <p>Example: <i>(i) is the correct choice because the police have a legal right to question Matt. However, he has no legal responsibility to contact the police himself.</i></p> <p><b>OR</b> <u>explain</u> Matt's rights or responsibilities (from the list for Level 1).          Example: <i>As Matt is 15, he has the right to have a parent present with him during a police interview. He has the right to remain silent because it is up to the police to prove that he is guilty rather than for him to prove that he is innocent.</i></p> <p><b>For 4 marks</b>, candidates must <u>justify</u> their choice of alternative and <u>explain</u> Matt's rights or responsibilities. The correct alternative must be chosen for 4 marks.</p>	<p>3-4</p> <p><b>[4]</b></p>		<p>Notice that this example is an explanation rather than a description</p>
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Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
16	<p><b>Level 1</b>  <b>For 1 mark</b>, candidates must <b>EITHER</b> give the correct advice (iii) or make a valid point in relation to the alternatives even though they have not selected the correct one.  <b>OR</b> state one correct right or responsibility that AJ has.</p> <p><b>Rights could include:</b> to be clear about the charge; to have someone informed where she is; to remain silent; have a solicitor's support.  Example: <i>AJ can have someone told where she is.</i></p> <p><b>Responsibilities could include:</b> to avoid criminal damage; to compensate the loser; to distance herself from destructive friends.  <b>Example:</b> AJ should respect property</p> <p><b>For 2 marks</b> candidates must <b>EITHER</b> give a simple and accurate justification for their choice of the correct alternative (iii).  These justifications could include:</p> <ul style="list-style-type: none"> <li>• The police have the power to stop anyone in the street</li> <li>• The police have the power to search if they suspect that someone is carrying anything they might use to commit criminal damage</li> <li>• The police can complete a check of outer clothing in public but further searches need to be conducted out of public view.</li> </ul> <p>Example: <i>I have chosen (iii) because the police have the power to stop anyone in the street..</i></p> <p><b>OR</b> make a limited attempt to <u>describe</u> AJ's rights or responsibilities by giving more than one example (from the list above)  Example: <i>AJ should choose her friends more carefully or show greater responsibility when she is with them and she should not damage public property.</i></p>	1-2	<b>AO1, 1;</b> <b>AO3, 3</b>	<p>Annotation ✓ or ✗ next to the selection of the correct alternative  If more than one alternative has been ringed, only credit it if it is clear which ONE the candidate wants you to mark. If no alternative is ringed but the candidate clearly states their choice in their written answer they can be awarded the mark for the alternative.</p> <p>Annotation L1, L2 and EG next to examples.  Also use VG, IRRL and REP as appropriate.</p>

	<p><b>Level 2</b>  <b>For 3 marks</b>, candidates must <b>EITHER</b> give an accurate and full justification for their choice of the correct alternative (iii).  These justifications could include:</p> <ul style="list-style-type: none"> <li>• The police have the power to stop anyone in the street</li> <li>• The police have the power to search if they suspect that someone is carrying anything they might use to commit criminal damage</li> <li>• The police can complete a check of outer clothing in public but further searches need to be conducted out of public view.</li> </ul> <p>Example: <i>(iii) is the correct choice because the police have a legal right to stop anyone in the street. They can also carry out searches either in the street or way from public view.</i></p> <p><b>OR explain</b> AJ's rights or responsibilities (see above)  Example: <i>AJ has the right to be told what she is being charged with so that she and her solicitor can decide how to respond. She has the right to a solicitor so that her legal rights can be safeguarded.</i></p> <p><b>For 4 marks</b>, candidates must show evidence of <b>BOTH</b> of the characteristics shown in the description for 3 marks above. The correct alternative (iii) must be given.</p>	<p>3-4</p> <p><b>[4]</b></p>		<p>Notice that this example is an explanation rather than a description</p>
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SECTION C				
Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
17	<p>Examiners should check that candidates have answered the question set. Candidates should use the bullet points in the question to help them construct a valid response.</p> <p>Other values which could be included in the answer include: equality of opportunity, rule of law and representative democracy.</p> <p><b>Level 1</b> Candidate produces a personal response to the statement in which they make some valid but limited points about personal freedom as an important value. This might include reference to other values such as: tolerance; respect for diversity; equality of opportunity; democracy and the rule of law.</p> <p>Information is organised at a simple level to aid communication but frequent mistakes in spelling, grammar and punctuation sometimes impede communication of meaning. Example for 2 marks: <i>Personal freedom is important and people should have the right to think and act as they want as long as they do not break the law. By breaking the law, they might harm someone else and this would not be fair.</i></p> <p><b>Level 2</b> Some comment on the statement based on a description of at least one valid example that shows the importance of personal freedom or the importance of other values.</p> <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>1-3</p> <p>4-6</p>	<p><b>AO3</b></p>	<p>Annotation L1, L2, L3, L4 and EG next to examples. Also use VG, IRRL and REP as appropriate.</p> <p>At each level, examiners should allocate marks as follows: <u>Lowest mark in the level</u> Meets most of the criteria for the level but will have some minor omissions from the level descriptor. <u>Middle mark in the level</u> No doubts. Meets the criteria for the level satisfactorily. <u>Top mark in the level</u> A good response matching the criteria for the level well.</p> <p>This response includes at least one valid example – people’s right to free speech and being able to set up their own political party. There is also some comment on the statement, “<i>So I think that personal freedom should not be limited in a democracy</i>”.</p>

	<p>Example for 5 marks: <i>Personal freedom is really important in a democracy. It means that anyone has the right to get a job that they have the qualifications for. It means that people can speak up for what they believe in and even form their own political party if they want to. This means that anyone can get their ideas across so that the country can change. So I think that personal freedom should not be limited in a democracy.</i></p> <p><b>Level 3</b> At this level candidates should show awareness that values/rights may conflict. A sound personal response to the question supported by a valid use of at least one example. This evaluates the importance of personal freedom in relation to at least <b>one other value</b>.</p> <p>Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Example for 8 marks: <i>Personal freedom is important but there are some other values that are important too. Where people have personal freedom, as they do in the UK, they are encouraged to try out new ideas, make money and take risks. In the end, this helps make the UK more wealthy and a more interesting place to live. The opposite of this might be in a dictatorship or a country where freedom is limited for some people such as women in Iran. Personal freedom sometimes has to be limited even in the UK. For example, if someone is being racist, they are trying to cut the rights and freedoms of people from different backgrounds and that should not be allowed. So I think that personal freedom should be limited in the example of racism and in the example of controlling crime because criminals are a threat to the law. It is important that we all value the law and so it is OK to take freedom away from criminals (L3).</i></p>	7-9		<p>This response includes a valid use of one example that evaluates the importance of at least one other value (the rule of law).</p> <ul style="list-style-type: none"> <li>• <i>“... personal freedom should be limited in the example of racism and in the example of controlling crime because criminals are a threat to the law.”</i></li> </ul> <p>Reference to the rule of law in the second paragraph shows an awareness that values / rights may conflict. If the candidate had developed his / her reference to the rule of law then 9 marks would have been awarded.</p>
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Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
17 cont'd	<p><b>Level 4</b></p> <p>An informed personal response to the question based on a thorough analysis and evaluation of examples. At this level, the response will contain specific examples of the importance of personal freedom and the other values under discussion. There is a good and convincing conclusion based on a thorough evaluation of the viewpoint.</p> <p>Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p> <p>Example for 11 marks:</p> <p><i>Personal freedom is one of the values that is important in the UK and in other European countries. People are encouraged to take personal responsibility for their actions and are free to make choices. For example, people are free to live where they wish and can apply for any job as long as they have the right qualifications. More importantly, people have free speech, the right to vote and the right to use the law to make sure their rights are upheld.</i></p> <p><i>Personal freedom is supported by other important values. For example, equality of opportunity means that people of any race, religion or gender can use their personal freedom without it being restricted by discrimination. The rule of law means that people can use the law if they feel that their personal freedom is being restricted. However, there are times when these values may be in conflict too. For example, using the value of personal freedom, an employer may prefer to employ a man rather than a woman. By doing this, he discriminates against the woman and so limits her personal freedom to get any job that she is qualified to do. To protect the woman's personal freedom, there are equality laws to prevent people from discriminating. The personal freedom of criminals or potential criminals is also restricted. In extreme cases, criminals may be put in prison to make sure other people can have a right to peace and security. The anti-terrorism laws and DNA testing are designed to protect people from crime but they limit the personal freedom of people who may be</i></p>	<p>10-12</p> <p><b>[12]</b></p>	<p><b>AO3</b></p>	<p>This response is informed by a range of examples. This could include references to:</p> <ul style="list-style-type: none"> <li>• equality legislation;</li> <li>• crime;</li> <li>• anti-terrorist laws;</li> <li>• DNA testing.</li> </ul> <p>There are specific examples of the importance of personal freedom and how this value is supported by other values including equality of opportunity and the rule of law. <i>“Personal freedom is supported by other important values. For example, equality of opportunity means that people of any race, religion or gender can use their personal freedom without it being restricted by discrimination.”</i></p>

	<p><i>innocent. However, people caught by the anti-terrorism acts still have legal rights through the rule of law. For this reason I feel that it is right to have an anti-terrorism law as it helps us protect the country against bombings. However, I do not agree with compulsory DNA testing of people who have not committed a crime as this gives the impression that they are potential criminals and not to be trusted. This goes against the value of equality of opportunity.</i></p> <p><i>In conclusion, I think that personal freedom is the most important value as it is supported by equality of opportunity and the rule of law. However, I do not agree that it should never be restricted. It should be restricted in law to protect the personal freedoms of other people.</i></p>			<p>The conclusion is short but connects to the argument made throughout the answer and to the examples used to support that argument.</p>
	<b>Paper Total</b>	<b>[40]</b>		

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