

Citizenship Studies

General Certificate of Secondary Education

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

Mark Scheme for June 2011

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SECTION A				
Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
1	iv	[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	iv	[1]	AO1	As above
5	i	[1]	AO1	As above
6	Any relevant reason e.g. the UK is made up of different countries; the UK is made up of different regions; immigration / migration / asylum seeking; membership of the EU; people belong to different religious groups, people belong to different social class groups; people belong to different occupational / income groups; impact of global media; more cultural "choice" available.	[1]	AO1	Annotation ✓ or ✗
7	Any relevant reason such as: breaking the law (examples accepted); arrest to investigate a crime; custody or restrictions on movement to protect the public or prevent the suspect from absconding; injunctions or ASBOs to prevent a person from intimidating others; protection of citizens from death or injury/national security; to prevent terrorist attacks; freedom of speech restricted to protect the rights of others (examples accepted); restrictions to protect the rights of others (examples accepted).	[1]	AO1	Annotation ✓ or ✗
8	Any relevant responsibility such as: telling the truth; following instructions / direction from the judge / magistrate; swearing on a religious text or attesting; retain confidentiality/not discussing the case with others; listening to others in the court; being clear about what they	[1]	AO1	Annotation ✓ or ✗

	Example: <i>Pressure groups have an important role in a democracy because they are people who have similar views about a particular issue. Together they try to influence decision-makers into changing something they strongly believe in. For example, Greenpeace campaign for the environment. Pressure groups also help the Government to make good laws and are consulted when laws are being discussed. For example the RSPCA helps the Government with laws involving animals. 4 marks</i>			
12	ii	[1]	A03	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]	A03	As above
14	<p>Level 1 Candidate gives a limited explanation of the reasons for migration. For two marks, the candidate must show at least an implied understanding of economic migration and also state one other reason for migration to the UK. These other reasons could include:</p> <ul style="list-style-type: none"> • Political reasons / persecution / discrimination; • War; • Personal reasons including joining other members of a family or marriage; • Education; • Health; • Quality of life. <p>Example for 2 marks - <i>People come to the UK to look for jobs but they also may be escaping from war. 2 marks</i></p> <p>Level 2 Candidate gives a sound explanation of how far economic conditions and <u>at least one</u> other factor, from the list above, affect migration or they compare economic reasons with <u>one</u> of the other major reasons for migration such as political reasons; personal reasons or education. For 4 marks the candidate give a <u>thorough</u> explanation of how far</p>	[1-2]	A01	<p>Annotation L1, L2 and EG next to examples. Also use VG, IRRL and REP as appropriate.</p> <p>In this answer, there is an implied understanding of economic migration and one other reason for migration.</p>
		[3-4]		

	<p>economic conditions and <u>at least two</u> other factors affect migration.</p> <p><i>Example for 4 marks – Many people move to the UK to find work. An example of this is migration from Eastern Europe when people move to the UK for better wages. As jobs have got harder to find and the UK economy has fallen, some migrants from Eastern Europe have gone home again. Migration also takes place because of war. Migrants from Iraq and Afghanistan have come to the UK to get away from fighting. Some go back when their country becomes less dangerous. People may also move to the UK for personal reasons such as to marry or to join their family. Older people may join their sons and daughters for care and support. 4 marks.</i></p>			<p>This answer shows an understanding of economic migration and describes two other valid reasons for migration.</p>
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SECTION B				
Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
15	<p>Level 1 For 1 mark, candidate indicates the correct alternative (ii) <u>or</u> chooses no alternative or the wrong alternative but makes a limited attempt to <u>identify</u> Selina's rights <u>or</u> responsibilities. Example: <i>Selina should talk to her parents about this.</i></p> <p>For 2 marks Either candidate chooses correct alternative and makes a limited attempt to identify Selina's rights or responsibilities (see above)</p> <p>Or candidate gives a simple justification for their correct choice of alternative. These justifications could include:</p> <ul style="list-style-type: none"> • The CAB provides free / confidential legal advice. • The police do not keep a national identity record. • Although Selina is under 16, she has a right to independent legal advice. <p>Example: <i>Selina will get good free advice from the CAB.</i> A single mark can be awarded for the above even though the candidate has not selected the correct alternative.</p> <p>Or candidate <u>describes</u> Selina's rights <u>or</u> responsibilities Rights could include: have independent, confidential and free advice. Responsibilities could include: be honest and clear about the problem; let parents know if possible. Example: <i>Selina has the right to confidential advice. She also has the right to free advice.</i> (this is worth 2 marks even though the correct option may not have been chosen)</p> <p>Level 2 For 3 marks: Either candidate gives a detailed explanation of why they have chosen the correct alternative.</p>		<p>AO1, 1; AO3, 3</p>	<p>Annotation L1, L2 and ✓ or X next to the alternative. Also use VG, IRRL and REP as appropriate. Please note that people under the age of 16 do not have the right to change their name unilaterally.</p> <p>This response gives a simple justification of the choice of alternative.</p> <p>This response describes rights but does not explain them</p> <p>This response gives a more detailed justification of the choice of alternative with two separate points.</p>
		[1-2]		
		[3-4]		

	<p>Example: <i>Selina should go to the CAB because they are impartial. Her foster parents and social workers may not give her accurate advice or may wish to put her off. This is a civil matter so the police would not get involved.</i></p> <p>Or candidate gives a clear <u>explanation</u> of why Selina has certain rights or responsibilities in this situation.</p> <p>Example: <i>Even though Selina is under 16, she has a right to independent legal advice. This is important as parents or social workers may try to influence her or may not know very much about the law on this. With proper advice, she can use her right to make correct decisions that suit her needs.</i></p> <p>For 4 marks the candidate should have done both of the above. They must have chosen the correct alternative (ii).</p>		<p>This response gives some of Selina's rights and explains why she has them. There must be an <u>explanation</u> for 3 marks.</p>
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Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
16	<p>Level 1</p> <p>For 1 mark, candidate indicates the correct alternative (iii) <u>or</u> chooses no alternative or the wrong alternative but makes a limited attempt to <u>identify</u> James's rights <u>or</u> responsibilities. Example: James <i>should not damage things</i>.</p> <p>For 2 marks</p> <p>Either candidate chooses correct alternative and makes a limited attempt to identify James's rights or responsibilities (see above)</p> <p>Or candidate gives a simple justification for their correct choice of alternative. These justifications could include:</p> <ul style="list-style-type: none"> • The police have the power to stop anyone in the street. • The police have the power to search if they suspect that someone is carrying anything they might use to commit criminal damage. • The police can arrest for failure to co-operate. <p>Example: <i>The police can arrest James because he has sworn at them.</i> A single mark can be awarded for the above even though the candidate has not selected the correct alternative.</p> <p>Or candidate <u>describes</u> James's rights <u>or</u> responsibilities Rights could include: all the usual rights connected with questioning and / or arrest such as: the right to have parents contacted; responsible adult supporting at the interview, right to silence, right to know the nature of the charge; limited time in police custody (24 hours), legal advice / support. Responsibilities could include: not damaging property; obeying the law; not obstructing the police; being honest; modifying his behaviour. Example: <i>James has the right to have parents contacted, a responsible adult supporting at the interview and a right to silence.</i> (this is worth 2 marks even though the correct option may not have been chosen)</p>	[1-2]	AO1, 1; AO3, 3	<p>Annotation L1, L2 and ✓ or X next to the alternative. Also use VG, IRRL and REP as appropriate.</p> <p>This response gives a simple justification of the choice of alternative.</p> <p>This response describes rights but does not explain them</p>

	<p>Level 2 For 3 marks: Either candidate gives a detailed <u>explanation</u> of why they have chosen the correct alternative. <i>Example: The police have every right to arrest James because he has tried to obstruct them. The police have a duty to protect property and it looks as though James and his friends may have been causing damage. The police have a right to investigate and stop who they like. They should expect James to be more helpful.</i> Or candidate gives a clear <u>explanation</u> of why James has certain rights or responsibilities in this situation.</p> <p><i>Example: James has the right to have parents contacted, a responsible adult supporting at the interview. This is important because James will feel more comfortable if an adult is with him and less likely to panic.</i></p> <p>For 4 marks the candidate should have done both of the above. They must have chosen the correct alternative (iii).</p>	[3-4]	<p>This response gives a more detailed justification of the choice of alternative with two separate points.</p> <p>This response gives some of James's rights and explains why she has them. There must be an <u>explanation</u> for 3 marks.</p>
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SECTION C				
Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
17	<p>Level 1 Candidate produces a personal response to the statement in which they make some valid but limited points about the advantages and / or disadvantages on being in the EU.</p> <p>Example for 2 marks: <i>Being in the EU means that we can't be in control of our own laws and people come here for jobs from other countries in Europe. I think we should get out of the EU.</i></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.</p> <p>Level 2 Some evaluation of the statement based on some analysis of at least one piece of valid evidence about the advantages and / or disadvantages on being in the EU.</p> <p>Example for 5 marks: <i>The EU was founded after World War 2 to help bring peace to Europe. This has worked because the countries of the EU now talk to each other if there is a problem and help each other out. For example, the other EU countries helped Spain when they had an earthquake recently. There is also the Euro. There have been problems caused by the Euro and we do not use it. This is good because we have not had the problems but it is also bad because it is hassle when you go on holiday. Overall I think it is good to be a member of the EU.</i></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>	[1-3]	AO3	<p>Annotation L1, L2, L3, L4 and EG next to examples. Also use VG, EG, IRRL and REP as appropriate. Place a ✓ at the end of the space available for the answer.</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 level 2 response includes at least one piece of valid evidence – help for Spain and the Euro. There is also some comment on the statement.</p>
		[4-6]		

	<p>Level 3 A sound personal response to the question supported by a sound analysis of at least two pieces of valid evidence that explain the advantages and disadvantages of EU membership. At this level candidates should differentiate between political and economic factors, at least implicitly.</p> <p>Example for 8 marks: <i>On balance, I agree with the UK's membership of the EU. There are advantages for business in having a single market without problems of trading with other countries that are close by. This means that we can sell things to other EU countries more easily than we could if we were outside the EU. Also people can move to other jobs in the EU without needing special permission. This gives more chances to young people to find the best job for them and to travel around.</i></p> <p><i>However, there are problems too. We can't just make any laws that we like. We have to fit in with what other countries are doing on many things such as human rights and even the size of kiwi fruit that can be sold. The EU also controls how many fish can be caught. People think this is wrong and that we should make these decisions for ourselves. On the other hand we are not in the Euro so this shows that we can make up our mind on some things.</i></p> <p><i>In the end I think that it is good to be in the EU.</i></p> <p>Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[7-9]		<p>This response includes an analysis of at least two pieces of valid evidence. There is a distinction between political and economic factors.</p> <p>Note lack of conclusion which would be needed for level 4</p>
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Question Number	Expected Answer	Mark	Assessment Objective	Additional Guidance
17 cont'd	<p>Level 4 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 the economic and political advantages and disadvantages of membership. There will be a good and convincing conclusion.</p> <p>Example for 12 marks: <i>There are many advantages of EU membership for citizens of the UK. For example, EU citizens can live, work, study and retire in another EU country. More than two million young people have used EU programmes to study or train in another European country. You can travel across most of the EU without a passport and without border checks. You can shop in any other EU country without restrictions or additional taxes, as long as what you buy is for your own use. EU citizens have equal access to justice everywhere in the EU. To tackle cross-border crime and terrorism, police and customs officers, immigration services and law courts cooperate in all EU countries.</i></p> <p><i>There are also advantages for business. The EU has removed barriers to trade and set European standards that all products must meet. This has helped make it easier to do business across Europe.</i></p> <p><i>Another major advantage is that war between EU countries is now unthinkable, thanks to the unity that has been built up between them over the last 50 years. The EU is now working to spread peace and stability beyond its borders.</i></p> <p><i>All these points agree with the viewpoint. On the other hand, there are seen to be disadvantages of EU membership. There is a danger that the UK will lose further important powers to the EU. This makes decision making remote from UK citizens and threatens our freedom to make decisions. We already have to adopt EU laws on human rights and health and safety as well as restrictions linked to fishing and farming. These are meant to harmonise regulations across Europe and make things easier for business but some laws are irritating and we could have decided not to have them if it wasn't for the EU. This loss</i></p>	[10-12]	AO3	<p>A full answer for a GCSE candidate and worth full marks. This response is informed by a range of evidence.</p> <p>There are specific examples of political and economic factors. Although the conclusion could be stronger, this is compensated for by the range of points and evidence. A candidate could give a better conclusion with fewer examples throughout the essay to get 12 marks.</p>

	<p><i>of decision-making can be seen as a threat to the UK's independence. Membership of the EU is expensive for a wealthy country like the UK. Costs will increase as greater numbers of poorer European countries join. Money from UK taxes is being used to help the poorer countries of Europe and free movement of labour means that people from poorer areas can come to the UK for work. This can be hard on people here trying to get a job.</i></p> <p><i>For me the main argument against is that in an opinion poll, 65% of people agreed that 'The EU is out of touch with normal people'. It is not good for democracy for the UK to remain a member of the EU if so many people are against.</i></p> <p><i>In conclusion, I think that membership of the EU is good for business and trade but has some political disadvantages. If these can be dealt with, people would be less worried and I think that we would benefit more from membership.</i></p>			
	Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.			
		Paper Total	[40]	

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