

Citizenship Studies

General Certificate of Secondary Education

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

Mark Scheme for January 2012

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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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Annotations

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

Annotation	Meaning
✓	correct responses
*	incorrect responses
BOD	Benefit of doubt
VG	Too Vague
IRRL	irrelevant
REP	Repetition
EG	example
NAQ	not answering question
L1	level 1
L2	level 2
L3	level 3
L4	level 4

Marks for 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 the candidates' response to question 17.

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

Section A

Question		Answer	Marks	Guidance
1		ii	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		iv	1	As above
3		iv	1	As above
4		iii	1	As above
5		iv	1	As above
6		Any relevant advantage eg the range of languages spoken in the UK is a major attraction for companies operating in the global market; there is a greater variety of food, entertainment, fashion, music, etc available in the UK; new ideas or similar; people in the UK are able to experience other cultures and traditions; strengthening of overseas links; widening of the UK skills base; enabling people of different cultures, etc. to move here; it helps to ensure tolerance or respect for diversity; keeping election promises or similar.	1	Annotation ✓ or ✗ Candidates must identify a specific advantage of the UK being a culturally diverse society.
7		Any relevant responsibility such as: making decisions or laws / improving laws; running the country; telling the truth; obeying the law; acting as a good role model; representing or supporting people; carrying out research; listening to people; respecting people's opinions / rights; attending Parliament/ council chamber; trying to get elected/votes; getting the party's point across; campaigning; keeping election promises.	1	Annotation ✓ or ✗
8		Any relevant source such as: solicitors; an attorney; a lawyer; Citizens Advice (Bureau); a law centre; an advice or help line/website; the police; the Consumers Association; a trade union or employers' association.	1	Annotation ✓ or ✗

Question	Answer	Marks	Guidance
9	Any relevant example such as: protecting or respecting civilians; not attacking civilians; only attacking military targets; not killing or injuring people who surrender or who have no weapons or who are “innocent”; caring for the wounded; respecting Red Cross or Red Crescent signs; respecting prisoners; allowing prisoners to contact their families; fair trial; no torture; no punishment; no cruel treatment; not using weapons that cause unnecessary loss or suffering.	1	Annotation ✓ or ✗
10	Any relevant reason such as: informs / tells the news, etc.; protects and promotes the interests of people who have been badly treated; helps people to form opinions; provides a voice for people; brings them together to share experiences or opinions; investigates; exposes wrong-doing; challenges/opposes; scrutinises; campaigns; suggests new ideas; prevents dictatorship.	1	Annotation ✓ or ✗ Accept “freedom of thought or speech”
11	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. <u>Level 1</u> For 1 mark candidates either – give <u>one</u> relevant example of how citizens can play an active part in elections. These examples include: getting on the register of electors, voting, campaigning (accept examples), joining a political party, standing as a candidate, nominating/choosing/supporting a candidate, raising money for the election, attending meetings/contributing on line or by phone, questioning candidates, being active in a pressure group. or give a very limited explanation of why people should play an active part in local and national elections. Example: <i>If we didn't, we couldn't complain afterwards.</i>	1	Annotation L1, L2 and “e.g.” next to examples. Also use VG, IRRL and REP as appropriate.

Question	Answer	Marks	Guidance
	<p>For 2 marks, candidates either – give <u>two</u> relevant examples of how citizens can play an active part in elections. or give a limited but specific explanation of why people should play an active part in local and national elections supported by examples. Example: <i>Because we live in a democracy and if people didn't vote, then we would get politicians that nobody wants.</i></p> <p>Level 2 For 3 marks candidates show a sound understanding of why people should play an active part in elections by explaining why participation is important. This should be supported by at least <u>one</u> example of participation. Example: <i>You should play an active part in elections so that MPs are chosen who most people like. You can do this by voting.</i></p> <p>For 4 marks, candidates show a thorough understanding of why people should play an active part in elections by explaining why participation is important. This should be supported by at least <u>two</u> examples of participation. Example: <i>People should play an active part in elections so that those people elected represent the public. This is important in a democracy so that decisions made by politicians are ones that the public will usually support. People can play an active part in elections by voting or being a candidate themselves.</i></p>	<p>2</p> <p>3</p>	<p>This statement gains two marks because it includes an explanation and an example.</p> <p>This response is a simple <u>explanation</u> that answers the question directly and gives one simple examples of active participation – voting.</p> <p>This response is thorough because it shows a clear understanding of the principles of democratic government. It also includes two examples of participation.</p>
12	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
13	i	1	As above

Question	Answer	Marks	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>For 1 mark candidates either – give <u>one</u> relevant advantage of surveys for decision-makers in a democracy. These examples include: finding out what people think; assessing the impact of policy; assessing the popularity of decision-makers; informing future policy; identifying needs; identifying inequalities. or give a very limited explanation of why the survey in Document 1 is particularly useful to decision-makers. Example: <i>It shows how people think about the future.</i></p> <p>For 2 marks, candidates either – give <u>two</u> relevant advantages of surveys for decision-makers in a democracy. or give a limited but specific explanation of why the survey in Document 1 is particularly useful to decision-makers. Example: <i>It shows what concerns people have about the future so decision-makers can take action.</i></p> <p>Level 2 For 3 marks candidates show a sound understanding of why surveys are useful to decision-makers in a democracy. This should be supported by at least <u>one</u> specific advantage. Example: <i>Surveys are important to decision-makers because they show what people think. They enable decision-makers to make new laws as they need to.</i></p> <p>For 4 marks, candidates show a thorough understanding of why surveys are useful to decision-makers in a democracy. This should be supported by at least <u>two</u> specific advantages and specific reference to Document 1.</p>	<p>1</p> <p>2</p> <p>3</p>	<p>Annotation L1, L2 and EG next to examples. Also use VG, IRRL and REP as appropriate</p> <p>Look at the chart for questions 12 and 13 before marking this question.</p> <p>This response gains two marks because it suggests that decision-makers can take action in response to the survey results.</p> <p>This response gains three marks because the candidate uses the specific advantage of law making rather than the less specific “taking action” that would merit only 2 marks.</p>

Question	Answer	Marks	Guidance
	<p>Example: <i>The survey in Document 1 gives decision-makers information about how European citizens see the future. This helps to identify the concerns most people have and enables politicians to respond. For example, people are worried that people with good qualifications may not get a good job. Politicians may need to encourage more people to take practical qualifications that will prepare them better for work. It is important for politicians to respond to people's views because they rely on their votes at election time.</i></p>		<p>This response gains four marks because there is a clear understanding of the usefulness of surveys with specific reference to Document 1. The candidate also understands why surveys are important in a democracy. Two examples of the advantages of surveys are included in the second sentence.</p>

Question		Answer					Marks	Guidance		
		<p>OR candidate gives a clear <u>explanation</u> of Mollie's responsibilities (from the list for Level 1).</p> <p>Example: <i>Mollie should obey the law because it is there to protect everyone's interests.</i></p> <p>For 4 marks, the candidate should have done both of the above. They must have chosen the correct alternative (i).</p> <p>Mark allocations for Q15</p>						<p>The explanation is not valid if it mentions only Mollie's own interests such as apologising only to get a reduced punishment. Notice that this example is an explanation rather than a description</p>		
Correct alternative (i)	No	Yes	No	Yes	No	Yes	Yes	No	Yes	
Explanation of choice	No	No	No	Yes.Simple point	No	Yes Simple point	Yes. A detailed explanation of choice including reference to the police or the school	No	Yes. A detailed explanation of choice including reference to the police and the school	
Mollie's responsibilities	No	No	Simple statement	No	Description with more than one example	Description with more than one example	May describe but does not explain Mollie's responsibilities	Explains Mollie's responsibilities	Explains Mollie's responsibilities	
MARKS	0	1	1	2	2	2	3	3	4	

Question	Answer	Marks	Guidance
	<p>OR candidate gives a clear <u>explanation</u> of the police's responsibilities (see above) Example: <i>Luxmi must let Andy know why he is being arrested so that he is able to prepare a defence and inform a solicitor. This is a human right to prevent wrongful arrest.</i></p> <p>For 4 marks, candidates should have done both of the above. The correct alternative (iii) must be given.</p>	4	Notice that this example is an explanation rather than a description

Mark allocations for Q16

Correct alternative (i)	No	Yes	No	Yes	No	Yes	Yes	No	Yes
Explanation of choice	No	No	No	Yes Simple point	No	Yes Simple point	Yes. A detailed explanation of choice	No	Yes. A detailed explanation of choice
Luxmi's responsibilities	No	No	Simple statement	No	Description with more than one example	Description with more than one example	May describe but does not explain Luxmi's responsibilities	Explains Luxmi's responsibilities	Explains Luxmi's responsibilities
MARKS	0	1	1	2	2	2	3	3	4

Question	Answer	Marks	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><u>Level 1</u> Candidate produces a personal response to the statement in which they make some valid but limited points about the role of the media or the roles of the electorate, politicians and pressure groups in decision-making. This might include reference to the ways in which the media try to influence decision-making through the use of bias or examples of the use of headlines, cartoons, articles, editorials, campaigns, etc. 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>The media can influence decision-making by making up stories and being biased. They can support particular politicians or campaigns and make the others look bad.</i></p> <p><u>Level 2</u> Some comment on the statement based on a description of at least one way in which the media tries to influence decision-making or at least one way in which citizens or politicians use the media. Text is legible. There are mistakes in spelling, grammar and punctuation; however, meaning is still communicated clearly for most of the answer. Example for 5 marks: <i>The media try to influence decision-making by telling the public about ways in which the government is doing well or doing badly. They often highlight particular mistakes and put across their own point of view in the way they write stories or the pictures they choose. They also run their own campaigns and try to get people involved. This influences the way people think. So I think the media are important in decision-making but they don't make the decisions themselves.</i></p>	<p>1-3</p> <p>4-6</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>Examiners must read the whole question, including the speech bubble, from the exam paper before marking this question.</p> <p>This response includes at least one way in which the media try to influence decision-making. There is also some comment on the statement, "So I think the media are important in decision-making but they don't make the decisions themselves."</p>

Question	Answer	Marks	Guidance
	<p>Level 3 At this level candidates should make a sound personal response to the question that EITHER - shows awareness of the different groups and organisations that influence decision-making in a democracy. They answer the question directly and appropriately with a simple evaluation of media power in relation to at least one other group/organisation. OR Describes in detail at least one way in which the media tries to influence decision-makers and at least one way in which citizens or politicians use the media.</p> <p>Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Example for 8 marks: <i>The media can try to influence decision-making by promoting ideas that they agree with. They can also show support for some people rather than others. This can influence the way people vote and so influences decision-making. The media can also campaign for a particular change in a law or for a reduction in a tax. People can also use the media to give publicity to a campaign or point of view. This can get more people interested in the campaign and mean that it is more likely to be a success. In our campaign at school, we used the local newspaper to inform people about our campaign to clean up the local park. This meant that we got more support and people were more interested in listening to what we had to say.</i></p> <p>Level 4 At this level candidates should show a good knowledge and understanding of the different groups and organisations that influence decision-making in a democracy. They answer the question thoroughly with a convincing evaluation of media power in relation to at least one other group/organisation. Their thorough personal response to the question includes a description of at least</p>	7-9	This response includes a good description of how the media tries to influence decision-makers and of how citizens can use the media.

Question	Answer	Marks	Guidance
	<p>one way in which the media tries to influence decision-makers and at least one way in which citizens and politicians use the media. Suitable examples are used to illustrate the points made. Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p> <p>Example for 11 marks: <i>The media can try to influence decision-making by promoting ideas that they agree with. For example, the Murdoch press supported the Conservative Party in the 2010 election. They can also show support for some people rather than others. This can influence the way people vote and so influences decision-making. The media can also campaign for a particular change in a law or for a reduction in a tax. Politicians or citizens can also use the media to give publicity to a campaign or point of view. They can persuade news programmes to report on their opinions or write an article of their own for a newspaper or magazine. Many MPs run their own blogs or can be followed on Twitter. This can get more people interested in their views and campaign or even joining their political party. There are other groups that influence decision-making in a democracy. Pressure groups lobby the government about single issues eg Greenpeace about the environment. The people with the most direct part to play are the government and the voters. The government has the most direct part to play in decision-making. They are elected by the voters. The media has an important part to play in influencing opinion but doesn't make important decisions directly. This is the job of the government and they are elected by people influenced by their friends, family, pressure groups, trade unions rather than just the media.</i></p>		<p>This response is informed by a range of examples. It includes descriptions of how the media tries to influence decision-makers as well as descriptions of how citizens and politicians use the media. There is a convincing evaluation of media power but this has insufficient detail for full marks.</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>
	Total	40	

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