

Citizenship Studies

General Certificate of Secondary Education

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

Mark Scheme for January 2013

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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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Question		Answer	Marks	Guidance
1		i	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		iii	1	As above.
3		iv	1	As above.
4		iv	1	As above.
5		ii	1	As above.
6		<p>Any one of the following organisations:</p> <ul style="list-style-type: none"> • The justice system. Accept examples such as: the police; lawyers/solicitors the courts; the Criminal Injuries Compensation Board. • Through Victim Support groups. • Through a trade union, employer's association or membership organisation. Accept examples. • Through insurance companies. Accept examples. • Rights and advice websites. Accept examples such as <i>YouthNet</i>, <i>Which?</i>, etc. • Rights and advice groups such as the Citizens Advice Bureau, Crimestoppers, Samaritans and Child Line 	1	<p>Annotation ✓ or ✗</p> <p>Do not allow 'the Internet' or 'websites'. Specific examples are needed.</p>

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7	<p>Any one responsibility exercised by judges such as:</p> <ul style="list-style-type: none"> • Being fair/impartial or similar. • Making sure that people have their voice heard or similar. • Directing/advising the jury. • Directing/advising lawyers. • Keeping order/organising court proceedings. • Keeping track of the case/evidence. • Keeping up to date with the law/aware of precedents, etc. • Deciding sentences. • Taking into account the circumstances of the criminal before deciding sentence. 	1	<p>Annotation ✓ or ✗ Do not allow the deciding of guilt or innocence.</p>
8	<p>Any right that may be limited to prevent racism such as:</p> <ul style="list-style-type: none"> • Freedom of speech/expression. • Beliefs or similar. • Press/media freedom/free press or similar. • Freedom of assembly and association or similar. 	1	<p>Annotation ✓ or ✗ Do not accept 'freedom of religion' or vague responses such as 'right to freedom', 'everyone is equal' or 'equality'.</p>
9	<p>Any one reason why political parties are important in a democracy such as:</p> <ul style="list-style-type: none"> • Help like-minded people get their voice heard, having a say or similar. • Express different views/come up with ideas/represent different groups/give people choice or similar. • Nominate candidates/fight elections/give people something to vote for/form a government or similar such as 'they can be elected to government'. • Come up with new ideas/make changes/bring in new laws or similar. 	1	<p>Annotation ✓ or ✗ Do not credit vague responses such as 'they have an impact on our lives'.</p>

Question	Answer	Marks	Guidance
10	<p>Any one way that the United Nations tries to resolve conflict such as:</p> <ul style="list-style-type: none"> • To maintain international peace or security or similar e.g. brokering or signing peace treaties, holding meetings, military intervention, etc. • To develop friendly relations amongst nations or similar. • To co-operate in solving international problems or similar e.g. 'deal with disputes peacefully'. • To promote respect for human rights or similar. • To fight poverty/provide resources /promote education or similar. • Taking cases to the International Court of Justice. 	1	Annotation ✓ or ✗

Question		Answer	Marks	Guidance	
				Content	Levels of response
11		<p>Candidates should be able to show knowledge that there is cultural diversity in the UK.</p> <p>They should be able to illustrate the extent of this knowledge with appropriate examples such as:</p> <ul style="list-style-type: none"> • Diversity of religion • Different national and/or regional groups, (this could include the different constituent nations and regions of the UK and the countries of origin of immigrants to the UK). • Different ethnic groups and mixing between ethnic groups to produce more complex personal identities for many UK citizens. • Different social class groups linked to different values, life chances and life styles. • Different groups linked to values, traditions, music, fashion, etc. <p>At Level 2, they should be able to <u>explain</u> why there is so much cultural diversity in the UK. This should link to the following explanations:</p> <ul style="list-style-type: none"> • The UK having four constituent 	4	<p>Annotation L1, L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>At Level 1 it is important for candidates to state examples that show cultural diversity. So it is not enough to state, for example, 'there are lots of immigrants in the UK'. It is necessary for the candidate to give a sense of diversity by stating, for example, 'people have come to the UK from many different countries'.</p>	<p>Assessment Objective 1 – Demonstrate knowledge and understanding. 4 marks</p> <p>Level 2 (3–4 marks) Candidate shows a clear understanding of the term 'cultural diversity' and includes at least one relevant example. Candidate shows a sound understanding of why there is so much cultural diversity in the UK by stating at least one reason. For 4 marks, two valid reasons must be given.</p> <p>Level 1 (0–2 marks) Candidate shows an understanding of the term 'cultural diversity' by making one limited point. For 2 marks, this should include reference to one valid example of cultural diversity such as different:</p> <ul style="list-style-type: none"> • religious groups; • national and/or regional groups; • ethnic groups; • social class groups; • groups linked to sexual orientation, particular youth movements, types of

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			<p>nations.</p> <ul style="list-style-type: none"> Aspects of the geography of the UK tending to encourage the development of regional identity. UK values, laws and policies encouraging a respect for/tolerance of difference. UK's overseas links, language and prosperity encouraging migration. 			<p>music/fashion, etc. OR (for 2 marks) a sound explanation of why cultural diversity exists in the UK without any development of the concept of cultural diversity or the use of examples.</p>

Question			Answer	Marks	Guidance
12		(i)		1	If more than one statement has been ringed, only credit it if it is clear which ONE the candidate wants you to mark
13		(iii)		1	As above.

Question		Answer	Marks	Guidance	
				Content	Levels of response
14		<p>Candidates should be able to show knowledge of the terms 'democracy' and 'rights.'</p> <p>They should be able to illustrate the extent of this knowledge with examples of rights that would apply in a democracy such as:</p> <ul style="list-style-type: none"> • Voting, standing for election, forming political parties or pressure groups and campaigning. • Freedom of speech and association. • Equal opportunity/freedom from discrimination. • Right to a hearing/fair trial/trial by peers. • Rights to complain and protest. <p>At Level 2, they should be able to <u>explain</u> why it is important to know what these rights are. This should link to the following explanations:</p> <ul style="list-style-type: none"> • Knowledge of rights is important if people are to exercise them. • Knowledge of rights enables citizens to defend and extend their rights. Examples might include protection from discrimination, etc. • Knowledge of citizens' rights by the 	4	<p>Annotation L1, L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>At Level 1 it is important for candidates to show an understanding of the concept of 'rights' by giving one example such as the right to vote.</p>	<p>Assessment Objective 1 – Demonstrate knowledge and understanding. 4 marks</p> <p>Level 2 (3–4 marks) Candidate shows a clear understanding of the terms 'rights' and 'democracy' with at least one example of rights that apply in a democracy. Candidate gives a sound explanation of why it is important for citizens to know what their rights are by stating at least one reason. For 4 marks, there must be a thorough explanation in which one reason is developed in detail or at least two in outline.</p> <p>Level 1 (0–2 marks) Candidate shows an understanding of the term 'rights' by making some valid but limited points. For 2 marks, this should include reference to one example of a right that would apply in a democracy such as those mentioned in the answer column.</p>

Question		Answer	Marks	Guidance	
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		authorities means that rights are more likely to be respected.			
15		<p>Candidates should be able to show sufficient knowledge of the law to:</p> <ul style="list-style-type: none"> Identify the correct option (ii) Give a simple statement of the victim's responsibilities. (Co-operate with the police, make a correct/honest statement to the police, turn up to the court, give truthful evidence in court, avoid interfering with any other witnesses, avoid revenge or inappropriate action against her assailant.) <p>At Level 2, they should be able to explain their selection of ii and why they have rejected other options. This should demonstrate a good capacity to analyse and evaluate the case in relation to their contextual knowledge and understanding.</p> <p>Their explanations could include:</p> <ul style="list-style-type: none"> Assault is a serious criminal offence and so is likely to lead to charges especially as Melissa had a recent reprimand. A final warning or court 	4	<p>Annotation L1, L2 and ✓ or X next to the alternative. Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>It is not possible for candidates to gain more than one mark if they have chosen the incorrect option.</p> <p>Candidates are being assessed in two ways:</p> <ul style="list-style-type: none"> For their knowledge and understanding of criminal law. For their ability to analyse and evaluate the case described in the question by using their knowledge and understanding in context. <p>Note that there are two alternative ways of gaining 2 marks at Level 1 by either describing the victim's responsibilities (not her rights) or by giving a sound explanation of the choice of option. In each case, candidates must select the correct option.</p> <p>To reach Level 2 candidates must have:</p> <ul style="list-style-type: none"> The correct option. An explanation of why it has been chosen. 	<p>SEE ALSO APPENDIX 1</p> <p>Assessment Objective 1 – Demonstrate knowledge and understanding. 1 mark.</p> <p>Assessment Objective 3 – Analysis and evaluation. 3 marks.</p> <p>Level 2 (3–4 marks) Candidate selects the correct option. They are able to give a sound explanation of the choice and describe the victim's responsibilities using at least one simple point. For 4 marks, there must also be EITHER a thorough explanation of the correct choice in which one reason is developed in detail or at least two in outline OR a description of the victim's responsibilities where one point is developed in detail or two points in outline.</p> <p>Level 1 (0–2 marks) For 1 mark, candidate EITHER selects the correct option OR describes the victim's responsibilities using one simple</p>

Question			Answer	Marks	Guidance	
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			<p>appearance is likely given the previous reprimand for a similar offence.</p> <ul style="list-style-type: none"> • The victim could use civil law but should not need to in order to obtain justice as the police have a responsibility to support her. • The lack of other witnesses need not be a problem as there is likely to be forensic and/or photographic evidence to support the case. 		<ul style="list-style-type: none"> • A description of the victim's responsibilities. 	<p>point.</p> <p>For 2 marks, candidate selects the correct option AND describes the victim's responsibilities using one simple point.</p> <p style="text-align: center;">OR</p> <p>Candidate selects the correct option AND gives a sound explanation of their choice of alternative by using one of the points mentioned in the answer column.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
16		<p>Candidates should be able to show sufficient knowledge of the law to:</p> <ul style="list-style-type: none"> Identify the correct option (ii) Give a simple statement of the Anjali's rights. (To expect the school to exercise a reasonable duty of care to deter theft/encourage a respect for property; to ask other students about her 'phone; to be supported by the insurance company/receive compensation for her missing phone; to expect the police to take an appropriate record of the incident/allocate a crime reference/investigate as appropriate.) <p>At Level 2, they should be able to explain their selection of ii and why they have rejected other options. This should demonstrate a good capacity to analyse and evaluate the case in relation to their contextual knowledge and understanding.</p> <p>Their explanations could include:</p> <ul style="list-style-type: none"> The school has made it clear to students and parents that phones are brought at the risk of the owner. Anjali has been careless. The school has not been negligent. 	4	<p>Annotation L1, L2 and ✓ or X next to the alternative. Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>It is not possible for candidates to gain more than one mark if they have chosen the incorrect option.</p> <p>Note that there are two alternative ways of gaining 2 marks at Level 1 by either describing Anjali's rights (not her responsibilities) or by giving a sound explanation of the choice of option. In each case, candidates must select the correct option.</p> <p>To reach Level 2 candidates must have:</p> <ul style="list-style-type: none"> The correct option. An explanation of why it has been chosen. A description of the Anjali's rights. 	<p>SEE ALSO APPENDIX 1</p> <p>Assessment Objective 1 – Demonstrate knowledge and understanding. 1 mark.</p> <p>Assessment Objective 3 – Analysis and evaluation. 3 marks.</p> <p>Level 2 (3–4 marks) Candidate selects the correct option. They are able to give a sound explanation of the choice and describe Anjali's rights using at least one simple point. For 4 marks, there must also be EITHER a thorough explanation of the correct choice in which one reason is developed in detail or at least two in outline OR a description of Anjali's rights where one point is developed in detail or two points in outline.</p> <p>Level 1 (0–2 marks) For 1 mark, candidate EITHER selects the correct option OR describes Anjali's rights using one simple point. For 2 marks, candidate selects the correct option AND describes Anjali's rights using one simple point.</p>

Question			Answer	Marks	Guidance	
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			<ul style="list-style-type: none"> As there is a suspicion of theft, this is an appropriate matter to be reported to the police. A report to the police is needed for an insurance claim in a case of this type. Confronting other students could lead to difficulty. Anjali should tell her suspicions to school staff or the police. 			<p>OR</p> <p>Candidate selects the correct option AND gives a sound explanation of their choice of option by using one of the points mentioned in the answer column.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
17		<p>Candidates should be able to show sufficient knowledge of people's legal rights and responsibilities to:</p> <ul style="list-style-type: none"> • Include examples of people's legal rights such as those connected with representation, opportunity, freedom, equity and respect. • Include examples of people's legal responsibilities such as those connected with support for the young and vulnerable, avoiding discrimination/harm to others, contributing to the community (including the payment of taxes), upholding the law and supporting the justice system. • Make a considered and thorough response to the viewpoint using examples and evidence from their studies. <p>Marks are awarded for the quality of written communication. The criteria are specified in the levels of response column.</p>	12	<p>Annotation L1, L2, L3, L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Place a ✓ at the end of the space available for the answer to show that you have checked all the available pages for candidate responses.</p> <p>Candidates are being assessed for their ability to analyse and evaluate the viewpoint described in the question by using their knowledge and understanding of people's rights and responsibilities in context.</p> <p>To reach Level 2, candidates must identify some of the legal rights or responsibilities that apply to people such as the right to an education. This will be more specific than the more general examples that would be allowable at Level 1 such as the right 'to be treated with respect'.</p> <p>To reach Level 3, candidates must include reference to specific legal rights and responsibilities.</p> <p>To reach Level 4, candidates must bring together their arguments in direct response to the viewpoint and in a convincing fashion.</p>	<p>Assessment Objective 3 – Analysis and evaluation. 12 marks.</p> <p>Level 4 (10–12 marks) 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 people's legal rights and responsibilities. There will be a good and convincing summary of their case in response to the viewpoint.</p> <p>Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p> <p>Level 3 (7–9 marks) A sound personal response to the question supported by a sound analysis of at least two pieces of valid evidence that relate to people's legal rights and responsibilities.</p> <p>Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>

Question			Answer	Marks	Guidance	
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						<p>Level 2 (4–6 marks) Some evaluation of the statement based on some analysis of at least one valid example of people’s legal rights and/or responsibilities.</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>Level 1 (0–3 marks) Candidate produces a personal response to the statement in which they make some valid but limited points about people’s rights and/or responsibilities. Information is organised at a simple level to aid communication but frequent mistakes in spelling, grammar and punctuation sometimes impede communication of meaning.</p>

APPENDIX 1

Question 15								
Correct option (ii)	No	Yes	No	Yes	Yes	Yes	Yes	Yes
Sound explanation of choice using one point	No	No	No	Yes	No	Yes	Sound explanation of choice using one point.	A thorough explanation in which one reason is developed in detail or at least two in outline.
Describes the victim's responsibilities using at least one simple point	No	No	Yes	No	Yes	Yes	Describes the victim's responsibilities by developing one point in detail or two points in outline.	Describes the victim's responsibilities using at least one simple point.
MARKS	0	1	1	2	2	3	4	4

Question 16								
Correct option (ii)	No	Yes	No	Yes	Yes	Yes	Yes	Yes
Sound explanation of choice using one point	No	No	No	Yes	No	Yes	Sound explanation of choice using one point.	A thorough explanation in which one reason is developed in detail or at least two in outline.
Describes Anjali's rights using at least one simple point	No	No	Yes	No	Yes	Yes	Describes Anjali's rights by developing one point in detail or two points in outline.	Describes Anjali's rights using at least one simple point.
MARKS	0	1	1	2	2	3	4	4

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