

**GCSE**

**Citizenship Studies**

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

General Certificate of Secondary Education

**Mark Scheme for June 2015**

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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

<b>Annotation</b>	<b>Meaning</b>
✓ and ✗	For correct and incorrect responses
<b>BOD</b>	benefit of doubt
<b>VG</b>	vague
<b>IRRL</b>	irrelevant
<b>REP</b>	repetition
<b>NAQ</b>	not answering question
<b>EG</b>	example given
<b>L1</b>	Level 1
<b>L2</b>	Level 2
<b>L3</b>	Level 3
<b>L4</b>	Level 4

Highlighting is also available to highlight any particular points on the script.

Question	Answer	Marks	Guidance
1	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
2	i	1	As above
3	ii	1	As above
4	iv	1	As above
5	i	1	As above
6	Any one of the following reasons why pressure groups are important in a democracy: Challenges government / holds it to account or similar Gives people a voice or similar Represents particular views Exposes inefficiency or wrong-doing Generates new ideas / challenges existing ideas / seeks changes in the law Informs the public / politicians Campaigns for change / raising awareness Helps democracy to function / work / be efficient, etc.	1	Annotation ✓ or ✗ Do not accept “to pressure the government” or “to express their views” or “people have freedom of speech” or “helping people” or similar unless there is further qualification of such responses.
7	Any one international organisation that protects human rights: United Nations (UN) Commonwealth European Union (EU) <u>International</u> charitable organisations such as the Red Cross or Amnesty International Council of Europe European Court of Human Rights / Justice International Court of Justice or World Court International Criminal Police Organisation (ICPO) or Interpol NATO	1	Annotation ✓ or ✗ Do not accept organisations that work only within the UK Do not accept documents or declarations such as European Convention on Human Rights.
8	Any relevant <u>main</u> religious group in the United Kingdom (UK) including:	1	Annotation ✓ or ✗ Accept any relevant denomination of Christianity such as

	<ul style="list-style-type: none"> <li>• Christians</li> <li>• Muslims / Islam</li> <li>• Buddhists</li> <li>• Jews</li> <li>• Sikhs</li> <li>• Hindus</li> <li>• Mormons</li> <li>• Jehovah's Witnesses</li> <li>• Humanism / Secularism / Atheism</li> </ul>		<p>Methodism</p> <p>Accept bona fide religious organisations such as Christian Aid.</p>
9	<p>Any one way in which citizens can actively support the justice system:</p> <ul style="list-style-type: none"> <li>• Report crime or suspicions / provide information</li> <li>• Make a citizen's arrest</li> <li>• Give evidence / become a witness</li> <li>• Undertake jury service</li> <li>• Vote in a Police Commissioner election</li> <li>• Join the police force / become a special constable / magistrate</li> </ul>	1	<p>Annotation ✓ or ✗</p> <p>Do not accept "obey the law" – too general.</p> <p>Do not accept "help" them, "co-operate" or similar without qualification.</p>
10	<p>Any one responsibility of a Member of Parliament:</p> <ul style="list-style-type: none"> <li>• Represents / speaks for voters or the constituency or similar</li> <li>• Listens to / responds to constituents' / voters' views</li> <li>• Provides advice</li> <li>• Supports campaigns</li> <li>• Researches issues</li> <li>• Supports the policy /work of their party</li> <li>• In the context of debating new laws or major issues accept the following - debate / examine / discuss / determine / vote on (pass)</li> <li>• Holds the Government / Prime Minister / Ministers / ruling party to account (accept "asking questions" in the context of accountability)</li> <li>• Respects and listens to other members of Parliament or similar</li> </ul>	1	<p>Annotation ✓ or ✗</p> <p>Do not accept speak, debate / examine / discuss / determine / protect citizens / keep promises or vote without qualification.</p> <p>Give a mark only for "vote on new laws or big issues, etc."</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
11	<p>Candidates should be able to show knowledge about the term ‘people’s rights’ and offer some examples.</p> <p>They should be able to give examples of rights that may sometimes conflict such as:</p> <p>privacy v security</p> <p>freedom of expression v freedom from discrimination / hatred</p> <p>freedom of expression (particularly in the context of the media) v privacy</p> <p>They may illustrate these examples through reference to particular cases such as the Leveson Report into press ethics 2012.</p> <p>Explanations of why rights might conflict should refer to the need to protect the interests of the potentially vulnerable. So the right to free speech should not be exercised irresponsibly to damage the interests or reputations of others.</p>	4	<p>Annotation L1, L2 and EG next to examples.</p> <p>Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>Do <u>not</u> use ✓ or ✗</p> <p><b>At level 1</b> it is important for candidates to show <u>knowledge of what</u> rights are by either describing rights as entitlements or giving at least one example of a particular right.</p> <p>There may be an attempt to identify rights that may conflict.</p> <p><b>At level 2</b> candidates should show a particular knowledge of rights that might conflict and an understanding of why they might do so:</p> <ul style="list-style-type: none"> <li>• Freedom of speech gives everyone an entitlement to say or write what they think. People may use this right irresponsibly to damage a rival so there must be some protection against defamation and a right to privacy.</li> <li>• The right to privacy enables people to conduct their personal and commercial business without interference. However, protection for privacy may enable people to plot against others. Various</li> </ul>	<p>Assessment Objective 1 – Demonstrate knowledge and understanding.</p> <p><b>Level 2. 3-4 marks</b> <u>For 3 marks</u></p> <ul style="list-style-type: none"> <li>• As for 2 marks but also including a description of two rights that may be in conflict with each other.</li> </ul> <p><u>For 4 marks</u></p> <ul style="list-style-type: none"> <li>• A clear description of two rights that may be in conflict with each other.</li> <li>• A clear explanation of why the conflict occurs. This may include examples.</li> </ul> <p><b>Level 1. 0-2 marks</b> <u>For 1 mark</u></p> <ul style="list-style-type: none"> <li>• General description of what rights are</li> <li>• OR one valid example of a right</li> </ul> <p><u>For 2 marks</u></p> <ul style="list-style-type: none"> <li>• Two valid examples of rights.</li> <li>• OR one valid example of a right within a general discussion of conflict.</li> </ul>

			security measures are needed to prevent this which, in turn, limit people's rights to privacy.	
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Question	Answer	Marks	Guidance
12	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
13	iii	1	As above

Question	Answer	Marks	Guidance	
			Content	Levels of Response
14	<p>Candidates should be able to show knowledge of how citizens can use the media to influence decision making. They should also understand why politicians need to take notice of media campaigns.</p> <p>Candidates should be able to show understanding of why, in a democracy, it is important that citizens are able to influence politicians. .</p>	4	<p>Annotation L1, L2 and EG next to examples. Also use VG, IRR, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗</p> <p><b>At level 1</b> it is important for candidates to show <u>knowledge</u> of the ways in which citizens can use the media to influence decision making. This could include the following:</p> <ul style="list-style-type: none"> <li>• Set up blogs / websites</li> <li>• Contribute to forums</li> <li>• Write to newspapers</li> <li>• Invite media to report on issues and campaigns.</li> <li>• Send out 'press releases' hold 'press conferences'</li> </ul> <p><b>At level 2</b> candidates should show an <u>understanding of why</u>, in a democracy, it is important for politicians to take notice of media coverage. This should link to the following explanations:</p> <ul style="list-style-type: none"> <li>• The media can bring attention to issues, ideas or opinions of which the politician is unaware.</li> <li>• A media campaign can enable a politician to assess the strength of</li> </ul>	<p>Assessment Objective 1 - Demonstrate knowledge and understanding.</p> <p><b>Level 2. 3-4 marks</b> <u>For 3 marks</u> Candidate shows a clear knowledge of how citizens can use the media to influence decision making by stating two ways in which citizens use the media. Candidate also gives a sound explanation, perhaps making one clear point, of why politicians take notice of media coverage.</p> <p><u>For 4 marks</u> As for 3 marks but candidate also gives a thorough explanation of why politicians take notice of media coverage with at least an implicit reference to the need for the politician to remain 'popular' with the voters.</p> <p><b>Level 1. 0-2 marks</b> <u>For 1 mark</u></p> <ul style="list-style-type: none"> <li>• Candidate states one valid way (see Level 1 content guidance on left) in which citizens can use the media to influence decision making.</li> </ul> <p><u>For 2 marks</u></p> <ul style="list-style-type: none"> <li>• Candidate states <b>one</b> valid way in</li> </ul>



			<p>feeling on an issue.</p> <ul style="list-style-type: none"> <li>• Politicians need to retain the confidence / support of the public and should respond to their concerns.</li> </ul>	<p>which citizens can use the media to influence decision making <u>and develops the point in detail</u>.</p> <ul style="list-style-type: none"> <li>• OR candidate states <b>two</b> valid and clearly distinct ways (see Level 1 content guidance on left).</li> <li>• OR candidate makes a clear point about why politicians take notice of media coverage.</li> <li>• OR candidate describes how the media can be useful to citizens when they are making a decision about how to cast their vote or similar.</li> </ul>
15	<p>Candidates should be able to show sufficient knowledge of the law to:</p> <ul style="list-style-type: none"> <li>• Identify the correct option (ii)</li> <li>• Give a simple statement of Sandra's responsibilities as a police officer (uphold the law, protect human life, keep the peace, record any offence brought to their attention, be polite, treat people with respect, give people their name and contact details (the station at which they are based), obey the law themselves, to follow all codes of practice, to make accurate statements to a court, to use only reasonable force as a last resort and to avoid discrimination).</li> </ul> <p><b>At level 2</b>, they should be able to explain why they have selected ii. This may include reasons why they have rejected other options. Their answer should demonstrate a</p>	4	<p>Annotation L1, L2 and ✓ or X next to the option. Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>Candidates are being assessed in two ways:</p> <ol style="list-style-type: none"> <li>1. For their knowledge and understanding of the rights and responsibilities of citizens and the police.</li> <li>2. For their ability to analyse and evaluate the case described in the question by using their knowledge and understanding in context.</li> </ol> <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 Sandra's responsibilities (not</p>	<p>Assessment Objective 1 - Demonstrate knowledge and understanding. 1 mark. Assessment Objective 3 - Analysis and evaluation. 3 marks.</p> <p><b>Level 2. 3-4 marks</b> <u>For 3 marks</u> Candidate selects the correct option (ii). They are able to give a sound explanation of the choice and describe Sandra's responsibilities using at least one simple point.</p> <p><u>For 4 marks</u>, there must <u>also</u> 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 thorough description of Sandra's responsibilities where one point is developed in detail or two points in outline.</p>

	<p>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"> <li>• Someone is distressed. An assault may have been committed. This is a crime and an appropriate matter for the police.</li> <li>• Assault is not a civil matter but a family argument is not a matter for the police.</li> <li>• Arguments in the street are not police matters unless others are becoming alarmed or a crime is likely to be committed.</li> <li>• The police can enter a property without permission to save life and to deal with or prevent a crime.</li> <li>• Reasonable force can be used to restrain a violent person.</li> </ul>		<p>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"> <li>• The correct option.</li> <li>• An explanation of why it has been chosen.</li> <li>• A description of Sandra's responsibilities.</li> </ul>	<p><b>Level 1. 0-2 marks</b></p> <p><u>For 1 mark</u>, candidate EITHER selects the correct option OR describes Sandra's responsibilities using one simple point.</p> <p><u>For 2 marks</u>, candidate selects the correct option AND describes Sandra's responsibilities using one simple point.</p> <p style="text-align: center;"><b>OR</b></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>
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## Mark allocations for Q15

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 Sandra's responsibilities using at least one simple point	No	No	Yes	No	Yes	Yes	Describes Sandra's responsibilities by developing one point in detail or two points in outline.	Describes Sandra's responsibilities using at least one simple point
<b>MARKS</b>	0	1	1	2	2	3	4	4

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"> <li>• Identify the correct option (i)</li> <li>• Give a simple statement of George’s rights (give his side of the story; being able to read and sign his statement; having the right not to answer questions; having the right to refuse to make a statement or to withdraw it; telling someone where he is; have medical help; have food and breaks; see the rules the police must follow; normally be released after 24 hours; have legal representation; be searched by a police officer of the same sex; not be searched fully in a public place; fair trial)</li> </ul> <p>At level 2, they should be able to explain why they have selected option i. This may include reasons 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"> <li>• George has committed a criminal offence linked to either theft (taking a car without the owner’s consent) and / or dangerous driving and so can be arrested.</li> <li>• The fact that George’s friend owns the car does not mean that he has a right to take it without consent.</li> </ul>	4	<p>Annotation L1, L2 and ✓ or X next to the option. 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 George’s rights (not his 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"> <li>• The correct option.</li> <li>• An explanation of why it has been chosen.</li> <li>• A description of George’s rights.</li> </ul>	<p>Assessment Objective 1 - Demonstrate knowledge and understanding. 1 mark. Assessment Objective 3 - Analysis and evaluation. 3 marks.</p> <p><b>Level 2. 3-4 marks</b> <u>For 3 marks</u> Candidate selects the correct option. They are able to give a sound explanation of the choice and describe George’s rights using at least one simple point.</p> <p><u>For 4 marks</u>, there must <u>also</u> 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 thorough description of George’s rights where one point is developed in detail or two points in outline.</p> <p><b>Level 1. 0-2 marks</b> <u>For 1 mark</u>, candidate EITHER selects the correct option OR describes George’s rights by using one simple point.</p> <p><u>For 2 marks</u>, candidate selects the correct option AND describes</p>

	<ul style="list-style-type: none"> <li>The police have reasonable grounds breathalysing and searching George but they can also arrest him.</li> </ul>			George's rights by using one simple point. <b>OR</b> Candidate selects the correct option AND gives a sound explanation of their choice of by using one of the points mentioned in the answer column.
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**Mark allocations for Q16**

Correct option (i)	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 George's rights using at least one simple point	No	No	Yes	No	Yes	Yes	Describes George's rights by developing one point in detail or two points in outline.	Describes George's rights using at least one simple point
<b>MARKS</b>	0	1	1	2	2	3	4	4

Question	Answer	Marks	Guidance	
			Content	Levels of Response
17	<p><b>N.B. Do not give credit to candidates who simply repeat the concepts in the question without describing them accurately or giving examples.</b></p> <p>Candidates should be able to show sufficient knowledge and understanding of British values to:</p> <ul style="list-style-type: none"> <li>• Describe the significance of the values mentioned in the stimulus: <ul style="list-style-type: none"> <li>➤ <b>Rule of Law</b> – the law applies equally to everyone and so reinforces a respect for the law and enables all citizens to achieve justice and be free from arbitrary arrest.</li> <li>➤ <b>Personal freedom</b> – people have freedoms in relation to speech, thought, movement, residence and enterprise. This releases talent and encourages initiative.</li> <li>➤ <b>Equal opportunity</b> – everyone has the same chances to contribute to society and achieve their ambitions. Ability and experience count rather than race, religion, gender, age, etc. This enables society as a whole to prosper as the most talented people fill the most important roles. It also reduces tension and disaffection, and encourages</li> </ul> </li> </ul>	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. Do <u>not</u> otherwise use ✓ or ✗</p> <p>Candidates are being assessed for their ability to analyse and evaluate the viewpoint described in the question by using their contextual knowledge and understanding of the five British values.</p> <p>To reach level 2, candidates must provide a sound description of one British value with evidence that they understand at least one of the other values in outline.</p> <p>To reach level 3, candidates must show a sound understanding of all three values mentioned in the stimulus. There must be some valid evaluation of the viewpoint.</p> <p>To reach level 4, candidates must bring together their arguments to evaluate the viewpoint and in a convincing fashion and with valid reference to at least four values.</p>	<p>Assessment Objective 3 - Analysis and evaluation. 12 marks.</p> <p><b>Level 4. 10-12 marks</b> An informed and well-argued personal response to the viewpoint based on a thorough analysis and evaluation of a range of evidence. At this level, the response will contain specific and accurate references to the three values mentioned in the stimulus (rule of law, equal opportunity and personal freedom) <u>and at least one of the other values</u> (tolerance and respect for diversity or representative democracy).</p> <p>Some examples will be given. The candidate will assess the relative importance of at least four values and come to a reasoned conclusion about which one (s) are the most significant.</p> <p>At this level he / she should also suggest that some of the values are interconnected. He / she <u>may</u> also want to argue that they have an equal weight.</p> <p>There will be a good and convincing summary of their case in response to the viewpoint.</p> <ul style="list-style-type: none"> <li>• Informed and well-argued</li> </ul>

	<p>hard work.</p> <ul style="list-style-type: none"> <li>➤ <b>Representative democracy</b> – everyone has a right to say in how the country is run. As with equal opportunity, this encourages people to feel that they have a stake in their country and will be listened to individually.</li> <li>➤ <b>Tolerance and respect for diversity</b> – people with different faiths, cultural traditions and preferences are accepted. Again this encourages inclusion and cohesion.</li> </ul> <ul style="list-style-type: none"> <li>• Describe how the values are inter-related. For example, tolerance would be difficult unless there was also equal opportunity.</li> <li>• Evaluate the relative significance of the values. Could the others be said to rely on democracy?</li> <li>• Make a considered and thorough response to the viewpoint using examples and evidence from their studies.</li> </ul> <p>Marks are awarded for the quality of written communication. The criteria are specified in the levels of response column.</p>			<p>evaluation of the viewpoint</p> <ul style="list-style-type: none"> <li>• Thorough explanation of their position on the relative merits of the British values.</li> <li>• Specific examples of the values in action.</li> <li>• A reasoned conclusion about which one (s) are the most significant.</li> </ul> <p>Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p> <p><b>Level 3. 7-9 marks</b></p> <ul style="list-style-type: none"> <li>• Some valid evaluation of the viewpoint</li> <li>• Sound description of three values. These could include those mentioned in the stimulus (rule of law, equal opportunity and personal freedom) or democracy and, tolerance and respect for diversity.</li> <li>• A reasoned conclusion about which value (s) are the most significant.</li> </ul> <p>Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2. 4-6 marks</b></p> <ul style="list-style-type: none"> <li>• Limited evaluation of the viewpoint</li> <li>• Sound description of at least</li> </ul>
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				<p>one of the values in the stimulus or an outline understanding of at least one of the 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><b>Level 1. 0-3 marks</b></p> <ul style="list-style-type: none"><li>• Personal opinion on the viewpoint</li><li>• Some limited but valid points about one or more of the values mentioned in the stimulus or any one other valid value.</li></ul> <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>
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