

Citizenship Studies

General Certificate of Secondary Education (Short Course) **GCSE 1048**

Mark Schemes for the Components

June 2008

1048/MS/R/08

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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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CONTENTS

General Certificate of Secondary Education (Short Course) Citizenship Studies (1048)

MARK SCHEME FOR THE COMPONENTS

Unit/Content	Page
1048/01 Citizenship Written Paper	1
Grade Thresholds	9

Question Number		Mark
(7) AO1	<p>(a) Any one of: life; liberty (freedom); security; freedom from slavery or servitude; not to be subject to torture or degrading or inhuman treatment or punishment; identity/recognition as a person; equal rights or protection in law; right to effective remedy of violations of rights; freedom from arbitrary arrest, detention or exile; fair trial; the assumption of innocence rather than guilt; freedom from arbitrary interference of privacy, family, home or correspondence; freedom from attacks on honour and reputation; freedom of movement and residence; freedom to return to your home country; seek asylum in other countries; nationality; marry; form a family; equal rights during marriage; freedom to choose a partner; protection of the family; ownership of property; freedom of thought/conscience/religion; worship; freedom of opinion/expression (accept free speech); peaceful assembly; taking part in decision-making/government; equal access to public services; secret ballots, work; to choose employment; equal pay for equal work; form/join trade unions; rest and leisure; health; security; well-being; education; parental choice of education; participation in the cultural life of the community and protection of intellectual property rights.</p> <p>(b) Any relevant body such as: The United Nations (accept any of its committees); The International Court of Human Rights; The Council of Europe; European Court of Human Rights; the European Commission or European Union; the International Labour Organisation; the police; the World Bank; NATO; Amnesty International or any other relevant international charity or pressure group such as Oxfam, CAFOD, the Red Cross, etc.</p>	<p>1</p> <p>1</p>
(8) AO1	<p>(a) Any relevant reason such as: to respond to a natural disaster; for any humanitarian/moral reason connected with the relief of poverty or the promotion of development, (accept "it's the right thing to do" or similar); to encourage trade; to encourage better international relationships; to build peace or to prevent future conflict; to increase influence or international credibility/status (do not accept "to look good"); etc.</p> <p>(b) Any relevant method such as: buying fair trade goods; personal donations to charity; raising money; campaigning to get others involved; going to work overseas (paid or voluntary) to assist directly through building shelters, etc; joining or forming a pressure group; building personal/school/workplace links to increase understanding; sending materials, goods or personnel; sponsorship; living a more sustainable lifestyle; etc.</p>	<p>1</p> <p>1</p>

Question Number		Mark
(9) AO1	<p>(a) Any relevant method of improving the environment linked to: encouraging biodiversity; reducing waste/pollution; increasing safety/quality of life; charging/fining people for environmentally unfriendly activity; encouraging community/partnership/collaboration; encouraging recycling/reuse/reductions in the use of resources; etc.</p> <p>(b) Any relevant organisation such as a: school/college; business; charitable organisation; pressure group; government; government department or agency; youth group; etc. Accept examples of the above.</p>	<p>1</p> <p>1</p>
(10) AO2	<p>Selection of correct alternative (i)</p> <p>One relevant justification of choice such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> There is no case for legal action against the parents of the older girl (Clara)/they have a right to report bullying to the police. <input type="checkbox"/> The Head Teacher has followed the school's policy. <input type="checkbox"/> Clara's parents have a right to know what is happening. <input type="checkbox"/> The Head Teacher had a responsibility to inform parents of the victim about what had happened. <input type="checkbox"/> The Head Teacher had every right to punish Amy for persistent bullying. <input type="checkbox"/> Persistent bullying is a criminal offence. <input type="checkbox"/> Parents should focus on changing Amy's behaviour. 	<p>1</p> <p>1</p>
(11) AO2	<p>Selection of correct alternative (i)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The internet bookshop has responsibility for making sure products are of reasonable quality or fit for purpose. <input type="checkbox"/> The internet bookshop has the contract with the delivery company and has a responsibility for sorting the matter out, not the customer. <input type="checkbox"/> The customer has paid the internet bookshop to arrange delivery and he should ensure the service is satisfactory. <input type="checkbox"/> The police will not be willing to get involved unless a crime has been committed. 	<p>1</p> <p>1</p>
(12) AO2	iv (18%)	1
(13) AO2	iv (Italy)	1
(14) AO2	ii	1

Question Number		Mark
SECTION B (Assessment Objective 1, 10 marks; Assessment Objective 2, 10 Marks)		
(15) AO2	One mark for each relevant effect of violent crime on individuals such as: injury or disfigurement (accept one example); depression, anxiety or stress; fear or loss of confidence; avoidance strategies eg not going out at night; time spent dealing with the aftermath of crime; cost of damaged items; reduced quality of life; costs to employers of time off work. Beware of repetition. (Maximum of 2)	1-2
(16) AO2	One mark for each relevant means of acting to reduce crime such as: reducing opportunities for criminals (accept examples); deter friends who engage in criminal behaviour; report it to a parent, friend or responsible adult; tell the police or crimestoppers; set up a youth club; raise money for crime protection schemes; introduce curfews; join an action group in your community (accept different examples from source 9); etc (Maximum of 2) Beware of repetition.	1-2

Question Number		Mark
(17) AO2	Level 1 Candidate responds to the question by stating a basic and appropriate position ie most crime is not cleared up and, therefore, the police are not “successful” and / or clear up rates are rising. For 2 marks reference is needed to at least one relevant piece of evidence related to either or both of these points.	1-2
	Level 2 Candidate makes an accurate response to the statement. ie most crime is not cleared up by the police but clear up rates are rising. Candidate describes increases in clear ups with reference to particular categories of crime and offers a simple explanation of why more crimes are being cleared up. At least 3 relevant pieces of evidence are needed for 4 marks	3-4
	Level 3 Candidate responds well to the prompts provided in the question in order to offer an accurate and convincing evaluation of the statement. They explain the trends in clear up rates with reference to examples such as DNA evidence, more police or witness protection. For 6 marks they show an understanding of some of the problems of defining “police success”. .	5-6
(18) AO1 / AO2	Level 1 Candidate describes some simple but accurate actions taken by pressure groups to influence decision-making. These are likely to be simple points such as: protest; promote a particular viewpoint; produce websites and booklets; etc. Alternatively, the candidate may show a simple understanding of the purpose of pressure groups. For 2 marks, at least 2 different actions must be mentioned.	1-2
	Level 2 At this level, the candidate needs to explain why pressure groups are important in a democracy rather than merely what they do. More complex actions will be mentioned such as: pressure groups carry out research that may be beyond government departments; pressure groups inform decision-makers in particular areas of policy; they encourage debate on important issues; they give individuals an effective medium through which to express their views; they help to hold decision-makers accountable; etc. These points must be linked to an implicit or explicit understanding that democracy involves everyone in contributing to decision-making. At least 2 different explanations of why pressure groups are important are needed for 4 marks.	3-4

(19) AO2	<p>Level 1 Candidate states, in very simple terms, one or two simple arguments for and/or against compulsory DNA testing for everyone. These could include:</p> <ul style="list-style-type: none"> – Crime will be reduced. – More criminals will be caught. – Crime victims' own identification evidence will not be so critical and/or the availability of DNA evidence will take pressure off witnesses and victims. – If everyone is tested, no particular groups can feel discriminated against eg young people, ethnic minorities or males who are represented disproportionately on the current database. – Testing is easy and painless. – DNA evidence will not be used on its own so there will be safeguards against mistakes. – A national database will need to be debated and agreed. This is better than the gradual expansion of the current database without any such debate. – A compulsory national database infringes people's rights to privacy. – The information could fall into the wrong hands or could be misused by the Government. – Criminals will try to frame people by leaving false trails of DNA. – The testing isn't fully accurate. – Testing and retaining the DNA of innocent people isn't fair. They become suspects rather than citizens. – Public opinion seems to be against the idea. – The likelihood of false matches will increase as the database expands. <p>Two arguments needed for 2 marks. At this level, the Candidate could also develop a good one-sided case.</p>	1-2
	<p>Level 2 Candidate explains sufficient specific arguments to cover both sides of the case with some relevant examples to support the arguments. At least 4 clear arguments are required for 4 marks.</p>	3-4
	<p>Level 3 Candidate fully explains arguments for and against by drawing examples from the Source Book or elsewhere. They reach a reasoned conclusion supported by a range of convincing evidence.</p>	5-6

Question Number	SECTION C (Assessment Objective 3, 20 Marks)	Mark
(20) AO3	<p>Any 2 relevant examples (one mark each). These might include:</p> <ul style="list-style-type: none"> • People can stay in touch for social purposes (or similar) • We can easily link with schools or businesses in other countries (accept “it’s easier to buy things or deal with problems or get in touch” or similar). • International problems can be publicised/discussed/dealt with quickly. (Credit separate points.) • People can find new information/exchange ideas. (Credit separate points.) • Its cheaper and more effective. • Pressure groups (or similar) can publicise problems/organise campaigns. (Credit separate points.) • Better for the environment – or examples of this. • Better for people with mobility or financial problems. 	2
(21) AO3	<p>Any 3 appropriate reasons (one mark each).</p> <ul style="list-style-type: none"> • Improve facilities (one example is acceptable) • Improve links between students and teachers. • Teachers are able to find out what students want. • Students can seek advice. • Students can become informed about school policy and planned changes. • Give students a better sense of involvement or ownership. • It teaches students about democracy. • Improve student motivation. • Students can recommend changes that could lead to improvement in achievement. 	3

(22) AO3	Level 1 Candidate makes a simple response with some limited but relevant points/examples.	1-3
	Level 2 Candidate provides a clear response to the question supported by at least 2 relevant advantages of the value of supporting people in developing countries directly and/or the value of government to government assistance.	4-6
	Level 3 Candidate provides a clear response (as for level 2). At least 3 relevant advantages are explained linked to the value of supporting people in developing countries directly and the value of government to government assistance. At this level, Candidates should communicate in a coherent manner and with reasonable accuracy for spelling, punctuation and grammar.	7-9
	Level 4. As for level 3 plus: Candidate offers a detailed response with a well-argued conclusion which highlights the possible disadvantages of one or other of the approaches. Candidates should communicate well and demonstrate considerable accuracy in their use of spelling, punctuation and grammar.	10-12
	Level 5 As for level 4 plus: Candidate offers a convincing and well-written response with clear explanations of the advantages and disadvantages of each approach. At this level, candidates may conclude either that one approach is better than the other or that each has their part to play. The key at this level is for positions to be well explained. Candidates should communicate very well and demonstrate almost faultless accuracy in their use of spelling, punctuation and grammar.	13-15
Total for Paper	60	

Grade Thresholds

General Certificate of Secondary Education (Short Course)
 Citizenship Studies (1048)
 June 2008 Examination Series

Component Threshold Marks

Component	Max Mark	A*	A	B	C	D	E	F	G
01	60	N/A	44	37	30	25	20	14	9
02	40	N/A	30	24	19	15	11	8	5
82	40	N/A	30	24	19	15	11	8	5

Specification Options

(Components 01 and 02)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	100	82	71	60	49	40	31	22	13
Cumulative Percentage in Grade	-	2.0	13.0	35.8	62.4	79.2	90.8	96.9	99.5

The total entry for the examination was

(Components 01 and 82)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	100	82	71	60	49	40	31	22	13
Cumulative Percentage in Grade	-	0.0	10.0	20.0	60.0	80.0	90.0	90.0	100.0

The total entry for the examination was

Overall

	A*	A	B	C	D	E	F	G
Cumulative Percentage in Grade	2.0	13.0	35.8	62.4	79.2	90.8	96.9	99.5

The total entry for the examination was

Statistics are correct at the time of publication.

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