

Citizenship Studies

General Certificate of Secondary Education

Unit **A343** Rights and Responsibilities – Extending our Knowledge and Understanding

Mark Scheme for June 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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Annotation Key

| Annotation | Meaning |
|---|--------------------------------|
|  and  | Correct or incorrect responses |
|  | Benefit of doubt |
|  | Too vague |
|  | Irrelevant |
|  | Repeat |
|  | Not answered question |
|  | Level 1 |
|  | Level 2 |
|  | Level 3 |
|  | Level 4 |

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

Subject-specific Marking Instructions

The quality of written communication covers quality of expression, coherence of argument, presentation of ideas, grammar, punctuation and spelling.

Examiners should focus on the candidates' response to questions 6, 8(c) and 9(d).

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

Section A

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|---|
| 1 | (a) | Accept any valid example of the kind of aid sent quickly in an emergency including food, water, medical care, accommodation, ambulance, fire brigade, rescue teams, Red Cross, Medicins Sans Frontiers, hospital or similar. | 1 | <p>Annotation ✓ or x</p> <p>Do not allow – money, charity.</p> <p>Humanitarian aid, emergency aid can only be accepted if the answer is developed eg: by education and skills.</p> <p>If more than one alternative is listed, only credit the first option.</p> |
| | (b) | Accept any valid example of the kind of aid designed to provide longer-term help so that people can improve their quality of life. Examples would include wells, schools or health centres, training for jobs, materials for building, sending workers to build housing. | 1 | <p>Annotation ✓ or x</p> <p>Development aid, bi-lateral aid can only be accepted if the answer is developed eg: water pumps and schools.</p> <p>If more than one alternative is listed, only credit the first option.</p> <p>Do not allow repetition from 1a). There must be differentiation between emergency aid and long term aid.</p> |
| 2 | (a) | <ul style="list-style-type: none"> • Emergency services. • Education. • Armed forces. • Justice services. • Roads. • Housing. • Social services. • Health. • Public toilets. • BBC. <p>Or any other valid example.</p> | 1 | <p>Annotation ✓ or x</p> <p>Accept any example which shows students understand the concept of public service.</p> <p>Do not allow – public transport.</p> |

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|---|
| | (b) | <ul style="list-style-type: none"> • More choice. • Innovation, improved standards. • Competition (reduced cost). • Better service as business are held to account/more reliable/efficient. • Elected officials can concentrate on other issues. • Saves Government money/costs Government less/Government can spend money on other things. <p>Or any other valid example.</p> | 1 | Annotation ✓ or x |
| 3 | (a) | <ul style="list-style-type: none"> • Income tax. • National insurance contributions. • Inheritance tax. • Capital Gains tax. • Corporation tax. | 1 | Annotation ✓ or x A direct tax is paid on a person's income or capital. An indirect tax is a tax paid on goods or services we buy. Do not allow – VAT, council tax. Must be an example not an explanation of what direct tax is. |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|--|
| | (b) | <ul style="list-style-type: none"> • State pension. • Contribution-based jobseeker's allowance. • Bereavement allowance. • Contribution-based employment and support allowance. • Maternity allowance. • Incapacity benefit/disability. • Child benefit/child tax credit. • Housing benefit. • Winter fuel allowance. | 1 | Annotation ✓ or x Google the answer if unsure. |
| 4 | (a) | Accept any answer which reflects an understanding of the following. <ul style="list-style-type: none"> • The right to life. • Freedom from torture and degrading treatment. • Freedom from slavery and forced labour. • The right to liberty. • The right to a fair trial. • The right not to be punished for something that wasn't a crime when you did it. • The right to respect for private and family life. • Freedom of thought, conscience and religion, and freedom to express your beliefs. • Freedom of expression. • Freedom of assembly and association. • The right to marry and to start a family. • The right not to be discriminated against in respect of these rights and freedoms. | 1 | Annotation ✓ or x Do not accept food, water, right to strike or rights to benefits. |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <ul style="list-style-type: none">• The right to peaceful enjoyment of your property.• The right to an education.• The right to participate in free elections.• The right not to be subjected to the death penalty.• The right to be safe. | | |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|--|
| | (b) | <p>One of:</p> <ul style="list-style-type: none"> • The United Nations Declaration of Human Rights. • The European Convention on Human Rights. • The United Nations Convention on the Rights of the Child. • Geneva Convention. | 1 | <p>Annotation ✓ or x</p> <p>Accept an answer which shows a clear understanding of one of these answers.</p> <p>It must be a law (international humanitarian law is too vague). Do not accept an example of something you shouldn't do or a right you have.</p> |
| 5 | (a) | <ul style="list-style-type: none"> • Encourage recycling. • Reducing waste. • Fighting poverty. • Protecting the environment. • Promoting sustainable practices. • Restricting plastic bags. • Campaigning/awareness raising activities. • Grants to businesses and homes. • Encouraging people to reduce food miles. <p>Or any other valid example.</p> | 2 | <p>Annotation ✓ or x</p> <p>Be careful with repetition. The answer must be an action.</p> |
| | (b) | <ul style="list-style-type: none"> • Install light sensors. • Don't leave computers on standby. • Use fuel efficient school minibus. • Turn off lights. • Turn down heating. • Campaign for students to close all doors in the winter. • Use whiteboard instead of powerpoint. • Install solar panels or wind turbines. <p>Or any other valid method.</p> | 2 | <p>Annotation ✓ or x</p> <p>Be careful with repetition. The answer must relate to saving energy in a school.</p> <p>Do not allow – recycling, automatic water taps, walking to school as these do not save the school energy.</p> |

| Question | Answer | Marks | Guidance |
|------------------------|--|-----------|---|
| 6 | <p>Level 3 – 6 marks Employees join trade union in order to negotiate for better pay and working conditions. This is because trade unions can negotiate and put pressure on business and/or government to request better pay and working conditions. A good example is when woman in Ford Dagenham requested equal pay for the same job which led to a bill being approved by the government eg Equal Pay Act. Secondly they also joined trade unions in order to seek legal representation within the business. For example they seek justice on human rights such as minimum wage, racial and sex discrimination cases and furthermore to ensure that employees are treated fairly.</p> <p>Level 2 – 4 marks Sometimes an employee needs a trade union to organise a strike. For example a few years ago trade unions for teachers such as the NUT went on strike to get better pensions when they leave work. Sometimes a trade union is simply needed to help the employee come to a correct contract to get a better deal.</p> <p>Level 1 – 2 marks People join trade unions to ensure they are being treated fairly for example if a teacher is being insulted by children and belongs to a trade union he/she can report it to them.</p> | 6 | <p>Annotation L1, L2 and L3 and eg next to examples which you are crediting. Place a ✓ next to the points made in line with the mark scheme. Also use VG, IRRL and REP as appropriate.</p> <p>Level 1 (1–2 marks) <i>For 1 mark</i> candidate identifies one reason why some employees join trade unions.</p> <p><i>For 2 marks</i> candidate identifies two reasons OR one reason and an example. 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 2 (3–4 marks) <i>For 3 marks</i> there is a sound description of one reason why some employees join trade unions OR outline of two reasons.</p> <p><i>For 4 marks</i> the response is supported by an example. This could be the name of a trade union or an example used to support the reason. Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (5–6 marks) <i>For 5 marks</i> there is a thorough description of one reason in depth of why some employees join trade unions OR at least two in outline supported by an example.</p> <p><i>For 6 marks</i> the answer is supported by a developed example – eg a teacher may join the NUT to seek legal advice on wages. The name of a trade union on its own is not sufficient for 6 marks. Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p> |
| Section A Total | | 18 | |

Section B

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|--|
| 7 | (a) | <p>Any example taken from Document 1 for example:</p> <ul style="list-style-type: none"> • Registering Births, Deaths & Marriages. • Crime Prevention. • Recycling and Rubbish Waste. • Library (Service). • Website. | 1 | <p>Annotation ✓ or x</p> <p>Do not accept 'Births, Deaths & Marriages' unless the answer refers to them as a service in some way.</p> <p>Answer must come from Document 1.</p> |
| | (b) | <p>More services being delivered from a local level. Or Town and parish councils working closely with the county council to provide services.</p> | 1 | <p>Annotation ✓ or x</p> <p>Answer must come from Document 1.</p> <p>Do not allow – providing more services.</p> |
| | (c) | <p>Accept any two from:</p> <ul style="list-style-type: none"> • Council tax. • Central government funding. • Fines. • Charges eg: car park, admission. • Loans. • Partnerships with businesses. <p>Or any other relevant answer.</p> | 2 | <p>Annotation ✓ or x</p> <p>Do not allow tax(ation) on its own as this is a national form of raising money. Allow – housing tax, community charge.</p> |
| 8 | (a) | <p>Accept any two from:</p> <ul style="list-style-type: none"> • Gaining the UNICEF award. • The student council where students can voice their views (freedom of speech). • Hold regular meetings. • Class charter. • Lunchtime charter. • Peer mediators. • Learning about UNCRC. • Campaigning. | 2 | <p>Annotation ✓ or x</p> <p>Answer must come from Document 2.</p> |

| Question | | | Answer | Marks | Guidance |
|----------|-----|--|---|-------|--|
| | | | <ul style="list-style-type: none"> • Taking part in 'The World's Biggest Lesson'. • By supporting 'Stand up to Poverty' days. • Raising awareness. | | |
| | (b) | | UNICEF's gives a 'Rights Respecting School Award'. | 1 | Annotation ✓ or x Allow give an award. Answer must come from Document 2. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| (c) * | <p>Level 3 – 6 marks A student council could be run to improve core values in all areas of the school thus promoting and respecting children’s rights and legal and moral rights and responsibilities such as respecting each other and speaking out against bullying. Secondly, debates can be held to discuss issues of school life and systems therefore putting in place improvements for issues. Furthermore voting can also take place to vote for a certain decision to take into consideration. Thirdly a school council such as student voice can provide actions such as disruption and bullying reporting services to reduce school life bullying. For example in X School it can log disruption and bullying on its VLE. In a school council student can have their say in the school thus being part of the local community. It will allow students to develop communication skills and respecting the community. Furthermore debating would improve debating skills. Lastly it would improve standard of education offered to students thus improving the academic skills.</p> <p>Level 2 – 4 marks School councils take the actions of helping make decision around the school such as where students eat or what we can do to help the environment. The school councils can also help teachers make decisions about school rules such as the uniform. The advantages of a school council are that it gives students more independence eg creates them more responsible of actions they can do but it can give the students more confidence eg they need to speak up in meetings to get their opinion over. But the best thing is students can make friends at a school council also helping their confidence.</p> | 6 | <p>Annotation L1, L2 and L3 and eg next to examples which you are crediting. Place a √ next to the points made in line with the mark scheme. Also use VG, IRRL and REP as appropriate.</p> <p>Level 1 (1–2 marks) <i>For 1 mark</i> the candidate states an action a school council might take OR state an advantage to pupils/students of having a school council in their school.</p> <p><i>For 2 marks</i> the candidate states an action supported by example OR states an advantage supported by an example OR states an action and an advantage. 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 2 (3–4 marks) <i>For 3 marks</i> there is a sound description of action and a description of one advantage. The response is supported by one example.</p> <p><i>For 4 marks</i> there is a sound explanation of the advantage. The response is supported by one example. Text is legible. Spelling grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (5–6 marks) <i>For 5 marks</i> there is a thorough description of the kinds of action and an explanation of at least two advantages.</p> <p><i>For 6 marks</i> there is a thorough description of the kinds of action and a thorough explanation of at least two advantages. The response is supported by more than one example.</p> |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|---|
| | | <p>Level 1 – 2 marks</p> <p>A school council might take a variety of actions to improve the lives of pupils in schools. One of the actions a school council might take is speaking to the Head Teacher, this gives the pupils many advantages such as getting their views of what should be improved in their school and what should stay the same. For example most of the schools that have school councils are always happy as their students get what they want.</p> | | Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly. |
| 9 | (a) | <ul style="list-style-type: none"> • The right to life. • The right to free speech/freedom of expression. • The right to freedom of assembly. • The right to not be held without a trial. • The right to participate in free elections. | 1 | <p>Annotation ✓ or x</p> <p>Answer must come from Document 3.</p> <p>Must state a human right. Do not accept an example of a human right such as, 'not allowed to criticise the President'.</p> |
| | (b) | <ul style="list-style-type: none"> • They want a greater say in how their country is run. • They do not like the way the country is run. • Religious differences. • Ethnic friction. • Their human rights are being restricted. • The president has been in power for too long. • President inherited the title. | 1 | <p>Annotation ✓ or x</p> <p>Answer must come from Document 3.</p> |
| | (c) | Through the use of mobile phones/leaflets/the Internet/contacting international news companies like the BBC/word of mouth/contacting family in other countries/social media such as Twitter. | 1 | <p>Annotation ✓ or x</p> <p>Do not allow – newspapers.</p> |

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| (d) * | <p>Level 3 – 6 marks Individuals face lots of difficulty when faced with trying to oppose with their non democratic government. Such examples could include if caught by their government they could face imprisonment for long term without any fair or public trial as the UDHR states. They could also be fined large sums of money but they are also murdered (does not comply with right to life) in some cases. On the other hand individuals can form pressure groups and protest by activities such as lobbying, refusing to work. This could cause international affairs to be notified through use of the Internet. Foreign relations (USA, UK) can then influence or act against the non-democratic government ie China if Human Rights are disobeyed, for example celebrities boycotted Beijing Olympics due to Human Rights abuses. Furthermore satellite TV us uncensored and can be accessed by anyone anywhere in the world so that people can identify that they are misled. For example BBC world service helped citizens in certain countries to overthrow their government such as in Europe ie Soviet Union. Lastly, yes I agree with the viewpoint but however I think support from other countries is required to act for Human Rights as their influence is significant ie the USA and UK.</p> <p>Level 2 – 4 marks In non-democratic countries citizens do not get a say in how their country is run. Freedom of speech is often punished making it hard for an individual to speak out. However an individual could bring about change by bringing more people together who share the same view. If enough people stand up and campaign making a change is possible. For example, in Syria people were oppressed and had no say in the running of their Government.</p> | 6 | <p>Annotation L1, L2 and L3 and eg next to examples which you are crediting. Place a √ next to the points made in line with the mark scheme. Also use VG, IRRL and REP as appropriate.</p> <p>The candidate may approach their response from the point of view of what an individual can do in their own democratic country to try to make a change in a non democratic country.</p> <p>Level 1 (1–2 marks) The candidate produces a personal response to the statement in which they make some valid but limited points about a difficulty for individuals trying to bring about change OR how individuals can help bring about change.</p> <p>For 2 marks the candidate gives two valid points or outlines one point in detail. 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 2 (3–4 marks) The candidate produces a sound response to the statement in which they describe a difficulty for individuals trying to bring about change AND describe how individuals can help bring about change.</p> <p>For 4 marks there is at least one specific and accurate example and they show a clear understanding of what non-democratic means. Text is legible. Spelling grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> |

| Question | Answer | Marks | Guidance |
|----------|---|-----------|---|
| | <p>When enough people came together and gained a lot of support a difference was made and their opinions were taken into account. In conclusion although it is difficult to make change in a non-democratic county it is possible if enough support is gained.</p> <p>Level 1 – 2 marks Individuals can do speeches in front of people, give leaflets out and have meetings with the Government. But all this is a challenge. If the individual is speaking people might disagree and not spread the news. So they will have to persuade them and fight for the same thing. Also they will have to build up a group before trying to do it on their own.</p> | | <p>Level 3 (5–6 marks) The candidate produces a thorough response to the statement in which they describe a difficulty for individuals trying to bring about change AND describe how individuals can help bring about change. Their response is supported by more than one relevant example.</p> <p>For 6 marks their personal response will be well argued and convincing. Text is legible. Spelling, grammar and punctuation mostly accurate. Meaning is communicated clearly.</p> |
| | Section B Total | 22 | |
| | Paper Total | 40 | |

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