

GCSE

Citizenship Studies

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

General Certificate of Secondary Education

Mark Scheme for June 2017

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
✓ and ✗	Correct or incorrect responses
BOD	Benefit of doubt
TV	Too vague
IRRL	Irrelevant
REP	Repeat
BP	Blank page
NAQ	Not answered question
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4

Questions 1 – 5 the response space should be marked from left to right on each line and then line by line until the required number of responses have been considered.

Question		Answer/Indicative content	Mark	Guidance
1	a	<ul style="list-style-type: none"> • Compensation for / right to return faulty or poor quality goods / services • Goods / services to be as described / advertised /of merchantable quality • Goods / services to be safe • To have the seller stick to agreed contractual terms • To take legal action against a seller / trader 	1	<p>Annotation ✓ or x</p> <p>Allow 'to be given a receipt'</p> <p>Do not allow 'to be sold quality products' (without further qualification) 'to return goods' (needs to state 'faulty'), 'to buy what you want', 'to be charged a fair price'.</p>
	b	<ul style="list-style-type: none"> • Share business expertise • Make representations to government • Pool resources • Benefit from financial / legal/ marketing/ employment advice • Run campaigns • Organise trade exhibitions 	1	<p>Annotation ✓ or x</p> <p>Must be related to employer's associations and not employee' (eg: trade union).</p> <p>Answer must relate specifically to employers and not a general answer.</p> <p>Do not allow 'advice', 'benefits', 'support', 'rights' on their own, needs qualification.</p>

Question		Answer/Indicative content	Mark	Guidance
2	a	<ul style="list-style-type: none"> • Uses resources • Pollution / makes CO₂/ greenhouse gases • Waste management issues • Transport /carbon footprint • Contributes to global warming / climate change • May threaten species 	1	Annotation ✓ or x
	b	<ul style="list-style-type: none"> • Laws • Taxes • Inspections /reporting / inspecting bodies (allow an example of an inspecting body eg: Ofsted) • Ombudsman • Trading Standards 	1	Annotation ✓ or x
3	a	<ul style="list-style-type: none"> • Armed forces /army / navy/ air force • Education • Health/ NHS • Prisons • Housing • Justice / police • Roads /footpaths • Parks • Transport for London (TfL) • Waste collection / disposal 	1	Annotation ✓ or x Do not allow 'public transport'. London is the only place where the transport is a public service other places have a subsidised service.
	b	<ul style="list-style-type: none"> • So everyone receives the service • Not linked to ability to pay/they 	1	Annotation ✓ or x Do not allow 'to help people', 'look after citizens'.

Question		Answer/Indicative content	Mark	Guidance
		<p>are free/paid for by taxes</p> <ul style="list-style-type: none">• Make sure prices are set/controlled• Available all over the country• Government can monitor the public service• Equal opportunity		

4	a	<ul style="list-style-type: none"> • Decrease interest rates • Decrease VAT • Decrease income tax • Increase pensions • Making sure banks have enough money to lend • Increase minimum / living wage • Increase benefits • Create jobs 	1	<p>Annotation ✓ or x</p> <p>Do not allow answers that state ways in the which the government will have more money available to spend.</p> <p>Do not allow 'taxes' (or mention of any specific tax) without further qualification.</p>
	b	<ul style="list-style-type: none"> • So more people have jobs/less redundancies • To get out of a recession/ boost the economy • To generate inflation • To keep businesses from closing • To raise more money from (in direct) taxes • So the government is able to spend more money on public services (accept an example) • To avoid people falling into poverty 	1	<p>Annotation ✓ or x</p>
5	a	<ul style="list-style-type: none"> • Have your rights respected • Life • Liberty • Security of person/safety • Fair trial • Respect for private/family life • Free elections/ voting • Freedom from discrimination • Freedom of thought/conscience • Freedom of religious belief / practice 	2	<p>Annotation ✓ or x</p> <p>Beware of repetition</p> <p>Answer must come from the European Convention on Human Rights</p> <p>http://www.echr.coe.int/Documents/Convention_ENG.pdf</p> <p>Do not allow 'housing', 'shelter', 'food', 'water', 'health', 'equal treatment'</p>

		<ul style="list-style-type: none"> • Freedom of speech/ expression • Freedom of assembly/association • Marry • Right to an effective remedy • Education • Protection of property 		
	b	<ul style="list-style-type: none"> • Torture/inhuman/degrading treatment or punishment • Death penalty • No punishment without law • Slavery/forced labour • Discrimination • Dictatorship/ removal of right to vote/ unfair elections • Censorship • Unfair trials 	2	<p>Annotation ✓ or x</p> <p>Beware of repetition</p> <p>Must be a government action</p> <p>Answer must come from the European Convention on Human Rights</p> <p>Do not allow 'infringing /taking away human rights', 'go against the law'.</p>

				Content	Levels of response
6	*	Indicative content: <ul style="list-style-type: none"> • Parents should encourage their child to talk to their teacher • Parents can contact the school and make an appointment to talk to someone • Parents can take advice from their child's tutor about the best course of action • Parents should keep a record of what their child has said to them about being bullied • Parents can ask to see a more senior member of staff if they feel that the issue has not been dealt with • Report the bullying to the police • Parents can take civil action against the school or the bully • Parents to contact relevant charities for advice – www.standuptobullying.co.uk • Parents to speak to parents of the bully (but not to the bully directly) 	4	<p>Annotation L1, L2 and eg next to examples which you are crediting. Also use VG, IRRL and REP as appropriate.</p> <p>Valid responses could relate to actions taken outside school. Actions should be appropriate and within the law.</p>	<p>Level 2 (3–4 marks) For 3 marks there is a sound description of one action parents can take if their child is being bullied at school and identifies one other action OR outlined description of two actions.</p> <p>For 4 marks the candidate recognises, at least implicitly, that there is a distinction between formal and informal. (This could be in terms of severity or escalation). In addition EITHER a thorough description of one action in depth and identifies one other action OR at least two actions in outline. Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) For 1 mark candidate identifies one action parents can take if their child is being bullied at school. For 2 marks candidate identifies two actions OR one action is described in outline. Text is legible. There are mistakes in spelling, grammar and punctuation; however, meaning is still communicated clearly for most of the answer.</p>

7	a	<ul style="list-style-type: none"> • provide life-saving food baskets • get water supplies to those most at-risk • identify and treat those with severe acute malnutrition • provide medicine 	1	<p>Annotation ✓ or x</p> <p>SHORT TERM</p> <p>Answer must come from document 1. Allow shortening of these bullet points eg: 'food', 'water'. Also accept 'medicine' from introductory paragraph.</p>
	b	<ul style="list-style-type: none"> • send health workers to remote communities to support the health services already there to deliver life-saving care • give seeds, livestock feed and tools to farmers, so that they can rebuild their livelihoods • train teachers and give schools classroom supplies so that children can continue their education. 	1	<p>Annotation ✓ or x</p> <p>LONG TERM</p> <p>Answer must come from document 1. Allow shortening of these bullet points eg: 'send health workers' / 'train teachers'.</p>
	c	<ul style="list-style-type: none"> • NGOs find out who needs help in advance • Use local organisations to distribute aid • Greater chance of aid getting where it is needed • Can evaluate the effects of aid • Can respond to crises quickly • Do not have 'strings attached' to their aid (or 	2	<p>Annotation ✓ or x</p> <p>Beware of repetition</p> <p>Responses can state why the NGO is more effective or why the Ethiopian government is less effective. Eg: the government cannot respond quickly/ has not got the expertise.</p> <p>Must be two distinct reasons. Do not award two marks if the same point is expressed both positively and negatively.</p>

		<p>similar)</p> <ul style="list-style-type: none"> • Less opportunity for corruption • Better local knowledge • Specialist knowledge • NGOs can raise awareness of the situation 		
8	a	<ul style="list-style-type: none"> • Planned imposition of new contracts • Cuts to pay/pay cuts of between 15 and 30%/ especially for work during evening and weekends • Increase in anti-social working hours • Longer working hours • Plans to introduce 7 day working throughout NHS • Protecting both patient and doctor safety • The government to listen to us/talk to us/try to save the NHS • Talks failed 	2	<p>Annotation ✓ or x Answer must come from document 2</p> <p>Do not allow 'thousands of operations have been cancelled'.</p> <p>Do not allow 'feel under-valued', 'feel over-worked', 'not valued'.</p>
	b	<ul style="list-style-type: none"> • People have a well-established respect for doctors • People don't want to be treated by tired doctors • Worried that mistakes might 	1	<p>Annotation ✓ or x Answer does not have to come from document 2.</p>

			<p>happen</p> <ul style="list-style-type: none">• Patient safety might be compromised (if the new contract comes in)• People know how important the NHS is		
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				Content	Levels of response
	c	*	6	<p>Annotation L1, L2 and L3 and eg next to examples which you are crediting. Also use VG, IRRL and REP as appropriate.</p> <p>Examples need to be specific examples of action. Naming a union on its own is not sufficient for an example, however, 'BMA organised a strike for junior doctors' is sufficient for an example from document 2. 'If members of the NUT are being paid less, they could write an article about the issue to the newspaper'. This is a valid example from elsewhere.</p>	<p>Level 3 (5–6 marks) For 5 marks there is a thorough description of two different actions that trade unions can take to bring about change and a sound explanation how these actions can bring about change. The response is supported by one example from document 2 or elsewhere. For 6 marks there is a thorough description of two different actions and a thorough explanation of how these actions can bring about change. The response is supported by more than one example. At least one from document 2 and at least one from elsewhere. There needs to be relevance to their examples. Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p> <p>Level 2 (3–4 marks) For 3 marks there is a sound description of two different actions that trade unions can take to bring about change or identifies two actions and a sound explanation of how one of these actions can bring about change. For 4 marks there is a sound description of two different actions and a sound explanation of how action can bring about change. Text is legible. Spelling grammar</p>

					Content	Levels of response
						<p>and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) <i>For 1 mark</i> the candidate states one action that trade unions can take to bring about change or states one role of a trade union or gives an example of a trade union (other than BMA).</p> <p><i>For 2 marks</i> the candidate states two actions that trade unions can take to bring about change or identifies how trade union actions can bring about change. An example could be used.</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>

9	a	<ul style="list-style-type: none"> • To cut carbon emissions as soon as possible and to make sure there is no further increase in emissions in the second half of this century • To keep global temperature increase "well below" 2C (3.6F) and to try to limit it to 1.5C • To review progress every five years • \$100 billion a year in climate finance for developing countries by 2020, with a commitment to further finance in the future. 	1	<p>Annotation ✓ or x Answer must come from Document 3</p> <p>Allow shortening of these bullet points eg: 'cut carbon emissions', 'review progress'.</p>
	b	<ul style="list-style-type: none"> • Reducing wasteful use of natural resources • Fighting poverty • Protecting the atmosphere, oceans, animals and plant life • Promoting sustainable agriculture • Slow down climate change / global warming • Reduce child mortality 	1	<p>Annotation ✓ or x</p> <p>Must be a global aim and not a local aim.</p> <p>Answers must relate to Agenda 21</p>
	c	<ul style="list-style-type: none"> • Recycling schemes • Cycle routes • Traffic calming measures • Better facilities for pedestrians • Advice/leaflets on being environmentally friendly • Congestion charge • Park and ride schemes • Bus lanes 	1	<p>Annotation ✓ or x</p> <p>Must refer to a local government initiative and not national government</p>

				Content	Levels of response
d	*	<p>Indicative content:</p> <p>Benefits of worldwide action</p> <ul style="list-style-type: none"> • Rich and poor countries have a say • A lot of media involvement to gain publicity for the action • Heads of government see it as important so take part • More chance of success / greater impact – allow an example • Countries holding each other to account • Neighbouring countries can share resources and strategies • Economies of scale – larger countries helping smaller countries • Sharing knowledge and expertise • International relationships become stronger <p>Difficulties in achieving worldwide agreement</p> <ul style="list-style-type: none"> • 190 nations involved in Paris agreement • Agenda 21 now out of date and many anti campaigns • Need action not just people talking about it • Are all the important countries involved? • Different countries have different agendas depending on 	8	<p>Annotation L1, L2, L3 and L4 and eg next to examples which you are crediting. Also use VG, IRRL and REP as appropriate.</p> <p>This part of the question is about achieving agreement and not implementing/enforcing it.</p>	<p>Level 4 (7-8 marks) For 7 marks candidate produces an informed personal response to the statement based on a thorough analysis and evaluation of a range of evidence covering a thorough description of at least two benefits of worldwide action and a thorough explanation of at least two reasons why it is difficult to achieve worldwide agreement. The response is supported by one example from document 3, 4 or elsewhere.</p> <p>For 8 marks their personal response will be well argued and convincing. The response is supported by more than one example. The examples must come from documents 3 or 4 and elsewhere. Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p> <p>Level 3 (5–6 marks) For 5 marks the candidate produces a sound response to the statement in which they describe at least two benefits of worldwide action and explain at least one reason why it is difficult to achieve worldwide agreement. OR a sound response to the statement in which they describe one benefit of worldwide action and explain two reasons why</p>

		<p>their state of economic development e.g. LEDCs feel a need to increase their carbon emissions in order to industrialise.</p>			<p>it is difficult to achieve worldwide</p> <p>For 6 marks there is at least one specific and accurate example. The example can come from documents 3 and 4 or elsewhere.</p> <p>Text is legible. Spelling, grammar and punctuation mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (3–4 marks) For 3 marks there is some evaluation of the statement. The candidate describes at least one benefit of worldwide action OR explains at least one reason why it is difficult to achieve worldwide agreement. Answer may be supported by an example</p> <p>For 4 marks the candidate describes at least one benefit of worldwide action AND explains at least one reason why it is difficult to achieve worldwide agreement. The answer may be supported by a specific and accurate example. Text is legible. Spelling grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) For 1 mark the candidate produces</p>
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						<p>a personal response to the statement in which they make some valid but limited points about:</p> <ul style="list-style-type: none"> • worldwide actions • OR the benefits of worldwide action • OR the reasons why it is difficult to achieve worldwide agreement. <p>For 2 marks the candidate gives two valid points from the list above 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>
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