

General Certificate of Secondary Education

A343

Citizenship Studies

Unit A343: (Extension) Rights and Responsibilities – Extending our Knowledge and Understanding

Specimen Paper

Time: 1 hour

Candidates answer on the question paper.

Additional materials:

Candidate
Forename

Candidate
Surname

Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- Use black ink. Pencil may be used for graphs and diagrams only.
- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Do **not** write in the bar codes.
- Write your answer to each question in the space provided.
- **DO NOT WRITE IN THE AREA OUTSIDE THE BOX BORDERING EACH PAGE. ANY WRITING IN THIS AREA WILL NOT BE MARKED.**
- Answer **all** the questions in sections A and B.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The quality of written communication will be taken into account in marking your answer to the questions marked with an asterisk (*).
- The total number of marks for this paper is 40

FOR EXAMINER'S USE	
Section A	
Section B	
TOTAL	

This document consists of **9** printed pages and **3** blank pages.

Section A

Answer **all** questions.

Spend about **25 minutes** on this section

- 1 (a) State **one** example of a direct tax. **(AO1)**
 [1]
- (b) State **one** of the main sectors where the Government spends money raised through taxes. **(AO1)**
 [1]
- 2 (a) State **one** source of advice for people who want information about their rights. **(AO1)**
 [1]
- (b) State an example of **one** government agency or official regulator that safeguards or promotes people's rights. **(AO1)**
 [1]
- 3 (a) State **one** way in which a Trade Union might support its members. **(AO1)**
 [1]
- (b) State **one** way in which the law protects the interests of employers. **(AO1)**
 [1]
- 4 (a) State **one** way in which local authorities can encourage sustainable development. **(AO1)**
 [1]
- (b) State **one** other type of organisation, apart from a local authority, that might encourage sustainable development. **(AO1)**
 [1]
- 5 (a) State **three different** ways in which a Student Council or School/College Council can help students to develop their rights and responsibilities. **(AO1)**
- (1) [1]
- (2) [1]
- (3) [1]
- (b) State **one** legal right of parents in connection with their child's education. **(AO1)**
 [1]

SECTION B

Answer **ALL** questions in this section

Spend about **35 minutes** on this section

To help you answer the questions in this section, you should use:

- the stimulus documents linked to each question;
- your own knowledge, understanding and experience of Citizenship Studies.

7 Study Document 1 below and answer the questions that follow.

Document 1 Extract adapted from the website of the British Broadcasting Corporation (BBC)
www.bbc.co.uk

BBC World Service

BBC World Service is the world's most respected voice in international broadcasting. It provides impartial news and information in 33 languages worldwide.

BBC World Service is trusted for its accuracy, editorial independence and expertise and encourages the exchange of ideas across cultural, linguistic and national boundaries.

It promotes British values of trust, openness, fair dealing, creativity, enterprise and community.

BBC World Service is a public service funded by the UK Foreign and Commonwealth Office.

- (a) State **one** piece of evidence from Document 1 that shows that the BBC World Service does not always agree with the United Kingdom (UK) Government. **(AO3)**
- [1]
- (b) State **one** reason why the UK Government is willing to pay for the BBC World Service **(AO3)**
- [1]
- (c) State **two** ways in which the internet can be used to support human rights **(AO1)**.
- 1 [1]
- 2 [1]

8 Study Document 2 below and answer the question that follows:

Document 2. Adapted from www.article13.com, a website giving examples of social responsibility in business

HMG is a company that makes paints.

John Falder, the Managing Director, says the company is a “family business, owned and run, with lots of families from the local community also working within the business”.

HMG respects staff as individuals, giving everyone a sense of involvement. Keen employees help give the company an advantage over its competitors. HMG has a flexible working policy, where working hours are adjusted to meet employees’ needs. Around 15% of the 170 staff are working flexible hours.

HMG gives employees a day off with double pay on their birthdays. It also supports company sports teams.

Document 2 continued

HMG’s *Social Responsibility* activities include action in education, the environment and the community. Requests for paint from the local community are always met. The company provides the Rose Wood Gardens for the enjoyment of local residents.

HMG offers youth job placements for 14 to 16 year olds. Feedback has been extremely positive, with students describing the placements as ‘fantastic’ to their schools.

In HMG’s view, treating employees as part of a team means that people stay with the company. The average worker stays with the company for a lifetime. This saves on recruitment costs.

The company also says its excellent health and safety record – only one unsuccessful claim for industrial injury in the history of the company – is because of trust and team spirit at all levels of the business.

(a) State **one** piece of evidence from Document 2 that shows HMG is a socially responsible business. (AO3)
..... [1]

(b) State **two** reasons why “the average worker stays with the company a lifetime”. (AO3)
1..... [1]
2..... [1]

(c) Write a reasoned argument to **oppose** the viewpoint that, “a company should do their best to make money instead of bothering with social responsibility”. (AO3)

You must do the following in your answer:

- Explain key terms such as social responsibility.
- Explain what it means to be a good business.
- Use evidence to support your argument.

.....

.....

.....

.....

9 Study Documents 3 and 4 below and answer the questions that follow.

Thousands of school days were disrupted by a one-day teachers' strike in April 2008. There were different viewpoints on the strike.

Document 3. Extracts adapted from a leaflet written by the National Union of Teachers (NUT) for parents www.teachers.org.uk

Pay cuts for teachers

Since 2004, teachers' pay has gone up by less than inflation. This means the real value of teachers' pay has gone down. At the moment, inflation is over 4%. Teachers have been told their pay will go up this year by only 2.45%.

How this affects education

If teachers' pay goes down, schools will find it more difficult to get the staff they need. This may mean that class sizes go up or that teachers can't be found. We know that our strike disrupted your child's education. We regret that – but we have tried every thing else and the Government won't listen.

Document 4. Adapted from the BBC website www.bbc.co.uk

JIM KNIGHT, GOVERNMENT MINISTER FOR SCHOOLS

I think parents are confused because the average teacher earns about £34,000. Their pay has gone up by 19% in real terms since 1997 and a 2.45% increase is a reasonable deal.

MARTIN WARD, ASSOCIATION SCHOOL AND COLLEGE LEADERS

It's a bad time for the NUT to have called this strike. Head Teachers don't think it was right for teachers to strike this year, at all. But if they were going to, it would have been better to do so after the examinations. The independent review body, which governs teachers' pay, has worked very well for teachers over the last 10 years or more.

MARGARET MORISSEY, PARENT TEACHERS ASSOCIATION

Our evidence is that the strike has not really affected parents' attitudes to teachers. They are really supportive, but that is different from saying they agree with the strike. Many feel let down by not being told early enough. Some parents were only given 24 hours notice.

- (a) State the amount of the teachers' pay increase given in Document 3. (A03)
 [1]
- (b) State the reason that teachers think their pay increase is really a pay cut. (A03)
 [1]
- (c) State **one** person in Document 4 who disagrees with the statement in Document 3 that, "the real value of teacher's pay has gone down". (A03)
 [1]

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SPECIMEN

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Unit 4: (Extension) Rights and Responsibilities –
Extending our Knowledge and Understanding

Specimen Mark Scheme

The maximum mark for this paper is **40**.

SPECIMEN

Marks for the quality of written communication

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

Examiners should focus on Candidates' response to questions 8(c) and 9(b).

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

SPECIMEN

Section A		
Question Number	Answer	Max Mark
1(a)	<p>State one example of a direct tax. (AO1) Income tax or national insurance</p>	[1]
1(b)	<p>State <u>one</u> of the main sectors where the Government spends money raised through taxes. (AO1) Any of the following:</p> <ul style="list-style-type: none"> • Health • Education • Defence • Social security • Housing and environment • Law and order 	[1]
2(a)	<p>State <u>one</u> source of advice for people who want information and advise about their rights. (AO1) Any of the following:</p> <ul style="list-style-type: none"> • A solicitor or lawyer • A law centre • Citizens' Advice • The police • Any other relevant local advice centre 	[1]
2(b)	<p>State an example of one government agency or official regulator that safeguards or promotes people's rights. (AO1) Any of the following:</p> <ul style="list-style-type: none"> • Commission for Equality and Human Rights • OFSTED • The Rail and Post Regulators • The Audit Commission • Ofel, Ofgas, etc. • The Office of Fair Trading • The Ombudsman • Any other relevant agency or regulator. 	[1]
3(a)	<p>State <u>one</u> way in which a Trade Union might support its members. (AO1) Any of the following:</p> <ul style="list-style-type: none"> • Offer advice / provide information • Provide a specific type of support or representation (do not accept support on its own) • Attend to health and safety matters. • Press for improved pay or conditions <p>Provide insurance / health benefits / welfare support</p>	[1]

Question Number	Answer	Max Mark
3(b)	<p>State <u>one</u> way in which the law protects the interests of employers. (AO1)</p> <p>Any of the following:</p> <ul style="list-style-type: none"> • Allows them to discipline staff – any relevant example acceptable; • Protects them against intellectual property theft / safeguards patents / protects copyright; • May limit their liability for financial loss. <p>Any other relevant example.</p>	[1]
4(a)	<p>State one way in which local authorities can encourage sustainable development. (AO1)</p> <p>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>	[1]
4(b)	<p>State one other type of organisation, apart from a local authority, that might encourage sustainable development. (AO1)</p> <p>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>	[1]
5(a)	<p>State three different ways in which a Student Council or School/College Council can help students to develop their rights and responsibilities. (AO1)</p> <p>Any three of:</p> <ul style="list-style-type: none"> • Understanding how the school operates; • Understanding about democracy; • Developing skills of debate or advocacy; • Communicating with others; • Representing others; • Making decisions / having a say; • Feeling more a part of the school community. <p>Any other relevant answer.</p>	[3]
5(b)	<p>State <u>one</u> legal right of parents in connection with their child's education.</p> <p>Any of the following:</p> <ul style="list-style-type: none"> • The right to say which school you would prefer your child to attend; • The right to receive information from the school (eg copies of governors' annual report, pupil reports and attendance records); • Participate in activities (eg vote in elections for parent governors); • Be told about meetings involving the child (eg governors' meeting on the child's exclusion, pupil reports). <p>Any other relevant answer.</p>	[1]

Question Number	Answer	Max Mark
6	<p>Explain how More Economically Developed Countries (MEDCs) benefit by giving aid to Less Economically Developed Countries (LEDCs). (AO1)</p> <p>In your answer you must:</p> <ul style="list-style-type: none"> • explain one advantage in depth or at least two advantages in outline; • use examples to support your explanation. 	
	<p>Level 1 (1–2 marks) Candidate offers a personal response to the question by showing a limited understanding of the benefit to the MEDC. These may include such points as: improving security; encouraging trade; extending influence; popular / expected by their citizens. Information is organised at a limited level to aid communication. For 2 marks they would also give at least one example to support their case.</p> <p>Level 2 (3–4 marks) Candidate offers a sound personal response to the question in which they either develop one point in depth or cover two or more points in less detail. They clearly understand the terms LEDC and MEDC. They give examples to support their case and explanation is sound. Text is legible and spelling grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (5–6 marks) As for level 2 above. In addition the candidate offers an informed personal response to the question in which they offer a convincing and relevant explanation with appropriate examples. These might include recent examples of aid to Afghanistan and Iraq both of which bring the first three benefits mentioned above. Text is legible and spelling grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[6]
	Section A Total	[18]

Section B		
Question Number	Answer	Max Mark
7(a)	<p>State one piece of evidence from Document 1 that shows that the BBC World Service does not always agree with the United Kingdom (UK) Government. (AO3)</p> <p>Any one of:</p> <ul style="list-style-type: none"> • it offers impartial news (or similar); • it is trusted for its editorial independence (or similar). 	[1]
7(b)	<p>State one reason why the UK Government is willing to pay for the BBC World Service (AO3)</p> <p>Any one of:</p> <ul style="list-style-type: none"> • it promotes the exchange of ideas (or similar); • it promotes British values (or similar). 	[1]
7(c)	<p>State two ways in which the internet can be used to support human rights (AO1).</p> <p>Any two of:</p> <ul style="list-style-type: none"> • Allows instant / quick world wide communication; • Is difficult to restrict / censor; • Easy to run campaigns; • Easy to research abuses of power / rights; • Encourages government accountability. 	[2]
8(a)	<p>State one piece of evidence from Document 2 that shows HMG is a socially responsible business. (AO3)</p> <p>Any one of:</p> <ul style="list-style-type: none"> • donates paint; • maintains Rose Wood Gardens; • offers job placements to students. 	[1]
8(b)	<p>State two reasons why “the average worker stays with the company a lifetime”. (AO3)</p> <p>Any two of:</p> <ul style="list-style-type: none"> • values / respects staff; • involves staff; • flexible working policy; • supports company teams; • has an excellent health and safety record; 	[2]

Question Number	Answer	Max Mark
8(c)*	<p>Write a reasoned argument to oppose the viewpoint that, “a company should do their best to make money instead of bothering with social responsibility”. (AO3)</p> <p>You must do the following in your answer:</p> <ul style="list-style-type: none"> • Explain key terms such as social responsibility. • Explain what it means to be a good business. • Use evidence to support your argument. <p>Level 1 (1–2 marks)</p> <p>Candidate offers a personal response to the question by showing a limited understanding of the term “social responsibility”. Information is organised at a limited level to aid communication. For 2 marks they would also give at least one piece of evidence to support their argument.</p> <p>Level 2 (3–4 marks)</p> <p>Candidate offers a sound personal response to the question in which uses evidence to oppose the viewpoint that “good businesses should try their best to make money and not bother with social responsibility”. They clearly understand the term “social responsibility” and support their understanding with evidence. Text is legible and spelling grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (5–6 marks)</p> <p>As for level 2 above. In addition the candidate offers an informed personal response to the question in which they show that making money and “social responsibility” are not incompatible. Text is legible and spelling grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[6]
9(a)	<p>State the amount of the teachers’ pay increase given in Document 3 (AO3)</p> <p>2.45%</p>	[1]
9(b)	<p>State the reason that teachers think their pay increase is really a pay cut. (AO3)</p> <p>Any one of:</p> <ul style="list-style-type: none"> • Inflation is over 4%; • Pay has gone up less than inflation; • The real value of their wages/pay has gone down. 	[1]
9(c)	<p>State one person in Document 4 who disagrees with the statement in Document 3 that, “the real value of teacher’s pay has gone down”. (AO3)</p> <p>Jim Knight or Government Minister for Schools</p>	[1]

Question Number	Answer	Max Mark
9(d)*	<p>Evaluate the viewpoint that teachers were right to strike in April 2008.(AO3)</p> <p>In your answer you must:</p> <ul style="list-style-type: none"> • Explain arguments in favour of the strike. • Explain arguments against the strike. • Use relevant examples to support your answer. • Explain your own point of view. <p>Level 1 (1–2 marks) Candidate offers a personal response to the question by showing a limited understanding of the reasons for and / or against the teachers' strike. Information is organised at a limited level to aid communication. For 2 marks they would also give at least one piece of specific evidence to support their evaluation.</p> <p>Level 2 (3–4 marks) Candidate offers a sound personal response to the question in which uses evidence to evaluate the arguments for and against the strike. They clearly understand the arguments for and against and support their understanding with evidence. Text is legible and spelling grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (5–6 marks) As for level 2 above. In addition the candidate offers an informed personal response to the question in which they present a clear and balanced evaluation supported with evidence. Text is legible and spelling grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[6]
	Section B Total	[22]
	Paper Total	[40]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1a	1	0	0	1
1b	1	0	0	1
2a	1	0	0	1
2b	1	0	0	1
3a	1	0	0	1
3b	1	0	0	1
4a	1	0	0	1
4b	1	0	0	1
5a.1	1	0	0	1
5a.2	1	0	0	1
5a.3	1	0	0	1
5b	1	0	0	1
6	4	0	0	4
7a	0	0	1	1
7b	0	0	1	1
7c	4	0	0	4
8a	0	0	1	1
8b	0	0	2	2
8c	0	0	6	6
9a	0	0	1	1
9b	0	0	1	1
9c	0	0	1	1
9d	0	0	6	6
Totals	20	0	20	40