

**GCSE**

**Citizenship Studies**

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

General Certificate of Secondary Education

**Mark Scheme for June 2014**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations

Annotation	Meaning
<b>BP</b>	<b>Blank Page</b> – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
✓ 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.

Please send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal.

Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

Section A			
Question	Expected Answer	Mark	Rationale /Additional Guidance
1	(a)		Annotation ✓ or x
			Allow <b>relevant</b> human rights that are appropriate to school. Do not allow food and water.
			<b>If more than one alternative is listed, only credit the first option. This applies to all short answer questions. See notes on page 2-3.</b>
		[1]	
1	(b)		Annotation ✓ or x
			Do not accept police or trade unions.
		[1]	
2	(a)		Annotation ✓ or x
			Take care with the difference between copyright and patent. Apple is acceptable (copyright) but Apple iphone is not (patent). Do not allow specific named products.
			Copyright is a legal concept, enacted by most governments, that grants the creator of an original work <u>exclusive rights</u> to its use and distribution, usually for a limited time, with the intention of enabling the creator of intellectual wealth to receive compensation for their work and be able to financially support themselves.
			Patent gives a citizen the legal right to stop others from copying, making , selling or importing an invention without permission (product) for example the dyson vacuum cleaner.
		[1]	

Section A			
Question	Expected Answer	Mark	Rationale /Additional Guidance
	(b) Accept any valid answer which suggests an understanding that: <ul style="list-style-type: none"> <li>• Citizen has a the legal right to stop others from copying an invention without permission ,</li> <li>• Legal right to stop others from making an invention without permission</li> <li>• Stop others from selling an invention without permission</li> <li>• Stop others from importing an invention without permission.</li> <li>• Allows the holder to sell / license the invention /set up a business based around it.</li> <li>• It makes it more valuable</li> <li>• To create business</li> <li>• No-one can copyright their idea.</li> </ul>	[1]	Annotation √ or x  If more than one alternative is listed, only credit the first option.
3	(a) <ul style="list-style-type: none"> <li>• Indirect tax</li> <li>• VAT</li> <li>• Road Tax / car tax</li> <li>• Stamp duty</li> <li>• Excise Duty /fuel duty or tax</li> </ul>	[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. If more than one alternative is listed, only credit the first option. Must be a specific named example not a description of a tax.
	(b) <ul style="list-style-type: none"> <li>• Landfill tax</li> <li>• Air passenger duty</li> <li>• Climate change levy</li> <li>• Fuel duty or tax</li> <li>• Road tax</li> <li>• Congestion charge</li> <li>• Plastic bag tax</li> </ul>	[1]	Annotation √ or x Must be a specific named example not a description of a tax. Car tax is a tax on new cars and is not allowed for this answer.  There are some specific local examples of taxes. Please google or check with your team leader if you are unsure.
4	(a) Accept any answer which reflects an understanding of the following. <ul style="list-style-type: none"> <li>• TV / Radio</li> <li>• Newspapers / magazines</li> <li>• Internet</li> <li>• Cinema</li> <li>• Tweets / blogs / social media</li> </ul>	[1]	Annotation √ or x Should reflect idea of mass communication, so tweeting is acceptable, but <b>not</b> texting.  Do not accept news or advertising as these are not types of media. If more than one alternative is listed, only credit the first option.

Section A			
Question	Expected Answer	Mark	Rationale /Additional Guidance
	(b) One of <ul style="list-style-type: none"> <li>By providing information / writing articles</li> <li>Biased articles/ only focus on the good or bad points</li> <li>Higher profile to particular issues</li> <li>Advertising</li> </ul>	[1]	Annotation ✓ or x  Accept an answer which shows a clear understanding of one of these answers
5	(a) <ul style="list-style-type: none"> <li>Receive help in return – military, links with international organisations.</li> <li>Governments of countries receiving aid are more likely to encourage businesses to trade with the countries that have helped them</li> <li>Giving aid may prevent emigration / refugees to the richer countries</li> <li>The aid giving may be equipment and machinery manufactured in the MEDC which supports business and jobs there.</li> <li>Being seen as a ‘good’ country / get a good reputation</li> <li>Meets basic needs of other people / help people</li> <li>Create peace/stability</li> </ul> Or any other valid examples.	[2]	Annotation ✓ or x  <b>Be careful of repetition.</b>  If more than one alternative is listed, only credit the first option.
	(b) <ul style="list-style-type: none"> <li>Helps people survive after a disaster</li> <li>Provides basic needs – food, water, shelter</li> <li>Deals with disease / medical matters</li> <li>Helps education</li> <li>Achieve sustainability</li> <li>Helps economic growth/ country can become more self reliant/ developed.</li> </ul> Or any other valid method.	[2]	Annotation ✓ or x Do not allow ‘to gain help’ without qualification as this is too vague. Do not accept military  <b>Be careful of repetition.</b> If more than one alternative is listed, only credit the first option.
6.	<b>Level 1 (1-2 marks)</b> Candidate makes some comment which states an advantage <b>or</b> disadvantage of the National Minimum Wage <b>or</b> states the meaning of the term National Minimum Wage. <b>For 2 marks</b> the candidate makes <b>two</b> limited points <b>or</b> one point supported by an example.	[6]	Annotation L1, L2 and L3 and e.g. next to examples. Also use VG, IRRL and REP as appropriate.  2013 (current rate) Year 21 and over £6.31

Section A			
Question	Expected Answer	Mark	Rationale /Additional Guidance
	<p><b>Level 2 (3-4 marks)</b>  <b>For 3 marks</b>  Candidate shows a sound understanding of the term National Minimum Wage and gives a sound description of <b>one</b> advantage <b>or one</b> disadvantage for workers in the UK of the National Minimum Wage.  <b>For 4 marks.</b>  Candidate gives a sound description of one advantage <b>and</b> one disadvantage for workers in the UK of the National Minimum Wage <b>or</b> two advantages <b>or</b> two disadvantages. An example may be included to support their answer.</p> <p>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (5-6 marks)</b>  <b>For 5 marks</b>  As for level 2 above.  Candidate gives a thorough description of <b>two</b> advantages <b>and two</b> disadvantages.  <b>For 6 marks</b> the idea of NMW addressing poverty is suggested.</p> <p>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>		<p>18 to 20 £5.03  Under 18 £3.72  Apprentice* £2.68</p> <p>These are the current rates. Do not mark wrong if the candidate understands the concept but has used incorrect figures.</p> <p><b>L1</b>  “better pay” [1]  “better pay goes up for older people” [2]</p> <p><b>L2</b>  “The NMW leads to less jobs for poor people, but better pay for people in work” [3]</p> <p><b>L3</b>  “The NMW makes a big difference to people in poverty who are guaranteed a reasonable pay, although this is lower for people under 21 and apprentices, it still should help lift people out of poverty.</p>
	<b>Section A Total</b>	<b>[18]</b>	

Section B			
Question	Expected Answer	Mark	Rationale /Additional Guidance
7	(a) <ul style="list-style-type: none"> <li>Working longer</li> <li>Paying more</li> <li>Receiving less when they retire.</li> </ul>	[1]	Annotation ✓ or x The answer <b>must</b> come from document 1. Do not accept working longer hours as the document does not say this.
	(b) <ul style="list-style-type: none"> <li>The decision to strike is completely irresponsible</li> <li>Won't get teachers any further forward</li> <li>Deal on the table is as good as it gets</li> <li>Guarantees a better pension than vast majority of people in the country will ever get.</li> </ul>	[1]	Annotation ✓ or x The answer <b>must</b> come from the quote from the DfE spokesperson in document 1 and not other general comments in the text. Therefore 18342 schools being closed is not acceptable.
	(c) <p>Accept any two of</p> <ul style="list-style-type: none"> <li>Help with legal advice / get advice</li> <li>To get better pay</li> <li>For training.</li> <li>Improvements to working conditions – only allow one example of this</li> <li>To protect their rights</li> <li>Resolve problems</li> <li>Represent them / receive support / get back up</li> <li>Have a larger voice as a group / campaign</li> <li>Treated fairly</li> </ul> <p>Or any other relevant answer.</p>	[2]	Annotation ✓ or x.  Beware of repetition.
8	(a) <ul style="list-style-type: none"> <li>Accept any two of</li> <li>Investigating, documenting and exposing the causes of environmental destruction – through the media</li> <li>Political lobbying,</li> <li>Citizenship action</li> <li>Consumer pressure</li> <li>Peaceful direct action ( accept - dive to the bottom of the ocean and unfurl a sign)</li> <li>Promote solutions</li> <li>Protest</li> <li>Advise governments</li> </ul>	[2]	Annotation ✓ or x.  Answers do not have to come from document 2 but they can.  Beware of repetition.



Section B			
Question	Expected Answer	Mark	Rationale /Additional Guidance
	<ul style="list-style-type: none"> <li>• Petitions</li> <li>• Campaign</li> </ul>		
(b)	<ul style="list-style-type: none"> <li>• To half the rate of habitat loss</li> <li>• Expand water and land areas under conservation</li> <li>• Prevent the extinction of species on the threatened list.</li> </ul>	[1]	<p>Annotation ✓ or x</p> <p>The answer <b>must</b> come from the aims of CBD written in document 2. There are other aims of conservationists mentioned in the document but these should <b>not</b> be credited. Therefore <b>do not</b> accept protect the sea/ocean/stop exploitation of deep sea resources.</p>
(c)	<p><b>Level 1 (1-2 marks)</b> Candidate shows a basic understanding of the term Local Agenda 21 <b>or</b> examples of actions are identified <b>or</b> reasons why local authorities might not take the actions are given. <b>For 2 marks</b> candidate must make two points. Any valid example counts as one point.</p> <p><b>Level 2 (3-4 marks)</b> <b>For 3 marks</b> Candidate shows a sound understanding of the term Local Agenda 21. There is a sound description of the action(s) local authorities might take to implement Local Agenda 21 <b>or</b> a sound explanation of one reason why local authorities might not take action. <b>For 4 marks.</b> Candidate gives a sound description of the action(s) local authorities might take to implement Local Agenda 21 <b>and</b> a sound explanation of one reason why local authorities might not take action. An example may be included to support their answer. Text is legible and spelling grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (5-6 marks)</b> <b>For 5 marks</b> as for level 2 above. There is a thorough description of <b>two</b> kinds of actions local authorities might take to implement Local Agenda 21. There is a thorough explanation of <b>two</b> reasons why local authorities might not take these actions.</p>	[6]	<p>Annotation L1, L2 and L3 and eg next to examples. Also use VG, IRRL and REP as appropriate.</p> <p>Indicative content: Local Agenda 21 is the local version of the international agreement made at the first UN conference on environment and development. It aims to tackle environmental, social and economic problems. Actions- recycling schemes, cycle routes, traffic-calming measures, better facilities for pedestrians and advice to the public on being more environmentally friendly.</p> <p>Reasons local authorities might not take these actions – cost money, time, waste local authority’s resources, lack of public support, not a priority.</p>

Section B			
Question	Expected Answer	Mark	Rationale /Additional Guidance
	<p><b>For 6 marks</b> one example should be included such as in my town there is a kerbside collection of glass bottles every fortnight. Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>		
9	(a) <ul style="list-style-type: none"> <li>• Reduce emissions</li> <li>• Protect the interests of the world's poorest people</li> <li>• Reduce our greenhouse gas emissions</li> <li>• Reduce energy use</li> <li>• Plant trees</li> <li>• Purchasing green electricity</li> <li>• Supporting the development/use of clean, green, renewable electricity</li> <li>• Fighting climate change</li> <li>• Carbon offsetting</li> <li>• Have their own wind farms</li> <li>• Campaigning for a clean energy revolution.</li> </ul>	[1]	<p>Annotation ✓ or x</p> <p>The answer <b>must</b> come from document 3 and <b>not</b> document 4.</p>
	(b) <ul style="list-style-type: none"> <li>• Recycling information on cereal boxes</li> <li>• Produce more food in the UK</li> <li>• Facilities for recycling</li> <li>• Increase amount of own brand products that are fair trade</li> <li>• Improve the information it gives to its customers</li> </ul>	[1]	<p>Annotation ✓ or x</p> <p>The answer <b>must</b> come from document 4.</p> <p>Do <b>not</b> accept recycle more.</p>
	(c) <ul style="list-style-type: none"> <li>• Recycle bags / use bags for life</li> <li>• Use public transport / go by bike / car share / make less trips</li> <li>• Buy Fair Trade Products.</li> <li>• Buy organic</li> <li>• Buy British / local products</li> <li>• Get food delivered</li> <li>• Buy products with less packaging</li> <li>• "Reduce, reuse, recycle.</li> </ul> <p>Or any valid example of what a supermarket customer can do <b>not</b> the supermarket itself.</p>	[1]	<p>Annotation ✓ or x</p> <p>This question is about the customer and not the supermarket.</p>

Section B			
Question	Expected Answer	Mark	Rationale /Additional Guidance
(d)	<p><b>Level 1 (1-2 marks)</b> Candidate shows a basic understanding of the term sustainable behaviour. Candidate offers a personal response to the viewpoint by showing a limited understanding of how supermarkets could behave in a more sustainable manner or why supermarkets should or should not change some of their practices. An example can be used. <b>For two marks</b> they should make two points or one point and an example.</p> <p><b>Level 2 (3-4 marks)</b> <b>For 3 marks</b> Candidate shows a sound understanding of the term sustainable behaviour. Candidate offers a personal response to the viewpoint in which they give a sound description of how supermarkets can behave in a more sustainable way <b>or</b> a sound explanation of why supermarkets should or should not change some of their practices.</p> <p><b>For 4 marks.</b> Candidate offers a personal response to the viewpoint in which they give a sound description of how supermarkets can behave in a more sustainable way <b>and</b> a sound explanation of why supermarkets should or should not change some of their practices. An example may be included to support their answer. Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (5-6 marks)</b> <b>For 5 marks</b> As for level 2 above. In addition the candidate offers a convincing and informed personal response to the viewpoint in which they present a clear evaluation supported with evidence. There is a thorough description of how supermarkets can behave in a more sustainable way <b>and</b> a thorough explanation of why supermarkets should or should not change some of their practices. <b>For 6 marks,</b> one specific example is given of actions that supermarkets could take.</p>	[6]	<p>Annotation L1, L2 and L3 and eg next to examples. Also use VG, IRRL and REP as appropriate.</p> <p>Level 1 <i>“Supermarkets should reuse and recycle” (1 mark)</i></p> <p>Level 2 <i>“Supermarkets should recycle their waste as this would mean less rubbish going into landfill and that would help the environment. For example they should make sure all the paper waste from their cafe is recycled.</i></p> <p>Level 3 <i>“Supermarkets have a responsibility to the community to behave in a more sustainable way. The people who work and shop there are part of the local community and the supermarket has a responsibility to support them. They could do this by increasing recycling so that less waste goes into landfills. They could offset their carbon footprint so that they were not contributing to global warming.”</i></p>

<b>Section B</b>			
<b>Question</b>	<b>Expected Answer</b>	<b>Mark</b>	<b>Rationale /Additional Guidance</b>
	Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.		
	<b>Section B Total</b>	<b>[22]</b>	
	<b>Paper Total</b>	<b>[40]</b>	

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