

Citizenship Studies

General Certificate of Secondary Education

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

Mark Scheme for June 2011

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Section A			
Question	Expected Answer	Mark	Rationale/Additional Guidance
1	(a)		Annotation ✓ or x
		[1]	Do not accept "To respect everyone" or similar. Answers should be specific to a head teacher. Do not accept "enforce rules" or similar.
1	(b)		Annotation ✓ or x
	<ul style="list-style-type: none"> • To provide a home for the child • Protecting and maintaining the child • Providing for the child's education / ensuring attendance • Agreeing to the child's medical treatment • Naming the child and agreeing to any change of the child's name • Accompanying the child outside the UK • Being responsible for the child's property • Appointing a guardian for the child, if necessary. 	[1]	Ensure the response is focused on legal responsibility and not a right.

Question	Expected Answer	Mark	Rationale/Additional Guidance
2 (a)	<ul style="list-style-type: none"> • Value added tax/tax on goods we buy or similar • Stamp duty • Excise duty/fuel duty • Road tax • Council tax <p>Any other relevant example.</p>	[1]	<p>Annotation ✓ or x</p> <p>A direct tax is paid on a persons income or capital. An indirect tax are taxes paid on goods or services that we buy.</p>
2 (b)	<ul style="list-style-type: none"> • Income support • Child tax credit • Working tax credit • Free school meals • Educational maintenance allowance • Statutory Maternity pay or Maternity Allowance or Statutory Paternity Pay • Job seekers allowance • Child benefit • Pension • Housing benefit/council housing <p>Any other relevant example.</p>	[1]	<p>Annotation ✓ or x</p> <p>Do not accept healthcare or similar.</p>
3 (a)	<p>By establishing regulatory bodies and/or frameworks through which providers of public services are inspected and held accountable. Accept examples of such bodies such as Ofsted, Food Standards Agency, Office of Gas and Electricity Markets, Office of Rail Regulation, Water Services Regulation Authority (Ofwat). Through employing independent inspectors. The use of Ombudsmen (accept relevant examples.)</p>	[1]	<p>Annotation ✓ or x</p> <p>Do not accept the police</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
3 (b)	Health and safety laws, employment law – accept examples of anti discrimination laws, paid holidays, maternity/paternity leave, redundancy packages etc. Minimum wage. By spreading information about any of these.	[1]	Annotation ✓ or x Do not accept Trade Union.
4 (a)	<ul style="list-style-type: none"> • To get compensation from employers • To get employment rights including fair pay and safety at work/to avoid discrimination at work • To fight unfair dismissal • To help with training and development programs (accept “to get advice” as long as it is linked to an example – e.g. “To get advice about professional development”) • To protect rights/getting your voice or opinion heard • To support in disciplinary issues 	[1]	Annotation ✓ or x
4 (b)	<ul style="list-style-type: none"> • Lobbies government / campaigns on their behalf (accept examples) • Conducts research • Publishes information • Negotiates with unions • Represents the employer at tribunals/legal advice 	[1]	Annotation ✓ or x
5 (a)	<ul style="list-style-type: none"> • gas • oil/petrol • coal • peat • fossil fuels • wood 	[2]	Annotation ✓ or x for each part of the answer Be careful of repetition. Do not accept fuel, electricity or nuclear power. Response of fossil fuel followed by for example “coal” would be only one mark, repetition. Do not allow both oil and petrol for two marks. Be aware that both points can be made within the same response and not just as two individual answers.

Question	Expected Answer	Mark	Rationale/Additional Guidance
5 (b)	<p>(Both forms of energy)</p> <ul style="list-style-type: none"> • Only works intermittently • Limited amount of power • Eyesore • Damages local environment • Expensive to introduce • Lack of wind/sun <p>(Wind Power)</p> <ul style="list-style-type: none"> • Noise hazard to local residents • Problem for bird life • Interference with radar 	[2]	<p>Annotation ✓ or x for each part of the answer</p> <p>Be careful of repetition. Do not accept inefficient. Do not accept lack of wind and sun, repetition. Be aware that both points can be made within the same response and not just as two individual answers.</p>
6	<p>Level 1 (1–2 marks) Candidate states a problem for 1 mark. For 2 marks the candidate makes two valid points or one point with an example.</p> <p><i>“people only get one view point” (1 mark).</i></p> <p><i>“If only a few companies own a lot of the newspapers, people might only be able to read about a limited number of news stories and this could be presenting a biased view.” (2 marks)</i></p> <p>Level 2 (3–4 marks) Candidate offers a sound response to the question demonstrating a sound understanding of one issue relating to limited media ownership. For 4 marks, two examples must be given. Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><i>“The paper may only promote the view point of the company that owns them and other viewpoints don’t get heard. If the media is only owned by a small number of companies some political parties may develop an advantage .” (3 marks)</i></p>		<p>Annotation: L1, L2 and L3 and EG next to examples. Also use VG, IRRL and REP as appropriate. A problem is described in a limited way.</p> <p>The candidate describes a problem and links it to an example (“only able to read a limited number of stories”).</p> <p>This candidate has demonstrated a sound understanding of a problem.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p><i>“If a few companies own most of the media, then only a limited number of political views will be available to the public. People will not have a wide selection of stories available, as all the papers may decide to cover the same stories – for example they might all be about X-factor winners rather than the natural disasters in Asia.” (4 marks)</i></p> <p>Level 3 (5–6 marks) As for level 2 above. In addition the candidate offers an informed response to the question in which they present a clear evaluation with two valid examples. For 6 marks two valid examples are fully explained. Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><i>“More than half the people in Britain read a daily newspaper so it is the way that most people find out about what is going on in the world. If there is limited ownership of those papers then only a limited amount of news will be reported as each company may promote its own agenda through its own newspapers. For example, the companies might be worried about political change so focus on what happens in Parliament and maybe politically biased, without covering world events in much depth. The newspapers may only reflect one political viewpoints. In a democracy it is important for many different political views to be heard. The companies owning the newspapers might not be interested in promoting the environment so environmental issues might not be brought to the public’s attention. It is also a problem because companies that own newspapers often own other media companies, so the newspapers can be used to promote their own products, such as films and television programmes.” (6 marks)</i></p>	[6]	<p>Two examples are given (“limited number of political views” and “not have a wide selection of stories”).</p> <p>A strong answer demonstrating an informed response. Clearly explained examples are included.</p>
	Section A Total	[18]	

Section B			
Question	Expected Answer	Mark	Rationale/Additional Guidance
7	(a)	<ul style="list-style-type: none"> • Extensive work in the local community • Community investment programmes • Working in partnership with Liverpool City Council • Extensive regeneration work • Established good working partnerships • Creating a cohesive community 	<p>Annotation ✓ or x</p> <p>[1]</p>
7	(b)	<ul style="list-style-type: none"> • Truth4Youth programme • Tactics 4 Families • Kickz • Reduc@te • Action for Health or Healthy Stadia. 	<p>Annotation ✓ or x</p> <p>[1]</p>
7	(c)	<p>Any two from:</p> <ul style="list-style-type: none"> • Businesses like to make a contribution to the community • Involving employees in community projects raises their motivation or similar • Involving employers in community projects teaches employees new skills • Community action brings good publicity/public affection/good reputation • Community action may bring sales/benefit to the business • Improve business links/partnerships • Work with schools can influence/support potential future employees • Work with schools can attract potential future customers 	<p>Annotation ✓ or x for each part of the answer</p> <p>Be careful of repetition.</p> <p>Be aware that both points can be made within the same response and not just as two individual answers.</p> <p>[2]</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
8 (a)	<ul style="list-style-type: none"> • To bring the logo for Fair Trade into millions more homes in the UK • To secure the economic, social and environmental sustainability of cocoa farming communities in Ghana • To help farmers in Ghana/To support cocoa farmers • So that people that buy their chocolate know they are supporting a brighter future for cocoa farmers • To raise awareness of Fair Trade in the UK • To go towards meeting its commitments to Agenda 21 • Securing a brighter future for farmers. • Because it is good for their reputation as a business that they are seen to be doing the 'right thing' 	[2]	<p>Annotation ✓ or x for each part of the answer</p> <p>Be careful of repetition. Do not accept just "farmers".</p> <p>Be aware that both points can be made within the same response and not just as two individual answers.</p>
8 (b)	<ul style="list-style-type: none"> • By helping farmers invest in their land • Helps farmers invest in their communities • Securing sustainable cocoa farming in Ghana, India, Indonesia and the Caribbean • Investing £45,000,000 	[1]	<p>Annotation ✓ or x</p> <p>Answers should convey an understanding of what Agenda 21 means.</p>
8 (c)	<p>Level 1 (1–2 marks) Candidate demonstrates a limited understating of Fair Trade for 1 mark. For 2 marks they would also give at least one piece of evidence to support their answer or make two limited points. Information is organised at a limited level to aid communication. <i>"Fair Trade is a scheme designed to help cocoa farmers." (1 mark)</i></p> <p><i>"Cocoa farmers benefit from Fair Trade because they get paid a fair price for their product and get a long term contract for business." (2 marks)</i></p> <p>Level 2 (3–4 marks) Candidate offers a sound response to the question in which they explain how Fair Trade can make the lives of people in LEDCs better. They clearly understand Fair Trade and evidence is given to support this understanding. For 4 marks 2 clear examples of how Fair Trade helps farmers must be included.</p>		<p>Annotation: L1, L2 and L3 and EG next to examples. Also use VG, IRRL and REP as appropriate.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><i>“Fair Trade ensures that cocoa farmers have improved conditions in their communities like schools and roads. Fair Trade ensures that all producers get a fair rate of pay and this enables them to improve their quality of life. (4 marks)</i></p> <p>Level 3 (5–6 marks) As for level 2 above. In addition the candidate offers a convincing and informed response to the question in which they explain how shoppers in the UK can impact the lives of people in LEDCs. For 6 marks this explanation is supported by 2 or more clearly explained examples.</p> <p><i>“UK shoppers may pay more for Fair Trade chocolate but this means that they are directly helping cocoa farmers in Ghana because the extra money is invested into the local community on projects like schools. UK shoppers are promoting sustainable development by choosing to buy Fair Trade chocolate as farmers are earning a reliable income and do not need to depend on aid. (6 marks)</i></p> <p>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[6]	
9	(a) They were convicted for publishing articles critical of the Gambian President. This breaches their human right to free speech (or similar). Right to a fair trial.	[1]	Annotation ✓ or x
9	(b) <ul style="list-style-type: none"> • The journalists are prisoners of conscience • They are being punished for expressing their views • The courts are not independent • The media is repressed in Gambia • Being critical of the President of Gambia. 	[1]	Annotation ✓ or x

Question		Expected Answer	Mark	Rationale/Additional Guidance
9	(c)	<ul style="list-style-type: none"> • Donating money to charities which support human rights • Supporting Amnesty international • Raise the profile of cases where human rights are being denied – accept examples – “by protesting about them” • Write letters to people detained in breach of their human rights • Campaign/Facebook, Twitter etc • Encourage our government to take relevant action against the country • Write to Governments who do not respect human rights 	[1]	<p>Annotation ✓ or x</p> <p>People in the UK are unlikely to be able to secure an independent court system for the Gambia. Therefore this answer does not merit a mark.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
9 (d)	<p>Level 1 (1–2 marks) Candidate offers a response to the question by showing a limited understating of why the right to freedom of expression should or should not be limited, for 1 mark. For 2 marks they would give at least one example to support their answer or make 2 limited points.</p> <p>Information is organised at a limited level to aid communication. <i>“People should have the right to say what they want because it is a human right”</i> (1 mark)</p> <p><i>“so people don’t get hurt, you can’t just shout “fire” in a crowded cinema, or shout “I’ve got a bomb” when you are on a plane”</i> (2 marks)</p> <p>Level 2 (3–4 marks) Candidate offers a sound response to the question in which they clearly explain why the right to freedom of expression should and/or should not be limited. There should be an understanding of what the right to free expression means. For 4 marks two or more examples are included.</p> <p>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><i>“Sometimes you can’t say whatever you want because it might make other people break the law. For example you can’t make a public speech encouraging people to carry out racist attacks on others.”</i> (3 marks)</p> <p>Level 3 (5–6 marks) As for level 2 above. In addition the candidate offers a convincing and informed response to the question in which they present a clear evaluation of both arguments for and against limiting freedom of expression. Arguments are supported with two or more examples. For 6 marks both examples must be fully explained.</p> <p>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>		<p>Annotation: L1, L2 and L3 and EG next to examples. Also use VG, IRRL and REP as appropriate.</p> <p>Even if both sides of the argument are addressed the response does not automatically move into L3.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p><i>“The right to freedom of expression can be limited when it might conflict with other values or rights or in order to protect other people from harm or offence.</i></p> <p><i>For example it is wrong to incite racial hatred when someone tells people they should carry out racist attacks and this is against the law. It is also wrong if it will lead to people being offended. For example, in school we are not allowed to swear because it might offend other people so we do not have a right to say what we like.</i></p> <p><i>The right to freedom of speech can also be limited in times of war so that the enemy doesn’t find out too much information, for example, British soldiers in Afghanistan can’t say what they want to the press.</i></p> <p><i>On the other hand, freedom of expression is important in a democracy so that all people can share their views and gain information about their leaders. For example The Daily Telegraph used the right to freedom of expression to expose the MPs expenses scandal.” (6 marks)</i></p>		
	Section B Total	[18]	
	Paper Total	[40]	

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