

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
GCSE

A343/01

CITIZENSHIP STUDIES

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

THURSDAY 14 MAY 2015: Afternoon

**DURATION: 1 hour
plus your additional time allowance**

MODIFIED ENLARGED

Candidate forename		Candidate surname	
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Centre number						Candidate number				
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Candidates answer on the Question Paper.

OCR SUPPLIED MATERIALS:

None

OTHER MATERIALS REQUIRED:

None

READ INSTRUCTIONS OVERLEAF

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the boxes on the first page. Please write clearly and in capital letters.

Use black ink. HB pencil may be used for graphs and diagrams only.

Answer ALL the questions.

Read each question carefully. Make sure you know what you have to do before starting your answer.

Write your answer to each question in the space provided. Additional paper may be used if necessary but you must clearly show your candidate number, centre number and question number(s).

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each question or part question.

The total number of marks for this paper is 40.

The quality of written communication will be taken into account when marking your answer to questions marked with an asterisk (*).

Any blank pages are indicated.

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SECTION A

Answer ALL questions.

Spend about 25 MINUTES on this section.

- 1 (a) State ONE example of a moral responsibility pupils have at school.**

_____ [1]

- (b) State ONE example of a legal responsibility teachers have at school.**

_____ [1]

- 2 (a) State ONE way you can save energy at home.**

_____ [1]

- (b) State ONE DIFFERENT way that a school can save energy.**

_____ [1]

- 3 (a) State ONE example of a trade union.**

_____ [1]

- (b) State ONE way in which a trade union supports its members.**

_____ [1]

- 4 (a) State ONE law that protects workers' rights in the UK.**

_____ [1]

- (b) State ONE reason why an employer would join an employers' association.**

_____ [1]

- 5 (a) State TWO reasons why public services are provided by the Government or local authorities.**

1 _____

2 _____

[2]

- (b) State TWO ways in which the Government or local authorities regulate public services.**

1 _____

2 _____

[2]

6* Many businesses support community projects.

Explain the advantages of this to the business.

In your answer you should:

**explain WHY businesses support community projects
(you may explain ONE reason in depth OR at least
TWO in outline)**

include examples of ways in which businesses can support community projects.

[4]

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SECTION B

Answer ALL questions.

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

use your own knowledge, understanding and experience of Citizenship Studies.

7 Study Document 1. Answer the questions that follow.

DOCUMENT 1. Adapted from ‘The co-operative food’ website

‘Fairtrade’ is a trading partnership that focuses on sustainable development for poorer producers. It does this by providing better trading conditions, raising awareness of their situation and by campaigning.

‘The co-operative’ sold fairly traded goods before the ‘FAIRTRADE’ Mark was introduced. We continue to lead the way, with more ‘Fairtrade’ goods sold, for the size of our business, than any of our competitors. Discover the projects we support to help producers, find out about our ‘Fairtrade’ range of food and drink you can buy in store, and view our delicious recipes using ‘Fairtrade’ ingredients.



The co-operative food

(a) Using Document 1, state ONE way in which 'Fairtrade' helps poorer food producers.

_____ [1]

(b) State ONE advantage to 'The co-operative' of leading the way selling 'Fairtrade' goods.

_____ [1]

(c) State TWO ways in which governments encourage fairer trade.

1 _____

2 _____ [2]

8 Study Document 2. Answer the questions that follow.

DOCUMENT 2. Adapted from the BBC website

Protestors in the Ukraine Turn to Social Media to Get Their Message Across

In the Ukraine in December, thousands of protesters took to the streets. They wanted their country to link more closely with the European Union. The protests were organised using Twitter and Facebook and as a result have led to a big change in the country's social media culture.

PROTESTORS IN KIEV



On social media, Kiev's main square has been renamed to #Euromaidan. When the BBC first reported on the hashtag on 22 November, it had been used 21,000 times in the space of 24 hours. It's now been used - together with its English and Russian equivalents - a total of more than 730,000 times on Twitter.

That's a lot of tweets, but the twist is that this is a country where Twitter was not widely used - at least not until now. "Twitter wasn't popular before 21 November," says digital marketing expert Maksym Savanevskyy, who says the Russian social media networks VKontakte and Odnoklassniki have traditionally been used far more than Western ones.

But the picture has changed dramatically in the past 12 days. Many people who don't have Twitter accounts are following the hashtag to get the latest news, says Savanevskyy, and major online news sites, like 'Ukrayinska Pravda', have seen a huge increase in traffic from both Twitter and Facebook.

The Euromaidan Facebook page has more than 125,000 followers and there are similar Facebook pages in cities across the country. "I wanted to spread the news around the world," says a Polish journalist. At least five live-streaming webcams have been set up in hotspots across Kiev - and these have proved very popular. Several news and government websites have recently been hacked, though it's not clear by whom, says Savanevskyy - making social media even more critical as a news source.

(a) Using Document 2, state TWO ways in which social media has been used in Ukraine.

- 1 _____**
- 2 _____ [2]**

(b) State ONE way in which a government might try to censor the media.

_____ [1]

In your answer you should:

explain the different ways in which these types of media can be used to bring about political change

use examples from Document 2 and elsewhere to support your answer.

[illegible]

[6]

9 Study Documents 3 and 4. Answer the questions that follow.

DOCUMENT 3.

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DOCUMENT 4. Adapted from ‘Fair Trials International’ website

Fair Trials International is a pressure group who campaigns for justice and access to a fair trial for all people as a basic human right.

‘Fair Trials International’ is calling on the European Union (EU) to stop excessive detention without trial, and to require EU countries to make more use of alternatives. ‘Fair Trials International’ will continue to campaign to end unnecessary pre-trial detention, publishing data on 15 countries’ detention systems and using our clients’ shocking first-hand accounts of their detention to highlight the effects it can have.

Across the EU, people who have not been convicted of any crime are locked up without good reason for months or even years, often in appalling conditions, with limited access to a lawyer.

All countries should protect the right to liberty and not use detention except where properly justified. Clearly, in some cases it is necessary to hold a person in custody for a certain period of time after arrest, for example, to ensure vital evidence is preserved or key witnesses are protected. But pre-trial detention is only acceptable where no alternative is available. Detention conditions must be sanitary, safe and humane. Even if pre-trial detention is justified, those held in detention should be given:

**facilities to prepare a defence
confidential communications with their lawyer
a regular review of whether detention remains
necessary.**

- (a) Using Document 3, state ONE example of a crime where the punishment might be a whole-life sentence.**

_____ [1]

- (b) Other than inhuman or degrading treatment or punishment, state ONE example of something forbidden by the European Convention on Human Rights.**

_____ [1]

- (c) Using Document 4, state ONE example of how 'Fair Trials International' is campaigning.**

_____ [1]

(d)* Evaluate the viewpoint that whole-life prison sentences are an infringement of human rights.

In your answer you should:

state at least TWO human rights that may be infringed by whole-life prison sentences

describe other ways to punish people who have committed crimes

explain why victims of crime and society in general may feel supported by whole-life sentences

evaluate whether people should be made to spend their whole life in prison

use relevant examples to support your points. [8]

[illegible]

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