

GCSE
Citizenship Studies

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

General Certificate of Secondary Education

Mark Scheme for June 2015

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2015

1. 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
VG	Too vague
IRRL	Irrelevant
REP	Repeat
NAQ	Not answered question
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4

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

Examiners should focus on the candidates' response to questions 6, 8(c) and 9(d).

Question		Answer/Indicative content	Mark	Guidance
1	a	<p>Responsibility:</p> <ul style="list-style-type: none"> • To listen to teachers • To attend lessons • To work hard • To behave (well) • To show respect (to either people or property) • To speak out against bullying • To not interfere with others' right to learn • To look after the school environment 	1	<p>Annotation ✓ or x</p> <p>Accept any relevant <u>moral</u> (rather than legal) responsibility.</p>
	b	<p>Responsibility:</p> <ul style="list-style-type: none"> • To act as a careful parent would. • To safeguard pupils • To check attendance (take the register etc.) • To teach syllabus/curriculum • To write a report 	1	<p>Annotation ✓ or x</p> <p>Accept any relevant <u>legal</u> (rather than moral) responsibility.</p> <p>Do not allow "To teach (kids/children/lessons)" without any mention of the syllabus/curriculum.</p>
2	a	<p>Any valid answer <u>that relates to the home</u>, such as:</p> <ul style="list-style-type: none"> • Turn off appliances • Shower instead of having a bath • Insulate your home • Install low-energy lighting 	1	<p>Annotation ✓ or x</p> <p>Do not accept "recycle" or similar as these are not ways to save energy in the home.</p>
	b	<p>Any valid answer <u>that relates to the school environment</u>, such as:</p> <ul style="list-style-type: none"> • Order environmentally friendly resources • Install wind turbines • Solar • Ground source • Motion-sensitive lights 	1	<p>Annotation ✓ or x</p> <p>The response must be different from 2a (e.g. do not accept a second reference to turning off types of appliances, even if the specific appliance is different).</p> <p>Otherwise, can use any relevant 'home' example from 2a, if not previously used.</p> <p>When marking 2b you will be able to see the answer for 2a to check that the answers are different.</p>
3	a	• NUT	1	Annotation ✓ or x

Question		Answer/Indicative content	Mark	Guidance
		<ul style="list-style-type: none"> • NASUWT • NUJ • Unison <p>Accept any reasonable answer</p>		<p>Allow recognised abbreviations.</p> <p>Do not allow “Teacher trade union” or similar.</p>
	b	<ul style="list-style-type: none"> • Campaigns for fair wages or better conditions • Negotiates with employers • Supports individuals in cases with employer • Organises industrial action • Offering legal advice/advice on pay & conditions etc. • Supports workers’ rights <p>Accept any reasonable answer.</p>	1	<p>Annotation ✓ or x</p> <p>Do not accept “offer advice”, “help with problems” or “support” or “making sure they are treated fairly” without further qualification.</p>
4	a	<ul style="list-style-type: none"> • Equality Act • Employment Rights Act • Equal Pay Act, • National Minimum Wage (Act) • Health & Safety at Work (Act) • Working Time Directive 	1	<p>Annotation ✓ or x</p> <p>The response should refer to a piece of legislation, not simply a right (e.g. do not allow “Discrimination”).</p>
	b	<ul style="list-style-type: none"> • To campaign • For advice • For support • Have a bigger voice • Protect rights <p>Accept any reasonable answer.</p>	1	<p>Annotation ✓ or x</p> <p>The response must relate to an <u>employer’s</u> reasons for joining an association (not an employee’s).</p>

Question		Answer/Indicative content	Mark	Guidance
5	a	<ul style="list-style-type: none"> • Difficult for private businesses to provide them • Need a large amount of funding • Not profit making/service is more important than profit • Some public services have to be available to everyone/ entitlement to the same service • People can't afford private services • They are paid for by taxes 	2	<p>Annotation ✓ or x</p> <p>Must be a specific reason why services are provided <u>by the government</u>.</p> <p>Beware of repetition with 5b and also of confusion with 'public transport' provision.</p>
	b	<ul style="list-style-type: none"> • Inspection/name of a regulatory body (e.g. OFSTED) • Publish results • Testing (medicines) • Establish guidelines • Set targets • Monitor performance 	2	<p>Annotation ✓ or x</p> <p>Give a mark for a valid example of a monitoring body (e.g. OFSTED) but not if this is implied by the other part of the response (e.g. "Inspection").</p> <p>Beware of repetition with 5a.</p>

				Content	Levels of response
6	*	<p>Advantages to the business might include:</p> <ul style="list-style-type: none"> • Customers are more likely to trust the business and use that business • Employees can develop skills that would be difficult to do in the workplace • Good publicity • May encourage good quality recruits • To counteract bad publicity • They may feel a commitment to their local area <p>Ways in which business might support community projects include:</p> <ul style="list-style-type: none"> • Providing financial support/ sponsorship/funding • Donating/lending equipment or facilities • Allowing staff time to volunteer/ do community projects 	4	<p>Annotation L1, L2 and EG next to examples which you are crediting. Also use VG, IRRL and REP as appropriate.</p> <p>Example of a 4 mark response:</p> <p>Businesses support community projects to gain positive attention from the public. This demonstrates good intentions and they are likely to gain respected profile. This leads to more customers and more income for the business.</p> <p>Businesses may sponsor a local event and they could allow their staff to have time off work to volunteer at this event.</p>	<p>Level 2 (3–4 marks) For 3 marks there is a sound explanation of one advantage to a business OR an outline of at least two advantages. The answer is supported by at least one example of how a business can support a community project.</p> <p>For 4 marks there is a thorough explanation of one advantage in depth OR at least two advantages in outline. The answer is supported by two examples of how a business can support a community project. 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 advantage to a business OR one way in which a business can support community projects For 2 marks candidate identifies two advantages to a business OR one advantage and one way in which a business can support a community project OR two ways in which a business can support a community project. Text is legible. There are mistakes in spelling, grammar and punctuation; however, meaning is still mostly communicated clearly.</p>

				Content	Levels of response
7	a	<ul style="list-style-type: none"> • Providing better trading conditions • Raising awareness of their situation • Campaigning 	1	<p>Annotation ✓ or x Answer must come from Document 1</p> <p>Do not accept “focuses on sustainable development” as this is the objective of <i>Fairtrade</i> rather than a way of helping producers.</p>	
	b	<ul style="list-style-type: none"> • Gain more customers • Increase in sales • Good publicity • Better reputation • Reflects co-operative values 	1	<p>Annotation ✓ or x The advantage does not have to come directly from Document 1. The advantage must be to the <i>co-operative</i> and not the farmers/producers.</p>	
	c	<ul style="list-style-type: none"> • Launched Fairtrade Fortnight • Remove trade barriers • Remove/reduce tariffs/taxes • Raise awareness of the issues/advertising/encourage business involvement 	2	<p>Annotation ✓ or x Beware repetition. Must relate to something that the government does. Do not accept “taxing non-Fair Trade products” or similar.</p>	
8	a	<ul style="list-style-type: none"> • Kiev's main square has been renamed/ Creating #Euromaidan • Spread the news around the world / Get their message across • Getting the latest news • Live-streaming webcams • To organise protests 	2	<p>Annotation ✓ or x Answer must come from Document 2.</p> <p>Award only one mark if the candidate simply gives two examples of social media (e.g. “Facebook” and “Twitter”) without saying <u>how</u> they were used in the Ukraine.</p>	
	b	<ul style="list-style-type: none"> • TV and radio run by the government • Not allowing (e.g.) Google to be used • Putting people in prison for what they write in newspapers 	1	<p>Annotation ✓ or x (Answer does not need to come from Document 2.)</p> <p>Do not accept “they lie”.</p>	

				Content	Levels of response
		<ul style="list-style-type: none"> • By blocking access to foreign news media • Propaganda / withholding information / putting the government in a positive light • Hacking websites • Closing down independent (non-government) news sources <p>Accept any reasonable answer.</p>			
	c *	<p>Types of media could include: TV, radio, social media, internet, newspapers/magazines, posters</p> <p>Ways of bringing about political change could include:</p> <ul style="list-style-type: none"> • Campaigning • Raising awareness of political issues • Exposing wrongdoings / embarrassing the government • Organising demonstrations/ protest marches • Publishing leaked memos/ emails • Party Political Broadcasts • Broadcasting political debates • Chat-shows/interviews/ political blogs <p>Accept any reasonable answer.</p>	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>The response must focus on how the media creates <u>political change</u>, not on influencing personal opinion.</p> <p>This question is wider than just 'social media'. Mention of Facebook and Twitter (etc.) should be considered as just a single type of media. Need to see mention of (e.g.) Newspapers/magazines, TV, radio as a different type of media.</p> <p>Examples should describe ways in which media have actually been used to bring about political change.</p> <p>Level 3 (5–6 marks) For 5 marks the candidate states two different types of media AND gives a thorough explanation of one way in which media can be used to bring about political change, together with a sound description of another way, Response must include a relevant example (from Document 2 or elsewhere). For 6 marks the candidate states two different types of media AND gives a thorough explanation of two ways in which media can be used to bring about political change. The response is supported by more than one example (from Document 2 or elsewhere). Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p>	

				Content	Levels of response
		Examples		<p>Example of a 6 mark response:</p> <p>Two types of media are social media and radio broadcasts. A group protesting can gain support by making a website and promote it on social media for example in the Ukraine they made a Twitter protest which had been used 21000 times in 24 hours. This can be reported in newspapers and politicians will take notice as media has publicised it everywhere and they will likely be persuaded. For example BBC Panorama revealed how elderly people are cared for in homes using secret video cameras. This TV programme grabbed people's attention and resulted in change.</p>	<p>Level 2 (3–4 marks) For 3 marks the candidate states two <i>different</i> types of media AND gives a sound description of one way in which media can be used to bring about political change. For 4 marks the candidate states two <i>different</i> types of media AND gives a sound description of <u>two</u> ways in which media can be used to bring about political change. (One of these ways might take the form of an example from Document 2.) 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 states a type of media OR states a way in which media can be used to bring about change. For 2 marks two <i>different</i> types of media are stated OR two ways in which media can be used to bring about change OR one type of media and a way in which it can bring about change. An example could be used. Text is legible. There are mistakes in spelling, grammar and punctuation; however, meaning is still communicated clearly for most of the answer.</p>

				Content	Levels of response
9	a	<ul style="list-style-type: none"> • Murder (murdering a fellow worker) • Killing (his wife) 	1	<p>Annotation ✓ or x Answer <u>must</u> come from Document 3</p>	
	b	<ul style="list-style-type: none"> • Death penalty • Slavery and forced labour • Discrimination • Torture • Unfair trials/being imprisoned without trial 	1	<p>Annotation ✓ or x The answer must be something that is <u>forbidden</u> by the EHCR – not something that the EHCR encourages.</p>	
	c	<ul style="list-style-type: none"> • by publishing data (on 15 countries' detention systems) • using our clients' shocking first-hand accounts (of their detention) 	1	<p>Annotation ✓ or x Answer <u>must</u> come from Document 4 Do not allow "calling on the European Union (EU) to stop excessive detention ...". The response must state one of the (2) ways in which Fair Trials International are campaigning for this.</p>	
				Content	Levels of response
	d *	<p>The Human Rights mentioned must be those that could be affected by imprisonment and are not necessarily in the United Kingdom e.g.:</p> <ul style="list-style-type: none"> • Right to liberty/freedom • Right to freedom of association • No one shall be subject to torture or degrading treatment or punishment • Right to privacy • Right to family life • Right to vote <p>Types of punishment (other than prison) could include:</p>	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>The following are not valid examples of human rights that may be infringed by whole-life sentence.</p> <ul style="list-style-type: none"> • Right to life • Right to free speech • Right to safety / feel safe 	<p>Level 4 (7-8 marks) For 7 marks The candidate states at least two relevant human rights. The candidate gives a sound description of at least two other ways to punish people who have committed crimes AND explains why victims of crime and society in general may feel supported by whole-life sentences. There is a valid evaluation of the viewpoint supported by at least one specific and accurate example (this can come from document 3 or 4 or elsewhere). For 8 marks As for 7 marks, but the personal response will be well argued and convincing and explores</p>

				Content	Levels of response
		<ul style="list-style-type: none"> • Community service/Unpaid work • Probation • Rehabilitation • Fines/Compensation • (Electronic) Tagging • Curfew • Restorative justice <p>Valid examples could include:</p> <ul style="list-style-type: none"> • Douglas Vinter murdered again when he was let out of prison on licence • Jon Venables was jailed for life for the murder of toddler James Bulger but released 8 years later he was since been jailed again • Bedfordshire is the ‘murder capital’ of Britain so people living there want to feel safe that murderers receive a whole-life sentence. • Theresa May says “prison works”. The public want prisoners off the streets. • Judge Morris jailed a burglar for 30 years saying “elderly people should be able to live in safety and dignity. You are going to prison for a long, long time in order to protect people.” • In a recent survey 67% of people wanted more offenders to go to prison and make prison harder in order to reduce reoffending. • According to The Howard League 	<p>Example of an 8 mark response:</p> <p>The whole-life prison sentence may infringe the right to be able to have a family and the right to privacy. People who have committed crimes can be punished by community service such as cleaning streets instead of being in prison. Some people may also be fined. Curfews are given and if it is against a particular person a restraining order. Society may feel supported by whole life sentences as they are reassured that there isn’t danger on the street. People will know they will never be harmed by that person. A victim may feel scared to re-visit the scene of the crime if they thought the person might have been released from prison.</p> <p>Some people feel that a whole-life sentence maybe too steep if they genuinely show remorse and improved behaviour in prison. A <i>prisoner made a speech about how it is wrong to lose the right to vote and that that isn’t fair</i>. However, I believe that it is fair and it is another form of punishment. I feel that the human rights of the whole community are more important than just one prisoner. Some may state that people have to rely on crime to survive but <i>there are many</i></p>	<p>both sides of the argument for/against whole-life sentences. The response is supported by more than one relevant example. 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 states at least one relevant human right. The candidate gives a sound description of another way to punish people who have committed crimes AND why victims of crime and society in general may feel supported by whole-life sentences. There is a limited (possibly one-sided) evaluation of the viewpoint. For 6 marks as for 5 marks, but the candidate includes at least one specific and accurate example to support their evaluation (which could be from Document 3 or 4).</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 The candidate must cover 2 out of the following 4:</p> <ul style="list-style-type: none"> • state at least one relevant human right. • describe one alternative form of 	

				Content	Levels of response
		<p>for Penal Reform 'too much money is spent on a penal system which doesn't work, doesn't make our communities safer and fails to reduce offending.</p> <ul style="list-style-type: none"> • It costs £38000 each year to put someone in prison, there are better ways to spend this money • Prison doesn't work says new top judge Paul Darlow 		<p><i>organisations such as 'the arc' to help people such as with homelessness.</i> Also there is no need to murder which I think is the only crime which should have life sentences.</p> <p>The italicised parts are the examples which have been credited.</p>	<p>punishment</p> <ul style="list-style-type: none"> • describe one reason why victims of crime and society in general may feel supported by whole-life sentences. • gives a limited personal response to the viewpoint on whole-life sentences. <p>For 4 marks The candidate must cover 3 out of the 4 listed above. 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 a personal response to the statement in which they state one <u>relevant</u> human right OR one alternative form of punishment OR one reason why victims of crime and society in general may feel supported by whole-life sentences.</p> <p>For 2 marks As for 1 mark, but the candidate gives two valid points (in any combination) 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>

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2015

