

Candidate forename						Candidate surname					
Centre number						Candidate number					

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

GCSE

A343/01

CITIZENSHIP STUDIES

Rights and Responsibilities
– Extending our Knowledge and Understanding

MONDAY 21 MAY 2012: Afternoon

DURATION: 1 hour

MODIFIED ENLARGED

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 (*).**

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SECTION A

Answer ALL questions in this section.

Spend about 25 MINUTES on this section.

1 (a) State ONE example of a trade union.

_____ [1]

(b) State ONE way in which a trade union helps its members.

_____ [1]

2 (a) State ONE moral responsibility you would have as a student in school.

_____ [1]

(b) State ONE legal responsibility you would have as a teacher in school.

_____ [1]

3 (a) State ONE example of a United Kingdom (UK) public service which has been privatised.

_____ [1]

(b) State ONE example of a body that makes sure public services reach acceptable standards.

_____ [1]

- 4 (a) State ONE example of how the government can encourage people or businesses to be more environmentally responsible.**

_____ [1]

- (b) State ONE way in which a supermarket could behave in an ethically responsible way.**

_____ [1]

- 5 (a) State TWO examples of public services provided by the government.**

1 _____ [1]

2 _____ [1]

- (b) State TWO advantages of private companies now delivering services that central or local government used to deliver.**

1 _____
_____ [1]

2 _____
_____ [1]

6* Describe actions that pressure groups or businesses could take to encourage fairer trade.

In your answer you should:

- **Describe ONE action in depth OR at least TWO in outline.**
- **Use examples to support your description.**

[illegible]

[6]

Section A Total [18]

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

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

DOCUMENT 1. Adapted from the Virgin Atlantic web site.



To work tirelessly to promote truly sustainable, lower carbon biofuels for the aviation industry.

To invest imaginatively in the most efficient aircraft so we can improve fuel efficiency.

To remove unnecessary weight from our planes.

To serve only Fair-Trade tea and coffee on board.

To commit wholeheartedly to generating 100% of our electricity and reducing our use by 20%.

To recycle or reuse 50% of our waste by 2012.

To use less fuel by regularly washing and cleaning our planes and our engines. This results in improved fuel efficiency.

To move towards being paperless, we're aiming for a 25% reduction in paper use for each full time member of staff by 2012.

- (a) State ONE piece of evidence from Document 1 that shows how Virgin Atlantic aims to achieve sustainability.**

_____ [1]

- (b) State ONE reason why airlines such as Virgin Atlantic, might work towards sustainability.**

_____ [1]

- (c) State TWO ways in which airline passengers could act in a more environmentally sustainable way when they travel.**

1 _____ [1]

2 _____ [1]

8 Using Documents 2 and 3 and your own knowledge answer the questions that follow.

DOCUMENT 2. Adapted from the Oxfam website.



Villagers pumping water

MALI: improving levels of education and reducing child illness in remote communities.

Mali has one of the lowest literacy rates in the world. Oxfam is supporting education by improving community schools. It also provides clean water so that children do not miss school because they are ill.

DOCUMENT 3. Adapted from the Oxfam website.

PAKISTAN FLOODS APPEAL

Over 1,600 people are reported to have died and 20 million people are believed to have been affected by the floods. Now there is a serious risk to survivors from potentially deadly diseases, including cholera. This can spread through contaminated water.



Oxfam are raising money to help fund the life saving work in Pakistan including:

- **distributing items such as hot food and food packages**
- **distributing animal feed for livestock**
- **distributing items such as mattresses, mosquito nets and tents**
- **setting up medical camps providing medicine and care, particularly to women and children**
- **providing motors for water pumps to help supply drinking water.**

(a) Using Document 2, state TWO ways in which Oxfam helps people living in Less Economically Developed Countries (LEDs).

1 _____ [1]

2 _____ [1]

(b) Using Document 3, state ONE major problem faced by people after flooding in LEDs.

_____ [1]

(c)* Discuss the viewpoint that ‘there are better ways to help people in LEDCs other than sending money or other emergency aid.’

In your answer you must:

- **Describe what kinds of help can be given after an emergency such as the flooding in Pakistan in 2010 or the Haiti earthquake in 2010.**
- **Describe how people in MEDCs (More Economically Developed Countries) can support people in LEDCs other than sending money and other aid in an emergency.**
- **Use examples to support your argument.**

[6]

9 Study Documents 4, 5 and 6. Answer the questions that follow.

DOCUMENT 4. Extract adapted from the website of Liberty, a human rights organisation.

WHAT IS THE MOSQUITO?

The Mosquito is a device used to stop young people gathering in certain areas. The ‘Mosquito’ device makes a very high frequency buzzing sound that people over 25 cannot hear. It was originally designed to scare away rats.



This degrading and discriminatory device is now being used to deter young people from particular areas. The sound is described as “distressing” and “unbearable”. There are estimated to be 3,500 such devices in use.

LIBERTY’S DIRECTOR, SAID:

“What type of society uses a low-level sonic weapon on its children? Imagine the public’s reaction if a device was introduced that caused discomfort to all the people of one race or gender, rather than to our children.

The Mosquito has no place in a country that values its children and seeks to treat them with dignity and respect.”

DOCUMENT 5. Extract adapted from the Liberty website.

ARTICLE 8 AND ARTICLE 14 OF THE EUROPEAN CONVENTION ON HUMAN RIGHTS

ARTICLE 8: THE RIGHT TO A PRIVATE AND FAMILY LIFE, HOME AND CORRESPONDENCE

Everyone has the right to a respect for his/her private and family life, his/her home and his/her correspondence.

Liberty takes the view that the use of the Mosquito interferes with an individual's right to a private life.

ARTICLE 14: PROHIBITION OF DISCRIMINATION

The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination.

DOCUMENT 6. Adapted from the BBC news website.

The owner of a convenience store in Wales says “The problem we have is large gangs of youths that hang out in the entrance way. Sometimes they are being annoying, sometimes they are intimidating customers and staff have been assaulted. One customer has been mugged for their alcohol, and in the time I have been here there have been three occasions where someone has tried to stab me. The problem comes and goes. When it gets bad it generally lasts for three or four weeks. At certain times we counted over 40 youths outside the shop.”

Study documents 4, 5 and 6 and use your own knowledge.

(a) State ONE human right that the Mosquito device threatens.

_____ [1]

(b) State ONE reason why the Mosquito device discriminates.

_____ [1]

(c) State ONE group of people who might benefit from the use of the Mosquito device.

_____ [1]

Study Document 5.

(d)* Evaluate the viewpoint that “use of the Mosquito device should be banned as it breaches Article 8 and Article 14 of the European Convention on Human Rights”.

In your answer you should:

- **Explain arguments for using the Mosquito device.**
- **Explain arguments for banning the Mosquito device.**
- **Use relevant examples to support your answer.**
- **Reach a conclusion supporting your own point of view.**

[6]

Section B Total [22]

Paper Total [40]

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