

## **Citizenship Studies**

General Certificate of Secondary Education

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

### **Mark Scheme for June 2012**

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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.

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## Annotations

Annotation	Meaning
 and 	Correct or incorrect responses
	Benefit of doubt
	Too vague
	Irrelevant
	Repeat
	Not answered question
	Level 1
	Level 2
	Level 3
	Level 4

Highlighting is also available to highlight any particular points on the script.

### Subject-specific Marking Instructions

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).

The quality of written communication has been taken into account with the level descriptors.

## SECTION A

Question		Answer	Marks	Guidance
1	(a)	Accept any valid example including recognised abbreviations. Examples might include UNISON, National Union of Teachers (NUT), Prison Officers Association	1	Annotation ✓ or x If more than one alternative is listed, only credit the first option.
	(b)	Accept any of the following: <ul style="list-style-type: none"> <li>• Offer advice/provide information</li> <li>• Provide a specific type of support or representation</li> <li>• Attend to health and safety matters</li> <li>• Press for improved pay or conditions</li> <li>• Provide insurance/health benefits/welfare support</li> <li>• Protect/campaign for rights</li> </ul>	1	Annotation ✓ or x  (do not accept “support” on its own)
2	(a)	<ul style="list-style-type: none"> <li>• Not to disrupt lessons</li> <li>• To treat teachers and students with respect/don't discriminate</li> <li>• Respect school property</li> <li>• To participate in lessons, to complete work (homework) to best of ability</li> <li>• Arrive on time</li> </ul>	1	Annotation ✓ or x  Accept any example which shows students understand that their behaviour will have an impact on others. Not “to learn”
	(b)	<ul style="list-style-type: none"> <li>• To register students/report once a year.</li> <li>• Make sure the students are safe</li> <li>• Don't discriminate/treat students equally</li> <li>• To act as a careful parent or prudent parent would – or similar/child protection activities</li> <li>• Teach National Curriculum</li> </ul> Accept any valid example.	1	Annotation ✓ or x  Don't accept references <ul style="list-style-type: none"> <li>• to inappropriate behaviour (“to date students, hit students etc.)</li> <li>• teach “good/correct” lessons – or similar</li> </ul>
3	(a)	Railways, Coal, Steel, Telecommunications, Water supply, Electricity, Post Office, Gas, Ports, British Airways, British Airports Authority, British Petroleum, Air Traffic Control, Housing, Buses and Coaches, transport (inc. London Transport)	1	Annotation ✓ or x  Not Royal Mail, NHS – or examples of, Schools.

Question		Answer	Marks	Guidance
	(b)	Examples might include Ofcom, Ofsted, Ofgem, Ofwat, Ofqual, Office of Rail Regulation and any other relevant bodies. Local Council/Authority.	1	Annotation ✓ or x Not just “ombudsman” These may need to be checked on the internet.
4	(a)	<ul style="list-style-type: none"> <li>• Landfill tax</li> <li>• Air passenger duty</li> <li>• Climate change levy</li> <li>• Fuel duty</li> <li>• Road tax</li> <li>• Congestion charge</li> <li>• Grants/financial incentives</li> <li>• Publicity linked to specific actions/Provide information.</li> <li>• Fines/taxes</li> </ul> <p>Accept any other relevant method that the government could use.</p>	1	Annotation ✓ or x  Do not accept references to recycling, bins etc which would be provided by local Council. “encourage” is a repetition of the question so does not qualify for a mark.
	(b)	<ul style="list-style-type: none"> <li>• Encourage the shoppers to reuse bags/charge for throwaway bags</li> <li>• Sell locally produced goods/fair trade/free range</li> <li>• Invest in more efficient transport/provide buses for customers</li> <li>• Reduce packaging on goods</li> <li>• Distribute food to homeless</li> </ul> <p>Accept any other relevant method.</p>	1	Annotation ✓ or x  Do not accept references to anti-discrimination measures Not “sell organic goods”
5	(a)	<ul style="list-style-type: none"> <li>• Armed services</li> <li>• Justice/prison services</li> <li>• Roads</li> <li>• Social services</li> <li>• Health service</li> <li>• Schools</li> </ul> <p>Or any other valid example. Two examples could come from the same category be careful of repetition.</p>	2	Annotation ✓ or x

Question	Answer	Marks	Guidance
(b)	<ul style="list-style-type: none"><li>• Greater choice for the public</li><li>• Easier to plan for the future</li><li>• More efficient service/cheaper/better quality</li><li>• Business brings in new ideas/drives up standards</li><li>• Companies lose the business if they give poor service</li><li>• Politicians can concentrate on giving value to the tax payer</li></ul> <p>Or any other valid advantage. Be careful of repetition.</p>	2	Annotation ✓ or x  Do not allow increased employment.

Question	Answer	Marks	Guidance
6	<p><b>Level 1 (1-2 marks)</b> Candidate makes some comment which attempts to state a method pressure groups or businesses could use to encourage fairer trade. This could be encouraging people to buy fair trade food. For 2 marks two limited points</p> <p><b>Level 2 (3-4 marks)</b> Candidate offers a sound personal response to the question in which they describe how pressure groups or businesses could encourage fair trade. For 4 marks a specific example is given.</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> As for level 2 above. In addition the candidate offers a thorough personal response to the question in which they present a clear evaluation supported with evidence showing an understanding of the difference between fair trade and fairer trade.</p> <p>For 6 marks the candidate includes two specific examples.</p> <p>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. Other examples of pressure group actions might include</p> <ul style="list-style-type: none"> <li>• Lobbying Parliament</li> <li>• Having campaigns in the media</li> <li>• Using celebrities to promote their viewpoint</li> <li>• Internet campaigns.</li> </ul>	6	<p>Annotation L1, L2 and L3 and eg next to examples. Also use VG, IRRL and REP as appropriate.</p> <p><b>Level 1.</b> “They could get people to buy fair trade” – one mark “The government could make sure people understand the problem of unfair trade” – 2 marks</p> <p><b>Level 2</b> “pressure groups could try to persuade people to buy more fair trade products for example they could have a table at parent’s evening promoting fair trade chocolate – 4 marks</p> <p><b>Level 3 (5-6 marks)</b> “There are several things that businesses and pressure groups could do to encourage fairer trade between LEDC countries and MEDC countries. The pressure groups could lobby Parliament to make laws making trade fairer, or to make fair trade goods cheaper by reducing tax on them for example. They could publicise Fair Trade Fortnight in schools by doing assemblies. They could lobby Parliament to have very low, or even no, tariffs on goods imported from LEDCs.</p> <p><i>Businesses could commit to buying materials or resources from LEDCs at a fair price and from communities that committed to fair trade values. So clothing stores could sell fair trade clothing. For example, Marks and Spencer sell fair trade tee shirts.”</i></p> <p style="text-align: right;">6 marks</p>
	<b>TOTAL:</b>	<b>18</b>	

## SECTION B

Question		Answer	Marks	Guidance
7	(a)	Any example taken from Document 1 for example <ul style="list-style-type: none"> <li>To remove unnecessary weight from their planes</li> </ul>	1	Annotation ✓ or x
	(b)	Reasons might include <ul style="list-style-type: none"> <li>To improve the future of the planet</li> <li>For public relations reasons</li> <li>Moral responsibility</li> </ul>	1	Annotation ✓ or x Accept any relevant answer which demonstrates the students understanding of why a commercial enterprise would work towards more sustainable practices. Not “to save money”
	(c)	Accept any two of <ul style="list-style-type: none"> <li>Using public transport to travel to airports</li> <li>Making less airline journeys</li> <li>Use airlines which are working towards more sustainable practices</li> <li>By taking part in carbon offset schemes</li> <li>Taking less luggage</li> <li>Buying fair trade goods in transit</li> </ul>	2	Annotation ✓ or x. Be careful of repetition. Not “recycle”
8	(a)	Accept any two of <ul style="list-style-type: none"> <li>By supporting education</li> <li>Improving community schools</li> <li>Providing clean water</li> </ul> Or any other relevant answer	2	Annotation ✓ or x. Be careful of repetition.
	(b)	<ul style="list-style-type: none"> <li>Disease</li> <li>Death</li> <li>Contaminated water/lack of drinking water</li> <li>Lack of food for people</li> <li>Lack of food for animals/livestock</li> <li>Lack of mattresses/beds, mosquito nets or homes</li> <li>Lack of medical supplies</li> <li>No electricity or pumps or motors</li> </ul> Or any other relevant answer.	1	Annotation ✓ or x



Question	Answer	Marks	Guidance
(c)	<p><b>Level 1 (1-2 marks)</b> Candidate describes emergency aid or long term/development aid. A valid example is given for 2 marks</p> <p><b>Level 2 (3-4 marks)</b> Candidate offers a sound response to the question in which they describe both emergency aid <b>and</b> long term/development aid. For 4 marks 2 specific examples are used.</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> As for level 2 above. In addition the candidate offers a thorough response to the question in which they present a clear evaluation supported with evidence.</p> <p>For 6 marks they must demonstrate an understanding of the benefits of long term/development aid.</p> <p>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	6	<p>Annotation L1, L2 and L3 and eg next to examples. Also use VG, IRRL and REP as appropriate.</p> <p><i>“To help people in LEDCs we can send gifts like goats and toilets through one of the charities” (2 marks)</i></p> <p><i>“MEDCs send blankets, medicines and tents in an emergency in an LEDC. In the long term they could send farming tools rather than just food aid” (4 marks)</i></p> <p><i>“When there is a crisis in an LEDC, like the flooding in Pakistan, many people send money to an organisation like the DEC which sends emergency aid. This might include things like food, blankets and tents for accommodation and also medical supplies. This is vital in the short term to help people who have lost everything.</i> <i>However, these people also need longer term help so that they can rebuild their lives. As in the document about Oxfam, children need to be educated and we can help by drilling wells which would provide clean water so that children are healthier and can get a better education.</i> <i>I think both kinds of aid are important, but without the longer term aid, people will continue to live in poverty and will find it difficult to help themselves.” (6 marks)</i></p>
9	(a)	1	<p>Annotation ✓ or x</p> <p>Do not accept “freedom” or “right to assemble/gather”</p>
	(b)	1	<p>Annotation ✓ or x</p>

Question	Answer	Marks	Guidance
(c)	Accept any example of those who might benefit. Answers could include shopkeepers, customers, members of the public who want to use the pavement, neighbours, older people.	1	Annotation ✓ or x
(d)	<p><b>Level 1 (1-2 marks)</b> Candidate offers a personal response to the question by showing a limited understanding of the human rights issues involved in the use of the Mosquito Device. For two marks they should make two limited points.</p> <p><b>Level 2 (3-4 marks)</b> Candidate offers a sound response to the question in which they clearly show an understanding of the breach of human rights. They state arguments for <b>or</b> arguments against banning the device. For 4 marks answer links human rights to a specific group of people. Text is legible and spelling grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (5-6 marks)</b> As for level 2 above. In addition the candidate offers a thorough and informed personal response to the question in which they present a clear evaluation of <b>both</b> sides of the argument, supported with evidence.</p> <p>For 6 marks the candidate addresses the issue of how specific human rights conflict. Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	6	<p>Annotation L1, L2 and L3 and eg next to examples. Also use VG, IRRL and REP as appropriate.</p> <p><b>Level 1</b> <i>“It’s not fair because young people shouldn’t be treated differently” (1 mark)</i></p> <p><b>Level 2</b> <i>“The device shouldn’t be banned because it helps shopkeepers get rid of crowds of young people that might put off shoppers. This is fair enough as shopkeepers have rights and should be allowed to run their shops as they want. It’s not fair for gangs of youths to frighten shoppers away. The shopkeeper also has the right to earn a living. (4 marks)</i></p> <p><b>Level 3</b> <i>“The argument against banning the device is that it breaches the human rights of young people, although supporting the shopkeepers human rights. This is because they are the only ones that will be able to hear the annoying buzzing so will want to move away from where they want to be. This interferes with their private life in a way that does not affect adults so it is also discriminating against young people. It could be argued that it is ok to use the device because young people shouldn’t be hanging around the streets anyway and this might interfere with the private lives of shoppers trying to do their shopping or walk down the street. The young people might also be stopping the shopkeeper from making a living so breaching his human rights. (6 marks)</i></p>

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