

GCSE (9–1) Citizenship Studies

J270/03 Our rights, our society, our world

Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour



You must have:

- the Question Paper



First name																				
Last name																				
Centre number											Candidate number									

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- Quality of written communication will be assessed in questions marked with an asterisk (*).
- This document consists of **16** pages.

Section A

Answer **all** the questions.

You should spend approximately 10 minutes on this section.

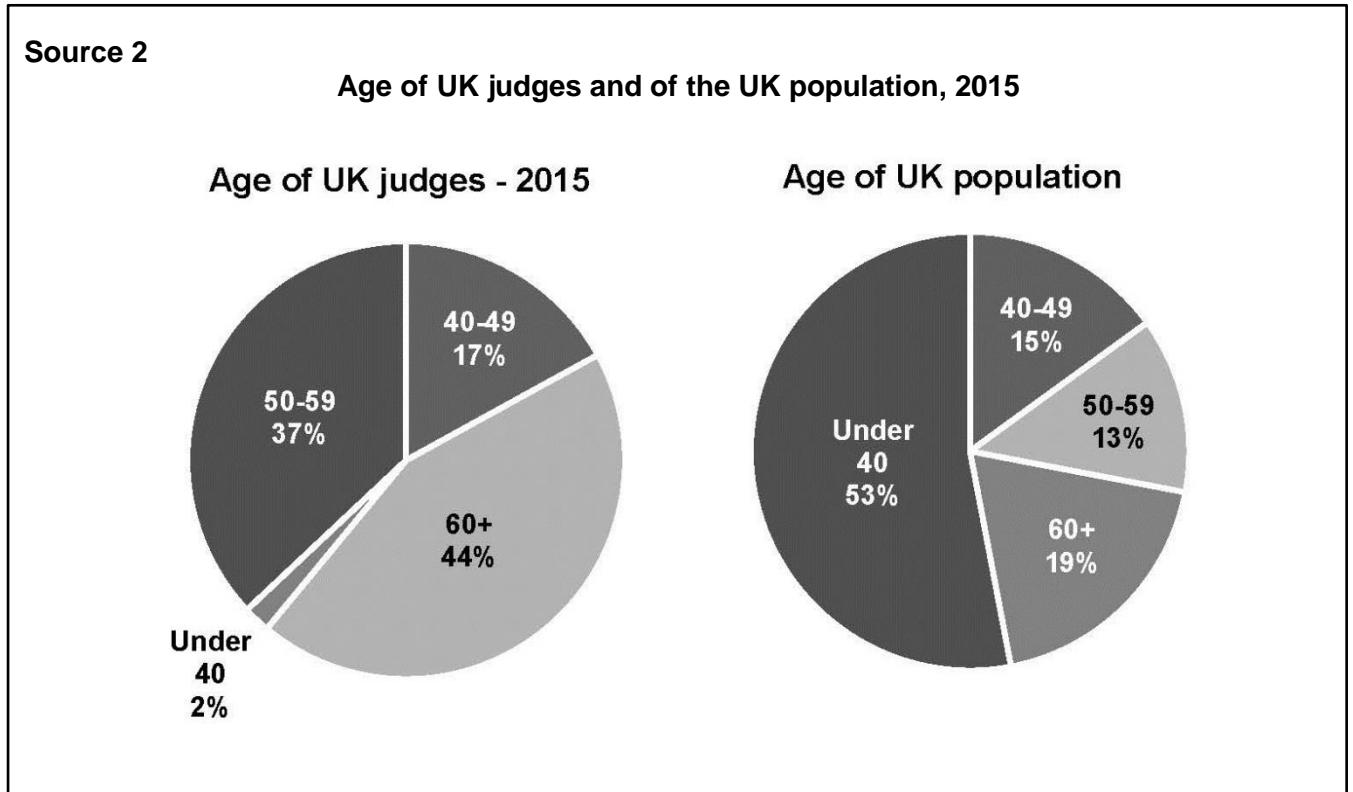
1. Study Sources 1 and 2 and answer the questions that follow.

Source 1

2011–2015 United Kingdom (UK) courts – judges’ gender and ethnicity

Role	Percentage (%) female*		Percentage (%) black and minority ethnic**	
	2011	2015	2011	2015
High Court judge	16	20	5	3
District judge (County Courts)	26	31	5	8
Deputy District judge (Magistrates’ Courts)	29	31	6	11

*51 per cent of the population is female.
 **11 per cent of the population is Black and Minority Ethnic (BME)



(a) State one piece of evidence from **Source 1** that shows that there is increasing **diversity** in the judiciary.

..... [1]

(b) How far are judges representative of the population as a whole in terms of age, gender and ethnicity? Use evidence from **Sources 1 and 2** to support your analysis.

.....
.....
.....
.....
.....
..... [3]

(c) State **two** types of court in the England and Wales justice system that are not included in **Source 1**.

(i)
(ii) [2]

(d) State **four** different points that could be used as part of a reasoned case **against** the viewpoint below:

‘It doesn’t matter about judges’ age, gender and ethnicity as long as they are trained and experienced.’

(i)
.....
(ii)
.....
(iii)
.....
(iv)
..... [4]

Section B

Answer **all** the questions.

You should spend approximately 20 minutes on this section.

2. Read the introduction below.

Defeating Ebola in Sierra Leone

In 2014 there was a crisis in West Africa. A deadly disease called Ebola was spreading quickly. This caused concern across the world. The UK government supported the government of Sierra Leone in its fight to tackle Ebola.

Study Source 3 and answer the questions that follow.

Source 3

Department for International Development (DfID) poster showing the UK response to Ebola in Sierra Leone



(a) Using **Source 3**, state one example of aid that will bring **long-term** advantages to Sierra Leone.

..... [1]

(b) State **one risk** that the UK Government would need to manage when planning the intervention shown in **Source 3**.

..... [1]

(c) State **two** reasons why the UK has a particular responsibility to help another **Commonwealth country**.

(i)

(ii)

[2]

(d) State **four** different points that could be used in **support** of the viewpoint below:

‘The United Kingdom should intervene in overseas crises and conflicts.’

(i)

.....

(ii)

.....

(iii)

.....

(iv)

.....

[4]

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Section C begins on page 8.

Section C

Answer **all** the questions.

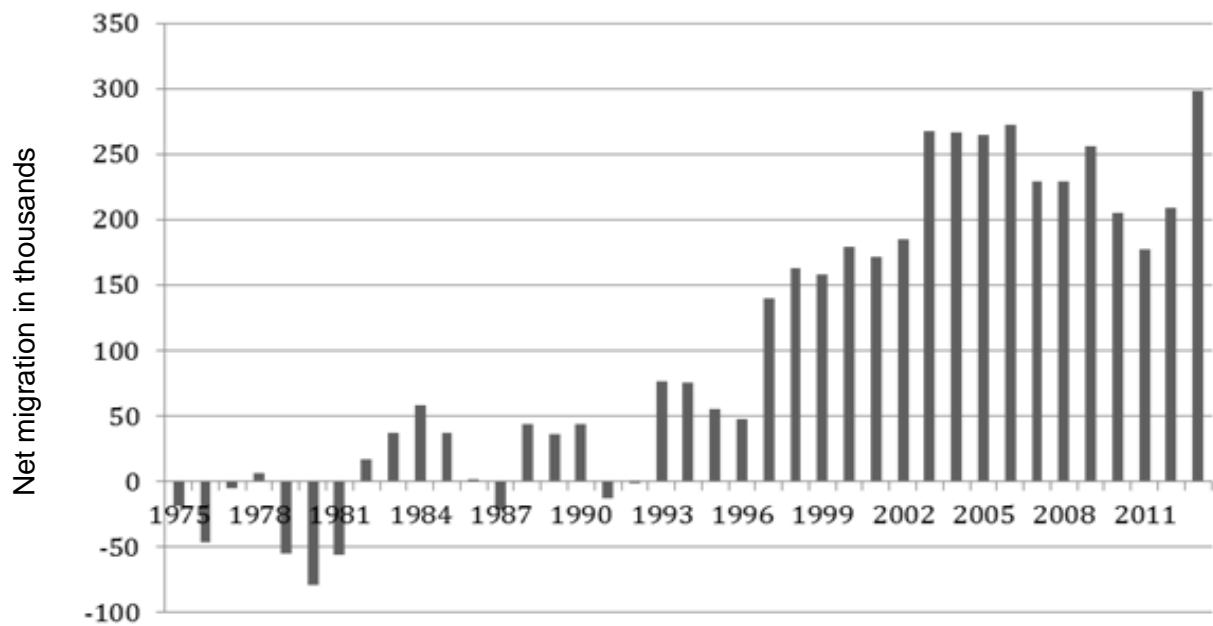
You should spend approximately 10 minutes on this section.

3. Study Source 4 and answer the question that follows.

Source 4

Migration to and from the UK (net migration)

Net Migration to the UK 1975 - September 2014



Migration to and from the UK October 2013 – September 2014

	British citizens migrating	Non-British citizens migrating		Total migrants
		Citizens born in countries of the European Union (EU)	Citizens born in countries outside the EU	
People moving into the UK	82,000	251,000	292,000	625,000
People moving out of the UK	137,000	89,000	101,000	327,000
Net Migration	- 55,000	162,000	191,000	298,000

- (a) What two examples of **evidence** in **Source 4** that could be used **against** the following viewpoint?

‘UK net migration has been out of control for at least 40 years. Immigrants from the EU are to blame.’

.....

.....

.....

..... **[2]**

Study Source 5 and answer the question that follows.

Source 5

Extract adapted from the website of the British Red Cross

Aldijana Becirevic, a refugee from the war in Bosnia, came to the UK in 1995.

The war in Bosnia started in 1991. Aldijana and her family were given 24 hours to leave their home. They were allowed only two suitcases in which to pack their possessions. With thousands of others, they boarded special buses but at first had no idea where they were being taken.

Aldijana and her family were chosen for special protection in the UK. Aldijana is now a successful solicitor in Nottingham.

(b)* Write a reasoned case **AGAINST** the following viewpoint:

'Most people coming to the UK in the last 60 years have been forced to do so. Their experience has been similar to Aldijana's, and their human rights have not improved.'

In your answer you should consider:

- **Source 5** and refer to it in your answer
- at least three other reasons for migration to the UK with examples
- the effects of moving to the UK on migrants' human rights.

[8]

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Section D

Answer the question.

You should spend approximately 20 minutes on this section.

4. Study Sources 6 and 7 and answer the questions that follow.

Source 6

Taken from the United Kingdom Independence Party (UKIP)'s European Manifesto 2014

'Since 2010, 3,600 new laws have been imposed on us by the European Union (EU). With an estimated 13 million words, they would take 92 days to read.

The EU writes our laws and costs us all £55 million per day in membership fees.

The EU is not just the free trade zone we thought we signed up to. It's about ever closer union. The EU now controls areas we never thought imaginable – immigration, law and order and energy, to name a few.

The only way to regain control is to leave the EU.'

Source 7

Extract adapted from a Confederation of British Industry (CBI) survey

8 out of 10 firms say UK must stay in EU

Leaving the EU would hit investment and trade – and make us less competitive. The survey found that most firms believe EU membership has positive effects on **their own businesses**.

Feature of EU membership	Percentage (%) of businesses giving positive, 'no impact' or negative ratings for each feature		
	Positive	No impact	Negative
Free trade	76	17	1
Free movement of workers	63	27	15
Common product standards	52	27	15
Common employment law	22	27	49

(a) State **two** countries that are members of the **EU**, in addition to the UK.

(i)

(ii)

[2]

(b)* Using information from **Sources 6 and 7**, and **evidence from your studies**, evaluate the following viewpoint:

*'The United Kingdom (UK) would be better off leaving the European Union (EU).
If we leave, we will be able to make our own laws again.'*

You should consider:

- reasons for the UK staying in the EU
- reasons for the UK leaving the EU
- the effect of EU membership on law-making in the UK.

[12]

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Copyright Information:

Sources 1 and 2: Data from Judicial Diversity Statistics 2015, 30 July 2015, www.judiciary.gov.uk. Crown Copyright, licensed under Open Government Licence.

Source 3: Infographic by Ricci Coughlan / DFID UK. © Crown Copyright, reproduced under the terms of the Open Government Licence v3.0, www.nationalarchives.gov.uk

Source 4: Adapted from Migration Statistics Quarterly Report, February 2015, Office for National Statistics. © Crown Copyright, reproduced under the terms of the Open Government Licence v3.0, www.nationalarchives.gov.uk

Source 5: Adapted extract from short video, Aldijana's story: from refugee to solicitor, by the British Red Cross, www.redcross.org.uk, accessed Mar 2015.

Source 6: Taken from UKIP European Manifesto 2014, accessed May 2015, www.ukip.org

Source 7: Extract adapted from 8 out of 10 firms say UK must stay in EU - CBI/YouGov survey, 12th September 2013. Reproduced by kind permission of both CBI and YouGov. www.cbi.org.uk. cdn.yougov.com

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Oxford Cambridge and RSA

...day June 20XX – Morning/Afternoon

GCSE (9–1) CITIZENSHIP STUDIES

J270/03 Our rights, our society, our world

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 50

DRAFT

This document consists of 20 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the required number of practice responses (“scripts”) and the number of required standardisation responses

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Where a multiple choice question has only a single, correct response and a candidate provides two responses, then no marks should be awarded.
7. When a candidate provides contradictory responses, then no mark should be awarded even if one of the answers is correct.
8. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
9. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the questionNote: Award 0 marks - for an attempt that earns no credit (including copying out the question)
10. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.

11. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the *Instructions for Examiners*). The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
12. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

For questions with 2 marks within a level:

Descriptor	Award mark
Meets the criteria but with some slight omission or inconsistency	At bottom of level
Meets the criteria fully for this level	At top of level

For questions with 3 marks within a level:

Descriptor	Award mark
Meets the criteria but with some slight omission or inconsistency	At bottom of level
Enough achievement on balance for this level	At middle of level
Meets the criteria for this level well	At top of level

Annotations

Annotation	Meaning
✓ and ✗	For correct and incorrect responses
BOD	benefit of doubt
VG	vague
IRRL	irrelevant
REP	repetition
NAQ	not answering question
EG	example given
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4

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

MARK SCHEME: SECTION A

Question		Response	Marks	Guidance
1	a	<p>One of:</p> <ul style="list-style-type: none"> • The percentage / % / proportion of female judges is increasing. • The percentage / % / proportion of black and minority ethnic (BME) judges is increasing. 	1	<p>Use ✓ or ✗</p> <p>A valid point can be awarded a maximum of 1 mark. Give credit to a valid point wherever it appears in the response space. A maximum total of 1 mark can be awarded. There is no need for candidates to quote a particular role or figure but they should not be penalised for doing so.</p>
1	b	<p>One mark for each valid description:</p> <ul style="list-style-type: none"> • Gender – women are under-represented or similar + one piece of evidence: <ul style="list-style-type: none"> ○ 51% / half the population are women ○ 20% of High Court judges are women ○ 31% of District or Deputy District judges are women • BME – BME are reasonably well represented or BME are under-represented in the High Court + one piece of evidence: <ul style="list-style-type: none"> ○ 11% of the population are BME. ○ 3% of High Court judges are BME ○ 8% of District judges are BME ○ 11% of Deputy District judges are BME • Age – younger people are underrepresented / older people are over represented + one piece of evidence accurately drawn out from the graphs (see guidance). 	3	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the descriptions in turn. Each of the three descriptions can be awarded a maximum of 1 mark as long as they are linked to some evidence. The answers indicate the minimum acceptable responses.</p> <p>Give credit to valid descriptions wherever they appear in the response space. A maximum total of 3 marks can be awarded.</p> <p>Do not credit any repetition of descriptions.</p>

Question		Response	Marks	Guidance																				
				<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Age of UK judges - 2015</p> <table border="1"> <caption>Age of UK judges - 2015</caption> <thead> <tr> <th>Age Group</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Under 40</td> <td>2%</td> </tr> <tr> <td>40-49</td> <td>17%</td> </tr> <tr> <td>50-59</td> <td>37%</td> </tr> <tr> <td>60+</td> <td>44%</td> </tr> </tbody> </table> </div> <div style="text-align: center;"> <p>Age of UK population</p> <table border="1"> <caption>Age of UK population</caption> <thead> <tr> <th>Age Group</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Under 40</td> <td>53%</td> </tr> <tr> <td>40-49</td> <td>15%</td> </tr> <tr> <td>50-59</td> <td>13%</td> </tr> <tr> <td>60+</td> <td>19%</td> </tr> </tbody> </table> </div> </div>	Age Group	Percentage	Under 40	2%	40-49	17%	50-59	37%	60+	44%	Age Group	Percentage	Under 40	53%	40-49	15%	50-59	13%	60+	19%
Age Group	Percentage																							
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Under 40	53%																							
40-49	15%																							
50-59	13%																							
60+	19%																							
1	c	<p>Any two of:</p> <ul style="list-style-type: none"> • Supreme Court • Court of Appeal • Crown Court • Family Court • Small Claims Court • Youth Court • Other specific examples. • Tribunal (or a specific example). 	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. A maximum total of 2 marks can be awarded.</p> <p>Do not allow High Court, County Court or Magistrates' Court. To check specific examples of court and tribunal types use: https://www.gov.uk/government/organisations/hm-courts-and-tribunals-service/about</p>																				
1	d	<p>Any four points that could be used as part of a reasoned, coherent case against the viewpoint that 'It doesn't matter about judges' age, gender and ethnicity as long as they are trained and experienced' and in favour of diversity.</p> <ul style="list-style-type: none"> • It is important to be able to select from the widest pool of candidates to get the best people for the job. • Diversity improves public confidence in / respect for the justice system / judgements. 	4	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the four points can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. A maximum total of 4 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>																				

Question	Response	Marks	Guidance
	<ul style="list-style-type: none"> • Decision-making is more just. • Decision-making is fairer. • Equal opportunity is important for democracy / community cohesion / inclusion. • Diversity encourages engagement by / applications from community groups or legal professionals or community groups who are currently under represented in the judiciary. 		<p><i>Decisions that are more just and decisions that are fairer can be credited as separate points. If either is used in conjunction with better decisions, then count this as a single point.</i></p> <p><i>Better decisions used alone can be credited as a valid single point.</i></p>

MARK SCHEME: SECTION B

Question	Response	Marks	Guidance
2 a	One of: <ul style="list-style-type: none"> • vaccination • staff training • treatment facilities. 	1	Use ✓ or ✗ The response must be a product of both Source 3 and reflect an understanding of the long term benefits of aid. Only allow one of these responses.
2 b	One of: <ul style="list-style-type: none"> • reaction of Sierra Leone people • reaction of British people • adverse reaction from other governments • protection of troops and aid workers from disease • friction between troops, aid workers and locals • bad publicity – possibly linked to accident or incident • maintaining supplies • dipping morale • longer than expected campaign • managing expectations. 	1	Use ✓ or ✗ The response must be a product of both Source 3 and reflect an understanding of risk management.
2 c	Any two of the reasons why the UK has a particular responsibility to help other Commonwealth countries: <ul style="list-style-type: none"> • Common heritage / history / former British colonies. • Queen as Head of State. • UK wealthier and Commonwealth countries have 	2	Use ✓ or ✗ Examiners must assess each of the reasons in turn. Each of the two reasons can be awarded a maximum of 1 mark. Give credit to valid reasons wherever they appear in the response space.

Question	Response	Marks	Guidance
	<p>contributed to that wealth.</p> <ul style="list-style-type: none"> • UK's international influence is supported by Commonwealth countries. • Common language or high incidence of English speaking. • Shared commitment to democracy. • Shared aspects of British culture. • Treaty commitment to mutual assistance. • History of joint projects. 		<p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of reasons. Do not credit 'help or support' or 'because it's a good thing' or similar given as a sole reason.</p> <p>In addition allow - Successful intervention of UK in Sierra Leone civil war.</p>
2	<p>d Acceptable points that could be made to support the viewpoint that the UK should help or intervene in overseas crises or conflicts:</p> <ul style="list-style-type: none"> • Humanitarian reasons linked to a natural disaster or famine or health crisis. (Candidates can use the West African Ebola crisis in this context.) • Humanitarian reasons linked to the protection of human rights or promoting peace including protecting civilians at risk of death, injury, persecution or 'ethnic cleansing'. • Supporting allies or international treaty obligations of sovereign governments. • Promoting democracy • Promoting prosperity or self-reliance including through longer- term aid or educational programmes. • Protecting or promoting UK political interests including defending the country against external threats through overseas intervention. • Protecting or promoting UK economic interests including promoting trade. • Diplomatic reasons where the UK uses its international role to mediate / help negotiate solutions. • Combatting extremism. 	4	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the four points can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. A maximum total of 4 marks can be awarded.</p> <p>Points must be different from one another and must support the viewpoint that 'The United Kingdom should intervene in overseas crises and conflicts'.</p> <p>Do not credit any repetition of points. Do not credit 'help or support' or 'because it's right' given as a sole reason.</p> <p>Acceptable examples of overseas crises and conflicts that learners might choose to use in their response include:</p> <ul style="list-style-type: none"> • Sierra Leone civil war • Sierra Leone Ebola crisis • support for Kosovo • intervention in Iraq, Libya and Afghanistan • support in Ukraine • support in Baltic states • navy patrols in the Arabian Gulf • natural disasters in the Caribbean, Indian subcontinent and

Question	Response	Marks	Guidance
	<ul style="list-style-type: none"> The UK Government has the strategic / logistical / military capability to intervene decisively. Examples of previous intervention that the candidate judges to be successful. 		SE Asia <ul style="list-style-type: none"> overseas aid to support education, health, women's rights.
2	e* <p>This question is designed to assess the skills underpinning AO3. Credit should be given for effective written advocacy. Indicators include:</p> <ul style="list-style-type: none"> Focus on the argument throughout. Valid selection of strong supportive points. Valid selection of convincing examples. Clarity and concision. <p>Points in support of the case include:</p> <ul style="list-style-type: none"> Impartiality of NGOs. Possible example – <i>MSF insisting on an apology from US President for hospital bombing in Gaza</i> Clear aims linked to humanitarian values. Possible example – <i>UN groups embody UNDoHR</i> No 'baggage' linked potential alliances, trade deals, etc. NGOs can act quickly – no democratic mandate needed Possible example – <i>UK Disasters Emergency Committee response to Syria</i> Trust in NGOs by donors, recipients and governments NGOs' international credibility and profile. Possible example – <i>Oxfam part of an international confederation working in 90 countries</i> NGOs' expertise and experience Possible example – UK Government using Save the 	8	<p>Use annotation L1, L2, L3, L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✕</p> <p>Level 4 (7–8 marks) An excellent response which is a clear, coherent and convincing case following a sustained line of reasoning and directly substantiating the proposition that, '<i>International non-governmental organisations such as Save the Children and Oxfam are more effective than national governments at responding to crises caused by war, natural disasters and famine.</i>'</p> <p>Features must include:</p> <ul style="list-style-type: none"> An excellent line of reasoning which is easy to follow and maintained throughout at least four convincing, accurate and relevant points to explain why non-governmental organisations can succeed when governments may fail and linked clearly to the case valid use of examples to substantiate at least two of the points made <p>Candidates may:</p> <ul style="list-style-type: none"> use further examples to substantiate more than two points define 'effectiveness' qualify their position by citing exceptions e.g. cases where government intervention can be better at providing strategic direction, co-ordination, logistic support or diplomatic / military pressure. <p>Level 3 (5–6 marks) A good response which is a largely clear and coherent and</p>

Question	Response	Marks	Guidance
	<p>Children to deliver the Sierra Leone Ebola response.</p>		<p>convincing case directly supporting the proposition. Features must include:</p> <ul style="list-style-type: none"> • a good line of reasoning throughout most of the case • at least three convincing, accurate and relevant points to explain why non-governmental organisations can succeed when governments may fail and linked to the case • valid use of examples to substantiate at least one of the points made. <p>Candidates may:</p> <ul style="list-style-type: none"> • develop one example in depth • introduce additional limited points that add some further weight to the case. <p>Level 2 (3- 4 marks) A basic response which makes the point that <i>‘International non-governmental organisations such as Save the Children and Oxfam are more effective than national governments at responding to crises caused by war, natural disasters and famine.’</i> Features must include:</p> <ul style="list-style-type: none"> • a basic statement supporting the case • at least two relevant points to explain why non-governmental organisations can succeed when governments may fail but not necessarily linked to the case • valid use of at least one relevant example. <p>Candidates may:</p> <ul style="list-style-type: none"> • link their example to one of the points made. <p>Level 1 (1- 2 marks) A basic response which contains a relevant point or example linked to the proposition. Features must include:</p> <ul style="list-style-type: none"> • at least one relevant point or example to explain why non-governmental organisations can succeed when governments may fail

Question	Response	Marks	Guidance
			<p>Candidates may:</p> <ul style="list-style-type: none">• use further limited points of tangential relevance• use a further limited example <p>Level 0 (0 marks) No response or no response worthy of credit.</p>

MARK SCHEME: SECTION C

Question	Response	Marks	Guidance
3 a	<p>One mark for a valid piece of evidence in either of the following two categories:</p> <p>Immigration has been out of control for at least 40 years.</p> <ul style="list-style-type: none"> • Net migration was in balance between 1975 and 1992. • Net migration has been negative in some of the last 40 years. (Accept references to particular years, sequences or trends). • Net migration has begun to increase markedly only since the start of the 1990s (accept appropriate date). <p>Immigrants from the EU are to blame.</p> <ul style="list-style-type: none"> • More immigrants have been arriving from outside the EU – accept appropriate figures to illustrate this. 	2	<p>Use ✓ or ✗</p> <p>The response must be a product of both Source 4 and an understanding of the concepts linked to migration.</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>
3 b*	<p>This question is designed to assess the skills underpinning AO3.</p> <p>Credit should be given for a reasoned coherent case AGAINST the viewpoint that most immigrants have been ‘forced to’ come to the UK and that their human rights have not improved. Indicators include:</p> <ul style="list-style-type: none"> • Focus on the argument throughout. • Valid selection of strong supportive points. • Valid selection of convincing examples. • Clarity and concision. <p>Candidates should:</p> <ul style="list-style-type: none"> • analyse Source 5 accurately and understand how it relates to reasons for immigration to the UK • explain other reasons for immigration to the UK and to give appropriate examples to illustrate these reasons 	8	<p>Use annotations L1, L2, L3, L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗</p> <p>Level 4 (7–8 marks)</p> <p>An excellent response which is a clear, coherent, convincing and well substantiated case directly opposing the viewpoint that, “<i>Most people coming to the UK in the last 60 years have been forced to do so. Their experience has been similar to Aldijana’s, described in Source 5 above and their human rights have not improved.</i>”</p> <p>Features must include:</p> <ul style="list-style-type: none"> • an excellent line of reasoning which is easy to follow and maintained throughout • at least two convincing, accurate and relevant points to explain other reasons for migration to the UK linked clearly to the case

Question	Response	Marks	Guidance
	<ul style="list-style-type: none"> • explain the effect of moving to the UK on migrants' human rights. <p>Reasons, apart from people arriving as refugees include:</p> <ol style="list-style-type: none"> 1. People seeking asylum. (This is different from refugee status as asylum-seekers usually leave of their own volition, singly or in small groups. There is a greater sense of refugees being forced out.) 2. Economic migrants leaving home countries because of lack of job / wealth creation opportunities at home or better ones in the UK. 3. 'Quality of life' migrants attracted by cultural, social, housing or health-related factors. Includes British born people returning home (Check that this is sufficiently differentiated by candidates from 4 below.) 4. Political migrants attracted by British values. (Check that this is sufficiently differentiated by candidates from 3 above.) 5. Student migrants attracted by educational opportunities. 6. Family migrants joining relatives. <p>Candidates should be able to give specific examples such as – the UK attracts overseas students because of the value attached to learning English and the reputation of British schools and universities.</p> <p>Points on the affect on human rights of coming to the UK could include accurate references to:</p> <ol style="list-style-type: none"> 1. Rights to life and security – family life, privacy, rule of law. 2. Political rights – free speech, voting, etc. 3. Social and economic rights – freedom from discrimination, equal access to education, health, etc. 		<ul style="list-style-type: none"> • at least two convincing, accurate and relevant points to indicate human rights that may have improved • valid use of examples to further substantiate at least two of the points made. <p>Candidates may:</p> <ul style="list-style-type: none"> • use further examples to substantiate more than two points • define 'forced' • qualify their position by explaining that few people would leave their country of birth if social and economic prospects were good. <p>Level 3 (5–6 marks) A good response which is a largely clear and coherent and convincing case directly opposing the proposition. Features must include:</p> <ul style="list-style-type: none"> • a good line of reasoning throughout most of the case • at least one convincing, accurate and relevant point to explain other reasons for migration to the UK linked clearly to the case • at least one convincing, accurate and relevant point to indicate human rights that may have improved • valid use of examples to substantiate at least one of the points made. <p>Candidates may:</p> <ul style="list-style-type: none"> • develop one example in depth • introduce additional limited points that add some further weight to the case <p>Level 2 (3– 4 marks) A basic response which presents the case that opposes the proposition in part.</p>

Question	Response	Marks	Guidance
			<p>Features must include:</p> <ul style="list-style-type: none"> • a basic statement supporting the case • at least two relevant points explaining other reasons for migration and / or to indicate human rights that may have improved • valid use of at least one relevant example <p>Candidates may:</p> <ul style="list-style-type: none"> • link their example to one of the points made <p>Level 1 (1- 2 marks) A limited response which contains a relevant point or example linked to the proposition.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • at least one relevant point or example to explain other reasons for migration and / or to indicate human rights that may have improved. <p>Candidates may:</p> <ul style="list-style-type: none"> • use further limited points of tangential relevance • use a further limited example. <p>Level 0 (0 marks) No response or no response worthy of credit.</p>

MARK SCHEME: SECTION D

Question		Response	Marks	Guidance
4	a	Any two of the following 27 countries (UK is excluded): Austria Belgium Bulgaria Croatia Cyprus Czech Republic Denmark Estonia Finland France Germany Greece Hungary Ireland Italy Latvia Lithuania Luxembourg Malta Netherlands / Holland Poland Portugal Romania Slovakia Slovenia Spain Sweden	2	Use ✓ or * Examiners must assess each of the responses in turn. Each of the two responses can be awarded a maximum of 1 mark. Give credit to valid countries wherever they appear in the response space. A maximum total of 2 marks can be awarded. Do not credit any repetition of responses.
4	b*	This question is designed to assess the skills underpinning AO3	12	Use annotations L1, L2, L3, L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or *

Question	Response	Marks	Guidance
	<p>Candidates should:</p> <ul style="list-style-type: none"> • analyse the viewpoint and stimulus sources accurately • show an appreciation of the issue’s complexity and present arguments on both sides of the case • reach a substantiated conclusion. <p>Throughout their answer, candidates should demonstrate ability to:</p> <ul style="list-style-type: none"> • analyse the evidence from the stimulus sources and use evidence from their studies for the purpose of responding to the viewpoint • evaluate the viewpoint and a range of evidence to make a substantiated judgement. <p>Advantages of EU membership might include but are not limited to:</p> <ol style="list-style-type: none"> 1. Free trade within the EU and advantageous trading relationships worldwide. 2. Free movement of labour 3. Freedom to live, travel or be educated anywhere in the EU. 4. Common production standards 5. Harmonisation of rights and laws 6. Peace / security 7. Sharing ideas 8. Cooperation on programmes and projects 9. Promotion of human rights and democracy. 10. Common support for other nations. <p>Disadvantages of EU membership might include but are not limited to:</p> <ol style="list-style-type: none"> 1. Loss of sovereignty 2. Remote, unelected government 3. Less control over Immigration to the UK 		<p>Examiners must assess each of the AOs in turn. It is acceptable for marks and levels to be different across the two AOs</p> <hr/> <p>Level 4 (10–12 marks) An excellent response which is a coherent, relevant, logically structured and substantiated personal response to the viewpoint “<i>The United Kingdom (UK) would be better off leaving the European Union (EU). If we leave, we will be able to make our own laws again.</i>” Features must include:</p> <ul style="list-style-type: none"> • An excellent evaluation of a range of evidence including the stimulus sources. • an understanding of the issue’s complexity • specific and accurate references to all of the following: <ul style="list-style-type: none"> ○ Advantages of EU membership for the UK. ○ Disadvantages of EU membership for the UK. ○ Effects of leaving the UK on the powers of the legislature • a substantiated conclusion <p>The response incorporates an excellent and accurate analysis of a range of evidence including both the stimulus sources. The candidate’s analysis reflects the complexity of the issue</p> <p>The response will contain specific examples linked to the advantages and disadvantages of membership drawn from Sources 6 and 7, <u>and</u> elsewhere.</p> <hr/> <p>Level 3 (7–9marks) A good response which is valid, coherent and offers a substantiated personal response to the viewpoint. Features must include:</p>

Question	Response	Marks	Guidance
	<p>4. Threats to the prosperity of unskilled workers in the UK.</p> <p>5. Bureaucracy</p> <p>6. Restrictive European legislation.</p> <p>7. UK is a net contributor to the EU budget</p> <p>8. Subsidising inefficient countries / regions in southern and eastern Europe.</p> <p>9. Diminishing the UK's independent role in the world.</p> <p>10. Limiting trade relationships between the UK and particular non-EU nations.</p> <p>The effects on law-making as a result of leaving the EU would include but not be limited to:</p> <ul style="list-style-type: none"> • UK Parliament will have full legislative rights subject to international agreements and treaties e.g. as a UN member • UK will not be subject to EU legislation on common product standards or social legislation such as the common working time directive • UK will be able to bring in independent rules on immigration from the EU • UK citizens will have more limited rights for appeal to European Courts. <p>Other points to qualify the stimulus viewpoint</p> <ul style="list-style-type: none"> • Leaving the EU would not exempt the UK from the ECHR • UK citizens could still appeal on human rights cases to the ECtHR • The UK Parliament has extensive rights to pass legislation even with the UK as an EU member. 		<ul style="list-style-type: none"> • A good evaluation of a range of evidence including reference to one of the stimulus sources. • largely accurate references to all of the following: <ul style="list-style-type: none"> ○ Advantages of EU membership for the UK. ○ Disadvantages of EU membership for the UK. ○ Effects of leaving the UK on the powers of the legislature • a substantiated conclusion <p>The response incorporates a good analysis of relevant evidence which includes reference to the stimulus documents.</p> <p>The response will contain some largely accurate examples linked to the advantages <u>or</u> disadvantages of membership drawn from Sources 6 and 7 <u>and</u> elsewhere.</p> <hr/> <p>Level 2 (4–6 marks)</p> <p>A valid but basic response. Features must include:</p> <ul style="list-style-type: none"> • a basic evaluation of relevant evidence drawn from the stimulus sources or elsewhere • basic references to <u>two</u> of the following: <ul style="list-style-type: none"> ○ Advantages of EU membership for the UK. ○ Disadvantages of EU membership for the UK. ○ The effect of leaving the UK on the powers of the legislature • a basic but specific response to the viewpoint. <p>The response incorporates a basic analysis of relevant evidence which includes reference to at least one of the stimulus sources.</p> <p>The response will contain some specific examples linked to the advantages <u>or</u> disadvantages of membership drawn from Sources 6 <u>or</u> 7, <u>or</u> elsewhere.</p>

			<p>Level 1 (1–3 marks) A limited response. Features must include</p> <ul style="list-style-type: none"> • implied understanding of the viewpoint in the question. • limited but valid points or examples to illustrate <u>one</u> of the following: <ul style="list-style-type: none"> ○ Advantages of EU membership for the UK. ○ Disadvantages of EU membership for the UK. ○ The effect of leaving the UK on the powers of the legislature. <p>The response will contain some limited references to examples / evidence.</p> <hr/> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>
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Assessment Objectives Grid

Questions	AO1	AO3	Total
1	2	8	10
2	2	14	16
3	-	10	10
4	2	12	14
Total	6	44	50