OCR

Oxford Cambridge and RSA

GCSE (9–1) Citizenship Studies

J270/03 Our rights, our society, our world

Sample Question Paper   Version 2.4

Date – Morning/Afternoon

Time allowed: 1 hour

You must have:
• the Question Paper

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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.

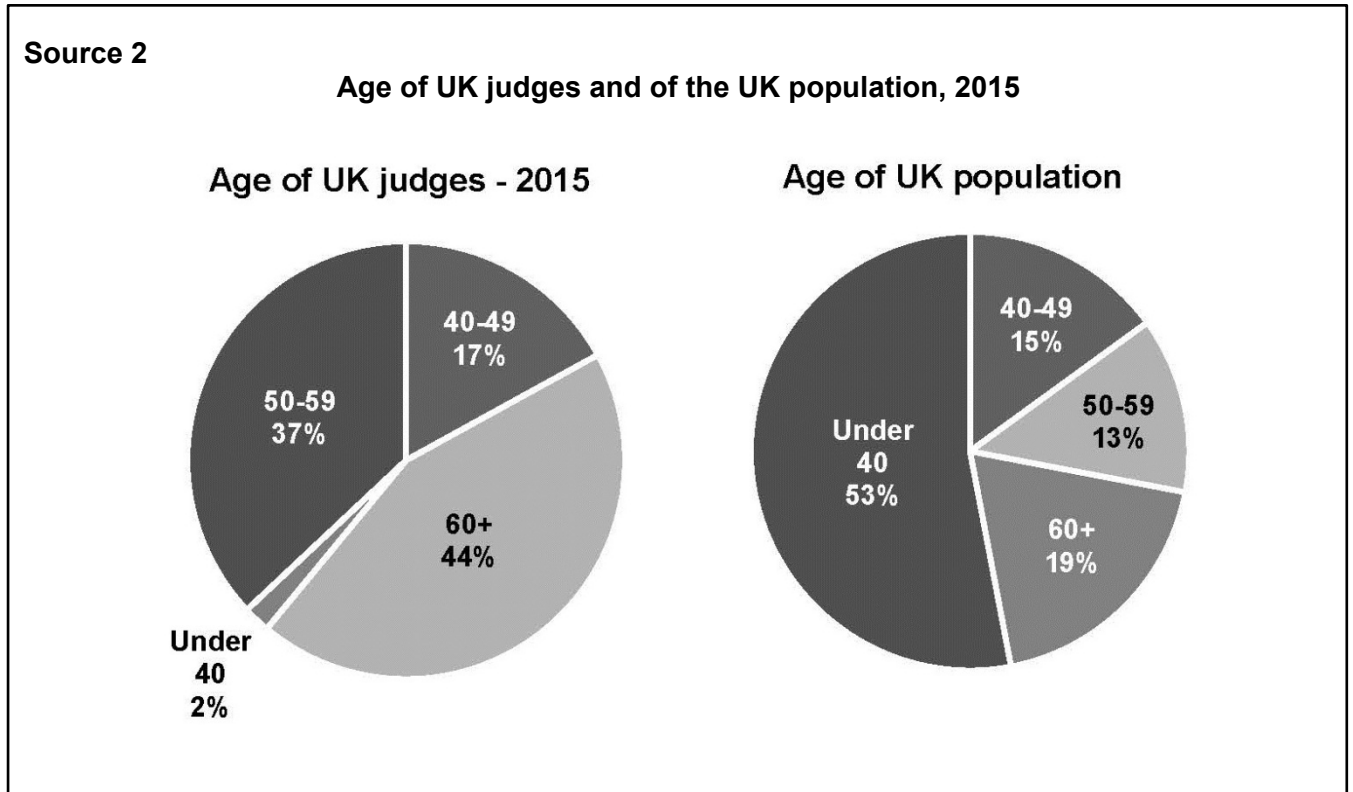You should spend approximately 10 minutes on this section.

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)

Source 2

Age of UK judges and of the UK population, 2015

Age of UK judges - 2015

40-49 17%
50-59 37%
60+ 44%
Under 40 2%

Age of UK population

40-49 15%
50-59 13%
Under 40 53%
60+ 19%

(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.

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.... **[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) ....

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(ii) ....

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(iii) ....

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(iv) ....

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[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 Questions **2(a)–2(e)**.

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) ………………………………………………………………………………………………..

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(ii) ……………………………………………………………………………………………………

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(iii) ……………………………………………………………………………………………………

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(iv) ……………………………………………………………………………………………….

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[4]

(e)* Write a reasoned case **supporting** the viewpoint below:

'International non-governmental organisations (NGOs), such as Save the Children and Oxfam, are more effective than national governments at responding to crises caused by war, natural disasters and famine.'

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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 Question **3(a)**.

Source 4

Migration to and from the UK (net migration)

Net Migration 2011 – 2022

Year	Net migration (people)
2011	249,000
2012	161,000
2013	208,000
2014	309,000
2015	329,000
2016	252,000
2017	249,000
2018	232,000
2019	271,000
2022	503,000

Migration to and from the UK in June 2022

	British citizens migrating	Non-British citizens migrating		Total
		Citizens of the European Union (EU) migrating	Citizens of other countries migrating	
Moving into the UK	135,000	224,000	704,000	1,063,000
Moving out of the UK	90,000	275,000	195,000	560,000
Net migration	45,000	-51,000	509,000	503,000

(a) State evidence from **Source 4** that could be used **against** each of the claims below.

Claim 1 'There has been a steady increase in UK net migration since 2011.'

…..………

…..………

Claim 2 'Immigration from the EU has led to increased net migration in 2022.'

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…....………………………………………………………………………………………………………........

[2]

Study **Source 5** and answer Question **3(b)**.

i

Source 5 is an extract adapted from the website of the British Red Cross. This item has been removed due to third party copyright restrictions.

A copy of the extract is available at www.redcross.org.uk

The extract opens with 'Aldijana Becirevic, a refugee from the war in Bosnia' and finishes at 'Aldijana is now a successful solicitor in Nottingham.'

For other examples of this type of question please see our past papers, available through our website and Interchange. Alternatively, see our ExamBuilder platform for the full list of relevant mock questions.

(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

UN Sustainable Development Goal – Number 1

End poverty in all its forms everywhere

MORE THAN
4 YEARS OF PROGRESS
AGAINST POVERTY
HAS BEEN ERASED
BY COVID-19

WORKING POVERTY
RATE ROSE FOR THE FIRST
TIME IN TWO DECADES

6.7%   7.2%

2019   2020

PUSHING AN ADDITIONAL
8 MILLION WORKERS
INTO POVERTY

RISING INFLATION AND IMPACTS OF WAR
IN UKRAINE FURTHER DERAIL PROGRESS

NUMBER OF PEOPLE LIVING IN EXTREME POVERTY IN 2022

581 MILLION

657-676 MILLION

PRE-PANDEMIC PROJECTION

CURRENT PROJECTION

UNEMPLOYMENT
CASH BENEFITS
DURING THE PANDEMIC (2020)

HIGH-INCOME COUNTRIES

LOW-INCOME COUNTRIES

52.2%   0.8%

DISASTER-RELATED DEATHS ROSE SIXFOLD IN 2020

LARGELY AS A RESULT OF THE PANDEMIC

Source 7

UN agencies brace for disaster as Cyclone Mocha intensifies in Bay of Bengal, 2023

UN agencies are supporting communities across Bangladesh and Myanmar as they prepare for Cyclone Mocha which is expected to hit the region by the weekend.

The World Health Organization (a UN agency) has **40 ambulances and 33 mobile medical teams on standby.**

Ready, in case of need, are such shelter materials as tarpaulin, rope, and floor mats along with 11 million aqua tabs, 60,000 jerrycans, and 300,000 soaps.

(a) State **two** international organisations, in addition to the UN, where the UK is a member.

1. ………………………………………………………………………………………...…..……

2. …………………………………………………………………………………………………

[2]

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

> 'The United Nations (UN) is not fit for purpose. Poverty is increasing, the UN fails to deal with international problems and the world is an ever more dangerous place. The UN must accept blame for all this.'

You should consider:
* the arguments which could be made from the information in **Sources 6 and 7**, as well as your own knowledge, to **support** this view
* the arguments which could be made from the information in **Sources 6 and 7**, as well as your own knowledge, to **oppose** this view.

State your personal opinion with reasons.

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END OF QUESTION PAPER

MAXIMUM MARK   50

DRAFT

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 question

   Note: 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:
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **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	One of: • The percentage / % / proportion of female judges is increasing. • The percentage / % / proportion of black and minority ethnic (BME) judges is increasing.	1	Use ✓or ✖ 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.

1	b	One mark for each valid description:
		• **Gende**r – women are under-represented or similar + one piece of evidence:
		   o 51% / half the population are women
		   o 20% of High Court judges are women
		   o 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:
		   o 11% of the population are BME.
		   o 3% of High Court judges are BME
		   o 8% of District judges are BME
		   o 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	Use ✓or ✖
				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.
				
				Give credit to valid descriptions wherever they appear in the response space.
				A maximum total of 3 marks can be awarded.
				
				Do not credit any repetition of descriptions.
				
				Age of UK judges - 2015 Age of UK population
				40-49 17% 50-59 37% 60+ 44% Under 40 2%
				40-49 15% 50-59 13% 60+ 19% Under 40 53%

Question		Response	Marks	Guidance
1	**c**	Any **two** of: • Supreme Court • Court of Appeal • Crown Court • Family Court • Small Claims Court • Youth Court • Other specific examples. • Tribunal (or a specific example).	2	Use ✓or ✗ 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. 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
1	**d**	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. • 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. • 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.	4	Use ✓or ✗ 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. Do not credit any repetition of points. *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. *Better decisions* used alone can be credited as a valid single point.

MARK SCHEME: SECTION B

Question		Response	Marks	Guidance
2	**a**	One of: • 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: • 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: • Common heritage / history / former British colonies. • Queen as Head of State. • UK wealthier and Commonwealth countries have contributed to that wealth. • 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.	**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. A maximum total of 2 marks can be awarded. 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. In addition allow - Successful intervention of UK in Sierra Leone civil war.

Question		Response	Marks	Guidance
2	**d**	Acceptable points that could be made to support the viewpoint that the UK should help or intervene in overseas crises or conflicts: • 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. • The UK Government has the strategic / logistical / military capability to intervene decisively. • Examples of previous intervention that the candidate judges to be successful.	4	Use ✓ or ✘ 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. Points must be different from one another and must support the viewpoint that 'The United Kingdom should intervene in overseas crises and conflicts'. Do not credit any repetition of points. Do not credit 'help or support' or 'because it's right' given as a sole reason. Acceptable examples of overseas crises and conflicts that learners might choose to use in their response include: • 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 SE Asia • overseas aid to support education, health, women's rights.

Question		Response	Marks	Guidance
2	**e***	This question is designed to assess the skills underpinning AO3b. Credit should be given for effective written advocacy. Indicators include: • Focus on the argument throughout. • Valid selection of strong supportive points. • Valid selection of convincing examples. • Clarity and concision. Points in support of the case include: • Impartiality of NGOs. Possible example – *MSF insisting on an apology from US President for hospital bombing in Gaza* • Clear aims linked to humanitarian values. Possible example – *UN groups embody UNDoHR* • No 'baggage' linked potential alliances, trade deals, etc. • NGOs can act quickly – no democratic mandate needed Possible example – *UK Disasters Emergency Committee response to Syria* • Trust in NGOs by donors, recipients and governments • NGOs' international credibility and profile. Possible example – *Oxfam part of an international confederation working in 90 countries* • NGOs' expertise and experience Possible example – UK Government using Save the Children to deliver the Sierra Leone Ebola response.	8	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 ✖ **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, *'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.'*

8 marks	**7 marks**
• 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 **three** of the points made.	• 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.

Question	Response	Marks	Guidance
			Level 3 (5–6 marks) A good response which is a largely clear and coherent and convincing case directly supporting the proposition.

6 marks	**5 marks**
• 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 **two** of the points made.	• 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.

Level 2 (3–4 marks)
A basic response which makes the point that '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.'

4 marks	**3 marks**
• A basic statement supporting the case. • At least **two** relevant points to explain why non-governmental organisations can succeed	• A basic statement supporting the case. • At least **two** relevant points to explain why non-governmental organisations can

Question	Response	Marks	Guidance
			<table><tr><td>• when governments may fail but not necessarily linked to the case. • Valid use of at least **two** relevant examples.</td><td>succeed when governments may fail but not necessarily linked to the case. • Valid use of at least **one** relevant example.</td></tr></table>

Level 1 (1–2 marks)
A basic response which contains a relevant point **or** example linked to the proposition.

2 marks	1 mark
• At least **two** relevant points OR • **two** examples to explain why non-governmental organisations can succeed when governments may fail.	• At least **one** relevant point OR • **one** example to explain why non-governmental organisations can succeed when governments may fail.

Level 0 (0 marks)
No response or no response worthy of credit.

MARK SCHEME: SECTION C

Question		Response	Marks	Guidance
3	a	Valid evidence contradicting the statement that 'There has been a steady increase in net migration since 2021.' • There was a decrease in 2012 and 2013 compared to 2011. • There was a jump to 329000 in 2015 but then a decline until 2022. • There was a peak of 503000 in 2022. Valid evidence contradicting the statement that 'Immigration from the EU is the cause.' • More EU citizens left the UK than arrived in June 2022 • Many more immigrants are arriving from non-EU countries.	2	Use ✓or ✗ Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark. The response can be awarded a maximum of 2 marks. Each point must contradict a separate part of the viewpoint given on the paper. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.
3	b*	This question is designed to assess the skills underpinning AO3b. 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: • focus on the argument throughout • valid selection of strong supportive points • valid selection of convincing examples • clarity and concision. Candidates should: • 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	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 ✗ **Level 4 (7–8 marks)** An excellent response which is a clear, coherent, convincing and well substantiated case directly **opposing** the viewpoint that, "*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.*"

8 marks	7 marks
• An excellent line of reasoning which is easy to	• An excellent line of reasoning which is easy to

Question	Response	Marks	Guidance	
	• explain the effect of moving to the UK on migrants' human rights. Reasons, apart from people arriving as refugees include: 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. 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. Points on the effect on human rights of coming to the UK could include accurate references to: 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.		follow and maintained throughout. • At least **three** convincing, accurate and relevant points to explain other reasons for migration to the UK linked clearly to the case. • 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.	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. • 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.
			Level 3 (5–6 marks) A good response which is a largely clear and coherent and convincing case directly opposing the proposition.	
			6 marks	**5 marks**
			• A good line of reasoning throughout most of the case. • At least **two** convincing, accurate and relevant point to explain other reasons for migration to the UK linked clearly to the case.	• 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.

Question	Response	Marks	Guidance

			• 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.	• 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.

Level 2 (3–4 marks)
A basic response which presents the case that opposes the proposition in part.

4 marks	3 marks
• 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 **two** relevant examples.	• 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.

Level 1 (1–2 marks)
A basic response which contains a relevant point **or** example linked to the proposition.

2 marks	1 mark
• At least **two** relevant points	• At least **one** relevant point OR

Question	Response	Marks	Guidance
			OR • **two** examples to explain other reasons for migration and/or to indicate human rights that may have improved. • **one** example to explain other reasons for migration and / or to indicate human rights that may have improved. **Level 0 (0 marks)** No response or no response worthy of credit.

MARK SCHEME: SECTION D

Question		Response	Marks	Guidance
4	a	Valid examples include: • Commonwealth • Council of Europe • North Atlantic Treaty Association (NATO) • World Trade Organisation (WTO)	2	Use ✓or ✗ Examiners must assess each of the examples in turn. Each of the two examples can be awarded a maximum of 1 mark. The response can be awarded a maximum of 2 marks. Give credit to valid points wherever they appear in the response space. Accept appropriate abbreviations. Do not accept European Union (EU) Do not credit any repetition of responses.
4	b*	This item is designed to assess the skills underpinning AO3. (Evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to make substantiated judgments.) Candidates should: • analyse the viewpoint accurately • select relevant evidence from across the sources and their own knowledge • show an appreciation of the issue's complexity and present arguments on both sides of the case • make a substantiated and coherent response. Throughout their answer, candidates should demonstrate ability to: • evaluate evidence from the sources and their own knowledge for the purpose of responding to the viewpoint • evaluate the viewpoint to make a substantiated judgement.	12 AO3a 4 marks AO3c 8 marks	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 ✗ Examiners must assess each of the AOs in turn. It is acceptable for marks and levels to be different across the two AOs. <table><tr><td>A03a</td><td>A03c</td></tr><tr><td>Level 4 (4 marks) • The response incorporates a thorough and accurate evaluation of a range of evidence. • The response will contain specific reference to sources 6 **and** 7 **and** elsewhere. Candidate's evaluation demonstrates an awareness of the arguments around the UN's</td><td>Level 4 (7–8 marks) An excellent response which is relevant, coherent, logically structured and substantiated response to the viewpoint – 'The United Nations (UN) is not fit for purpose. Poverty is increasing, the UN fails to deal with international problems and the world is an ever more dangerous place. The UN must</td></tr></table>

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		Points that candidates could make include but are not limited to:
		
		• There are limits to the power and authority of the UN.
		• Member nations control its activities.
		• Particular nations or groups of nations should 'accept blame' for many of the world's problems.
		• UN intervention and coordination is more likely to enable a successful response.
		• The UN sets ambitious targets.
				ability to fulfil its role.	accept blame for all this.'
					
					Features must include:
					• an excellent **evaluation** of a range of evidence selected from the sources and from their own knowledge
					• an understanding of the issue's complexity using a sustained line of argument
					• specific and accurate references to **all four** of the following:
					  o the importance of the UN
					  o its power / authority
					  o the range of its work
					  o its impact on global issues such as climate change and international human rights
					• specific examples used to validate points
					• a substantiated and coherent response.

				Level 3 (3 marks) The response incorporates a sound evaluation of relevant evidence which includes	**Level 3 (5–6 marks)** A good response which is mostly relevant, coherent, logically structured and offers a

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			reference to **both** sources 6 **and** 7.	substantiated response to the viewpoint.
				Features must include:
				• a good **evaluation** of appropriate evidence selected from the sources and from their own knowledge
				• largely accurate references to **at least three** of the following:
				  ○ the importance of the UN
				  ○ its power / authority
				  ○ the range of its work
				  ○ its impact on global issues such as climate change and international human rights
				• examples
				• a substantiated response.

			Level 2 (2 marks) The response incorporates a limited statement of relevant evidence which includes reference to at least one of sources 6 or 7.	**Level 2 (3–4 marks)** A valid but basic personal response to the viewpoint. Features must include: • a basic evaluation of relevant evidence drawn from the sources and their own knowledge • an understanding of the UN's role.

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						• references to both of the following:
						   o the UN's power / authority
						   o its impact on global issues
						• a basic but specific response to the viewpoint.

					Level 1 (1 mark)
					
					The response will contain some limited references to examples / evidence.
						Level 1 (1–2 marks)
						A valid but limited response. Features must include:
						• implied understanding of the viewpoint in the question
						• limited but valid reference to at least one of the following:
						   o the work of the UN
						   o its impact on global issues.

					Level 0 (0 marks) No response or no response worthy of credit.	**Level 0 (0 marks)** No response or no response worthy of credit.

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

Summary of updates

Date	Version	Details
November 2020	2.2	Question 4, source 6 redacted owing to copyright permissions. Updated copyright acknowledgements.
August 2021	2.3	Updated copyright acknowledgements.
August 2023	2.4	Replacement of obsolete questions as a result of Brexit.