

**GCSE**

**Citizenship Studies**

Unit **A342** Identity, Democracy and Justice –  
Understanding our Role as Citizens

General Certificate of Secondary Education

**Mark Scheme for June 2017**

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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 used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
<b>BP</b>	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
 and 	For correct and incorrect responses on questions 6-10 and 15-16
<b>BOD</b>	benefit of doubt
<b>VG</b>	vague
<b>IRRL</b>	irrelevant
<b>REP</b>	repetition
<b>NAQ</b>	not answering question
<b>EG</b>	example given
<b>L1</b>	level 1
<b>L2</b>	level 2
<b>L3</b>	level 3
<b>L4</b>	Level 4

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

## MARK SCHEME

Question	Answer	Marks	Guidance
1	i	1	If more than one alternative has been ringed, only credit it if it is clear which ONE the candidate wants you to mark
2	ii	1	As above
3	iv	1	As above
4	i	1	As above
5	i	1	As above
6	Any one of following countries, apart from the UK that are members of the Commonwealth: Antigua and Barbuda (accept either), Australia, Bahamas, Bangladesh, Barbados, Belize, Botswana, Brunei, Cameroon, Canada, Cyprus, Darussalam, Dominica, Fiji, Ghana, Grenada, Grenadines, Guyana, India, Jamaica, Kenya, Kiribati, Lesotho, Malawi, Malaysia, Maldives, Malta, Mauritius, Mozambique, Namibia, Nauru, New Zealand, Nigeria, Pakistan, Papua New Guinea (accept New Guinea), Rwanda, Saint Lucia, St Kitts and Nevis (accept either), St Vincent, Samoa, Seychelles, Sierra Leone, Singapore, Solomon Islands, South Africa, Sri Lanka, Swaziland, Tanzania, Trinidad and Tobago (accept either), Tonga, Tuvalu, Uganda, Vanuatu, Zambia.	1	Annotation ✓ or ✗ Do not allow UK or Wales, Scotland or Northern Ireland
7	Any one feature of <b>democratic government</b> : <ul style="list-style-type: none"> <li>• extensive franchise / wide voting rights</li> <li>• few restrictions on who can be a candidate / representative</li> <li>• elections, ballots or voting</li> <li>• elected representatives or MPs</li> <li>• elected leaders / voting for a leader</li> <li>• secret ballot</li> <li>• different political parties</li> <li>• an 'Opposition'</li> <li>• discussion / debate</li> </ul>	1	Annotation ✓ or ✗ Make sure that the candidate response is a feature of democratic government rather than of: <ul style="list-style-type: none"> <li>• democratic society in general e.g. equal opportunity or a free press or</li> <li>• government in general e.g. a president or monarch.</li> </ul>

	<ul style="list-style-type: none"> <li>• freedom of expression / people have a say/ people have the power</li> <li>• taking a wide range of views into consideration or similar</li> <li>• accountability</li> <li>• peaceful transfer of power</li> <li>• opinions from pressure groups / experts / individuals count / 'are listened to' or similar</li> </ul>		
8	<p>Any one feature of a neighbourhood with high levels of community cohesion:</p> <ul style="list-style-type: none"> <li>• any relevant <b>environmental</b> feature such as clean streets, tidy gardens, well-tended parks, lack of vandalism or graffiti, etc</li> <li>• any relevant <b>social</b> feature such as people walking around at night without fear, feelings of safety / peace / harmony, people 'looking out for each other' or similar, cultural events, clubs, people mixing in cafes, parks, successful schools / community centres / libraries, lots of services for the whole community, low levels of discrimination / racism, etc</li> <li>• any relevant <b>political</b> feature such as involvement in decision-making, self-help, membership of voluntary organisations, or a relevant example such as a neighbourhood watch scheme, etc</li> </ul>	1	Annotation ✓ or ✗
9	<p>Any one reason why equal opportunity is important in a democratic society:</p> <ul style="list-style-type: none"> <li>• reasons connected with citizens having a stake in / faith in their society</li> <li>• reasons connected with the need to make the most of available skills / talents including 'people having the same chance'</li> <li>• reasons connected with the need to include the opinions of all groups, cultures, faiths, etc., include 'make a fairer decision' and references to reducing discrimination or racism</li> </ul>	1	<p>Annotation ✓ or ✗</p> <p>The candidate's response must suggest an understanding of the concept 'equal opportunity' and its context 'democracy'.</p>

10	<p>Any one reason, apart from equal opportunity for UK immigration:</p> <ul style="list-style-type: none"> <li>• employment-related reasons</li> <li>• study-related reasons</li> <li>• reasons linked to family or community</li> <li>• reasons linked validly to standard of living, quality of life, benefits,</li> <li>• health care, education or welfare</li> <li>• reasons linked to peace, human rights / rule of law, safety, lack of discrimination, etc.</li> <li>• 'push factors' applying in country of origin such as war, famine, discrimination, lack of opportunity, etc.</li> </ul>	1	<p>Annotation ✓ or ✗</p> <p>The reason given must help explain why people come to the UK.</p> <p>Do not accept 'equal opportunity' or 'democratic society' / democracy.</p>
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Question	Answer	Marks	Guidance	
			Content	Levels of Response
11	<p>Candidates should be able to show their understanding of <u>both</u> concepts – 'free press / media' <u>and</u> 'democracy' – <b>and</b> of their mutual dependence. (Democracy would be impossible without a free media and a free media would be unlikely to exist in a non-democratic society.)</p> <p>In describing the work of a free press / media in a democracy, candidates could mention:</p> <ul style="list-style-type: none"> <li>• providing information</li> <li>• providing a forum for decision-makers</li> <li>• providing a forum for alternative viewpoints</li> <li>• campaigning</li> <li>• exposing wrong-doing</li> <li>• holding decision-makers to account</li> </ul>	4	<p>Annotation L1, L2 and EG next to examples.</p> <p>Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>Do <u>not</u> use ✓ or ✗</p> <p><b>At level 1</b> candidates should show an understanding of the concept 'free press' <u>or</u> 'free media' <u>and</u> be able to describe some of its work.</p> <p><b>At level 2</b> candidates should show an understanding of <u>why</u> a 'free press' <u>or</u> 'free media' is important in a democracy.</p>	<p>Assessment Objective 1 – Demonstrate knowledge and understanding.</p> <p><b>Level 2. 3-4 marks</b></p> <p><u>For 3 marks</u></p> <ul style="list-style-type: none"> <li>• A sound description of what a 'free press' <u>or</u> 'free media' does in a democracy including at least <b>one</b> valid point. (See column 1)</li> <li>• General explanation (rather than just an example) of importance of a 'free press' <u>or</u> 'free media' in a democracy.</li> </ul> <p><u>For 4 marks</u></p> <ul style="list-style-type: none"> <li>• A comprehensive description of what a 'free press' <u>or</u> 'free media' does including at least <b>two</b> of the points from column 1.</li> </ul>

	<p>In explaining the importance of a free press / media in a democracy, candidates could argue that a democracy can only be effective if</p> <ul style="list-style-type: none"> <li>• electors have access to information reflecting different viewpoints to help them decide who or what to vote for</li> <li>• citizens can get their voice heard</li> <li>• citizens can find out what representatives say and do on their behalf</li> </ul>			<ul style="list-style-type: none"> <li>• A convincing explanation of why a 'free press' <u>or</u> 'free media' is important in a democracy using at least <b>one</b> of the explanatory points from column 1</li> </ul> <p><b>Level 1. 0-2 marks</b> <u>For 1 mark</u></p> <ul style="list-style-type: none"> <li>• General but valid description of what is meant by the term 'free press' <u>or</u> 'free media' e.g. the press is free to express itself.</li> <li>• <b>OR</b> one valid example of how a 'free press' <u>or</u> 'free media' does this (see column 1).</li> </ul> <p><u>For 2 marks</u></p> <ul style="list-style-type: none"> <li>• General but valid description of what is meant by the term 'free press' <u>or</u> 'free media'</li> <li>• <b>AND</b> one valid example of how a 'free press' <u>or</u> 'free media' does this (see column 1).</li> <li>• <b>OR (as an alternative to the requirement above)</b> General explanation (rather than just an example) of importance of a 'free press' <u>or</u> 'free media' in a democracy.</li> </ul>
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Question	Answer	Marks	Guidance
12	iv	1	If more than one alternative has been ringed, only credit it if it is clear which ONE the candidate wants you to mark
13	ii	1	As above

Question	Answer	Marks	Guidance	
			Content	Levels of Response
14	<p>Candidates should be able to show their knowledge of the law's purposes to</p> <ol style="list-style-type: none"> <li>1. set the boundaries of acceptable conduct</li> <li>2. maintain order</li> <li>3. resolve conflict</li> <li>4. achieve fair and just outcomes</li> </ol> <p>Candidates should be able to show their understanding of the law's importance for individuals <u>and</u> the wider community / society.</p> <p>In this context, they may differentiate between criminal law and civil law.</p> <p><u>Importance for individuals</u></p> <ul style="list-style-type: none"> <li>• protection / security</li> <li>• safeguarding rights, including human rights</li> <li>• redress for crime victims</li> <li>• redress in cases of unfair treatment by other people, businesses, organisations or the state</li> </ul> <p><u>Importance for the wider community / society</u></p> <ul style="list-style-type: none"> <li>• maintains social cohesion / stability</li> <li>• maintains faith in government / the state</li> <li>• deters anti-social behaviour</li> <li>• deals with wrong-doers – reform, incarceration, etc.</li> <li>• reduces the likelihood of disruptive</li> </ul>	4	<p>Annotation L1, L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗</p> <p><b>At level 1</b> candidates should show a knowledge of the law's purpose. Candidates should also show a general understanding of why the law is important for individuals <u>or</u> the wider community / society.</p> <p><b>At level 2</b> candidates should show a thorough knowledge of the law's purpose making at least one valid points. Candidates should also show a specific understanding of why the law is important for individuals <u>and</u> the wider community / society.</p>	<p>Assessment Objective 1 - Demonstrate knowledge and understanding. 4 marks</p> <p><b>Level 2. 3-4 marks</b> <u>For 3 marks</u></p> <ul style="list-style-type: none"> <li>• Candidate states at least one valid points describing the law's purpose.</li> <li>• Candidate shows a sound understanding of why the law is important for individuals <u>and</u> the wider community / society by citing at least two relevant reasons.</li> </ul> <p>(See column 1)</p> <p><u>For 4 marks</u></p> <ul style="list-style-type: none"> <li>• Candidate gives a thorough description of the law's purpose using at least two valid points.</li> <li>• Candidate shows a thorough understanding of why the law is important for individuals <u>and</u> the wider community / society by citing at least two relevant reasons developed in detail <u>or</u> a wider range of reasons developed in outline.</li> </ul>

	personal reactions to wrong-doing (people taking law into their own hands)			<p>(See column 1)</p> <p><b>Level 1. 0-2 marks</b> <u>For 1 mark</u></p> <ul style="list-style-type: none"> <li>• Candidate states at least one valid purpose of UK law</li> <li>• <b>OR</b> candidate states one or more valid reasons why the law is important for individuals <u>or</u> the wider community / society.</li> </ul> <p>(See column 1)</p> <p><u>For 2 marks</u></p> <ul style="list-style-type: none"> <li>• Candidate states at least one valid purpose of UK law</li> <li>• <b>AND</b> candidate states one or more valid reasons why the law is important for individuals <u>or</u> wider community / society.</li> </ul> <p>(See column 1) <b>OR</b> as an alternative to the two bullet points above: Candidate shows a sound understanding of why the law is important for individuals <u>and</u> the wider community / society by citing at least two relevant reasons but without stating the purpose of the law.</p>
<b>15</b>	Candidates should be able to show sufficient knowledge of the law to: <ul style="list-style-type: none"> <li>• Identify the correct option (iii)</li> <li>• Give a simple statement of the</li> </ul>	4	Annotation L1, L2 and ✓ <b>or</b> X next to the option. Also use VG, IRRL, NAQ and REP as appropriate.	Assessment Objective 1 - Demonstrate knowledge and understanding. 1 mark. Assessment Objective 3 - Analysis

	<p>police's responsibilities following an arrest (be polite and respectful, explain to Dan that he is not free to leave, give Dan their name and police station, avoid discrimination, use reasonable force as a last resort, give a reason for the arrest, interview only at a police station, allow Dan to contact someone, give Dan access to legal advice, give Dan food, water and breaks, provide medical assistance if needed, involve Dan's parents / carers if he is under 17 or has learning difficulties, tell Dan his rights, make the code of practice available, not normally detain Dan for more than 24 hours without charging him, provide Dan with a custody record on his release, seek further evidence, make accurate statements to any court of law)</p> <p><b>At level 2</b>, they should also be able to: explain why they have selected iii. This may include reasons why they have rejected other options. Their answer should demonstrate a good capacity to analyse and evaluate the case in relation to their contextual knowledge and understanding. Their explanations could include:</p> <ul style="list-style-type: none"> <li>• The police have the right to stop anyone in a public place and ask them to account for their actions.</li> <li>• The police have the right to search a person if they have 'reasonable grounds' to suspect they are</li> </ul>		<p>Candidates are being assessed in <b>two</b> ways:</p> <ol style="list-style-type: none"> <li>1. For their knowledge and understanding of the rights and responsibilities of citizens and the police.</li> <li>2. For their ability to analyse and evaluate the case described in the question by using their knowledge and understanding in context.</li> </ol> <p>It is not possible for candidates to gain more than one mark if they have chosen the incorrect option. Note that there are <b>two</b> alternative ways of gaining 2 marks at level 1 by either describing the police's responsibilities (not their rights) once an arrest has been made or by giving a sound explanation of the choice of option. In each case, candidates must select the correct option.</p> <p>To reach level 2 candidates must have:</p> <ul style="list-style-type: none"> <li>• The correct option.</li> <li>• An explanation of why it has been chosen.</li> <li>• A description of the police's responsibilities once an arrest has taken place.</li> </ul>	<p>and evaluation. 3 marks.</p> <p><b>Level 2. 3-4 marks</b> <u>For 3 marks</u> Candidate selects the correct option (iii). They are able to give a sound explanation of the choice and describe the police's responsibilities once an arrest has been made using at least <b>one</b> simple point. <u>For 4 marks</u> There must <u>also</u> be EITHER a thorough explanation of the correct choice in which <b>one</b> reason is developed in detail or at least <b>two</b> in outline <b>OR</b> a thorough description of the police's responsibilities once an arrest has been made where <b>one</b> point is developed in detail or <b>two</b> points in outline.</p> <p><b>Level 1. 0-2 marks</b> <u>For 1 mark</u> Candidate <b>EITHER</b> selects the correct option <b>OR</b> describes the police's responsibilities once an arrest has been made using <b>one</b> simple point. <u>For 2 marks</u> Candidate selects the correct option <b>AND</b> describes police's responsibilities once an arrest has been made using <b>one</b> simple point. <b>OR</b> Candidate selects the correct option <b>AND</b> gives a sound explanation of their choice of option by using <b>one</b></p>
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	<p>carrying: illegal drugs; a weapon; stolen property or something which could be used to commit a crime, e.g. a hammer and screwdrivers.</p> <ul style="list-style-type: none"> <li>The police have the power to arrest someone if they have reasonable grounds for suspecting they have committed or are about to commit an offence.</li> </ul>			of the points mentioned in column 1.
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**Mark allocations for Q15**

Correct option (iii)	No	Yes	No	Yes	Yes	Yes	Yes	Yes
Sound explanation of choice using one point	No	No	No	Yes	No	Yes	Sound explanation of choice using <b>one</b> point	A thorough explanation in which <b>one</b> reason is developed in detail <b>or</b> at least <b>two</b> in outline.
Describes the police's responsibilities once an arrest has been made using at least one simple point	No	No	Yes	No	Yes	Yes	Describes the police's responsibilities once an arrest has been made by developing <b>one</b> point in detail <b>or two</b> points in outline.	Describes the police's responsibilities once and arrest has been made using at least <b>one</b> simple point
<b>MARKS</b>	0	1	1	2	2	3	4	4

Question	Answer	Marks	Guidance	
			Content	Levels of Response
16	<p>Candidates should be able to show sufficient knowledge of the law to:</p> <ul style="list-style-type: none"> <li>• Identify the correct option (i)</li> <li>• Give a simple statement of Beth's responsibilities (obey the law, co-operate with the police, give accurate evidence / tell the truth, cooperate with her parents / carers / legal advisers, apologise, restore the property to its owner, to have distanced herself from the action as soon as she knew what was happening, not to have been influenced by her friend, to have tried to dissuade her friend, to hand in lost property, to inform someone about the open locker, to avoid looking in someone else's locker without permission).</li> </ul> <p><b>At level 2</b>, they should also be able to explain why they have selected option i. This may include reasons why they have rejected other options. This should demonstrate a good capacity to analyse and evaluate the case in relation to their contextual knowledge and understanding. Their explanations could include:</p> <ul style="list-style-type: none"> <li>• Beth and Tammy are involved in 'joint enterprise' or action 'in common'</li> <li>• Beth knew the purse was stolen and should not have been helping to look at its contents.</li> </ul>	4	<p>Annotation L1, L2 and ✓ or X next to the option. Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>It is not possible for candidates to gain more than one mark if they have chosen the incorrect option. Note that there are two alternative ways of gaining 2 marks at level 1 by either describing Beth's responsibilities (not her rights) or by giving a sound explanation of the choice of option. In each case, candidates must select the correct option. To reach level 2 candidates must have:</p> <ul style="list-style-type: none"> <li>• The correct option.</li> <li>• An explanation of why it has been chosen.</li> <li>• A description of Beth's responsibilities.</li> </ul>	<p>Assessment Objective 1 - Demonstrate knowledge and understanding. 1 mark. Assessment Objective 3 - Analysis and evaluation. 3 marks.</p> <p><b>Level 2. 3-4 marks</b> <u>For 3 marks</u> Candidate selects the correct option. They are able to give a sound explanation of the choice and describe Beth's responsibilities using at least <b>one</b> simple point. <u>For 4 marks</u> There must <u>also</u> be <b>EITHER</b> a thorough explanation of the correct choice in which <b>one</b> reason is developed in detail or at least <b>two</b> in outline <b>OR</b> a thorough description of Beth's responsibilities where <b>one</b> point is developed in detail <u>or</u> <b>two</b> points in outline.</p> <p><b>Level 1. 0-2 marks</b> <u>For 1 mark</u> Candidate <b>EITHER</b> selects the correct option <b>OR</b> describes Beth's responsibilities by using <b>one</b> simple point. <u>For 2 marks</u> Candidate selects the correct option <b>AND</b> describes Beth's responsibilities by using <b>one</b> simple</p>

	<ul style="list-style-type: none"> <li>• Theft has taken place and it is a criminal offence.</li> <li>• Arrest can take place for offences committed in any place including a college.</li> <li>• Both Beth and Tammy are above the age of criminal responsibility.</li> <li>• It is no excuse that Beth is the younger of the two girls.</li> </ul>			point. <b>OR</b> Candidate selects the correct option <b>AND</b> gives a sound explanation of their choice of option by using <b>one</b> of the points mentioned in column 1.
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**Mark allocations for Q16**

Correct option (i)	No	Yes	No	Yes	Yes	Yes	Yes	Yes
Sound explanation of choice using one point	No	No	No	Yes	No	Yes	Sound explanation of choice using <b>one</b> point	A thorough explanation in which <b>one</b> reason is developed in detail <b>or</b> at least <b>two</b> in outline.
Describes Beth's responsibilities using at least one simple point	No	No	Yes	No	Yes	Yes	Describes Beth's responsibilities by developing <b>one</b> point in detail <b>or two</b> points in outline.	Describes Beth's responsibilities using at least <b>one</b> simple point
<b>MARKS</b>	0	1	1	2	2	3	4	4

Question	Answer	Marks	Guidance	
			Content	Levels of Response
17	<p>Candidates should be able to show sufficient knowledge and understanding of the UN's role to be able to evaluate the organisation's effectiveness. They should make a considered and thorough response to the viewpoint using examples and evidence from their studies.</p> <p>Their evaluations should include reference to:</p> <ul style="list-style-type: none"> <li>the UN's role in supporting human rights</li> <li>the UN's role in promoting peace</li> <li>examples of UN action to deal with international emergencies <u>and</u> disputes</li> </ul> <p>Their evaluation may include reference to other UN roles such as: protecting the environment; promoting international development, etc. even though these are not given as prompts through the 'bullet points' in the question.</p> <p>Credit references to the following programmes or 'funds' within the UN or semi-autonomous agencies within the UN 'family'</p> <p>UN programmes and 'funds'</p> <ul style="list-style-type: none"> <li>UNDP – development programme</li> <li>UNICEF – children's fund</li> <li>UNHCR – refugees</li> </ul>	12	<p>Annotation L1, L2, L3, L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Place a ✓ at the end of the space available for the answer to show that you have checked all the available pages for candidate responses. Also use BP to signify blank pages. Do <u>not</u> otherwise use ✓ or ✗</p> <p>Candidates are being assessed for their ability to analyse and evaluate the viewpoint described in the question by using their contextual knowledge and understanding of the UN's role and effectiveness.</p> <p><b>To reach level 2</b>, candidates must provide a limited description of the UN's role, at least one example and at least one valid point of evaluation.</p> <p><b>To reach level 3</b>, candidates must provide a sound description of UN's role across at least two areas (human rights, peace, emergencies, disputes or another valid area from column 1) together with a sound evaluation of the viewpoint.</p> <p><b>To reach level 4</b>, candidates must use carefully selected points and examples to evaluate the viewpoint in a convincing</p>	<p>Assessment Objective 3 - Analysis and evaluation. 12 marks.</p> <p><b>Level 4. 10-12 marks</b></p> <ul style="list-style-type: none"> <li>An informed and well-argued personal response to the viewpoint based on a thorough analysis and evaluation of a range of evidence. At this level, the response will contain specific and accurate references to at least three areas of the UN's work and supporting examples.</li> <li>A recognition that the viewpoint covers the whole of the UN's work but that performance in some aspects of the role is better than in other aspects.</li> <li>A reasoned conclusion about the validity of the viewpoint in the question.</li> </ul> <p>Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p> <p><b>Level 3. 7-9 marks</b></p> <ul style="list-style-type: none"> <li>Some valid evaluation of the viewpoint</li> <li>Sound description of the UN's role across at least two areas.</li> </ul>

	<ul style="list-style-type: none"> <li>• WFP – World Food Programme</li> <li>• UNODC – drugs and crime</li> <li>• UNFPA – population</li> <li>• UNCTAD – trade and development</li> <li>• UNEP – environment</li> <li>• UNRWA – Palestinian refugees</li> <li>• UN Women</li> <li>• UN Habitats – sustainable human settlements.</li> </ul> <p>Agencies</p> <ul style="list-style-type: none"> <li>• Food and Agriculture Organization (FAO)</li> <li>• International Civil Aviation Organization (ICAO)</li> <li>• International Fund for Agricultural Development (IFAD)</li> <li>• International Labour Organization (ILO)</li> <li>• International Maritime Organization (IMO)</li> <li>• International Monetary Fund (IMF)</li> <li>• International Telecommunication Union (ITU)</li> <li>• United Nations Educational, Scientific and Cultural Organization (UNESCO)</li> <li>• United Nations Industrial Development Organization (UNIDO)</li> <li>• Universal Postal Union (UPU)</li> <li>• World Bank Group (WBG) <ul style="list-style-type: none"> <li>○ 11.1 International Bank for Reconstruction and Development (IBRD)</li> </ul> </li> </ul>		<p>fashion and with valid reference to most areas of the UN's work.</p>	<ul style="list-style-type: none"> <li>• Inclusion of valid examples.</li> </ul> <p>Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2. 4-6 marks</b></p> <ul style="list-style-type: none"> <li>• Limited evaluation of the viewpoint making at least one valid point</li> <li>• Limited but valid and coherent description of at least one of the UN's roles supported by at least one example.</li> </ul> <p>Text is legible. There are mistakes in spelling, grammar and punctuation; however, meaning is still communicated clearly for most of the answer.</p> <p><b>Level 1. 0-3 marks</b></p> <ul style="list-style-type: none"> <li>• Personal opinion on the viewpoint</li> <li>• Some limited but valid points about what the UN does <u>or</u> at least one example of UN action. <b>(These must go beyond the information given in the stimulus.)</b></li> </ul> <p>Information is organised at a simple level to aid communication but</p>
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	<ul style="list-style-type: none"> <li>○ International Finance Corporation (IFC)</li> <li>○ International Development Association (IDA)</li> <li>● World Health Organization (WHO)</li> <li>● World Intellectual Property Organization (WIPO)</li> <li>● World Meteorological Organization (WMO)</li> <li>● World Tourism Organization (UNWTO)</li> <li>● Related organizations <ul style="list-style-type: none"> <li>○ Comprehensive Nuclear-Test-Ban Treaty Organization Preparatory Commission</li> <li>○ International Atomic Energy Agency (IAEA)</li> <li>○ Organization for the Prohibition of Chemical Weapons</li> <li>○ World Trade Organization (WTO)</li> </ul> </li> </ul> <p>Marks are awarded for the quality of written communication. The criteria are specified in the levels of response column.</p>			<p>frequent mistakes in spelling, grammar and punctuation sometimes impede communication of meaning.</p>
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