

# **GCSE**

## **Citizenship Studies**

### **J270/03: Our rights, our society, our world**

General Certificate of Secondary Education

### **Mark Scheme for June 2024**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

© OCR 2024

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

**Multiple Choice Question Responses**

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. 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.
7. Award No Response (NR) if:
  - there is nothing written in the answer space.

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **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 RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. 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.
10. 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

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

**11. Annotations**

<b>Annotation</b>	<b>Meaning</b>
✓ and ✗	For correct and incorrect responses
<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
<b>BP</b>	Blank page – please ensure all pages with lines for a response are marked with BP this to show we have checked this space for further work that may be credited.

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

**12. Subject Specific Marking Instructions**

None for this paper.

Question		Answer	Mark	Guidance
1	(a)	<p>Using Fig 1 and Source 1, state <b>two</b> pieces of evidence which shows that women are not equally represented in legal positions. These could include:</p> <p>Fig 1 shows that women only form about a third of all judges in 2020</p> <p>Source 1 states women in 2022 were still only 35% of all court judges</p> <p>Fig 1 shows that less than 40% of barristers in 2020 were women</p> <p>Fig 1 shows that in 2020 over 50% of magistrates were women</p>	2	<p>Use ✓ or ✗</p> <p>A valid point can be awarded a maximum of 1 mark. Do not credit repetition of points.</p> <p>Accept:</p> <ul style="list-style-type: none"> <li>Comments that express greater representation of men without specific reference to women “In 2020 two thirds of judges were men”</li> <li>Comments without figures “More judges are men”</li> </ul> <p>Do not allow comments without reference to a specific role “there are fewer women in legal positions”</p>
1	(b)	<p>Describe the ways in which the representation of wider society in the legal system has improved since 2019. Use evidence from Source 1 to support your answer.</p> <p>Credit any of the following:</p> <ul style="list-style-type: none"> <li>Women’s representation is increasing (from 32% in 2019 to 35% in 2022)</li> <li>Ethnic minority groups’ representation is getting better (8% of judges in 2019 but 11% of new judges are ethnic minority groups compared to 10 % and 12 % respectively in 2022)</li> <li>The number of younger magistrates has increased (in 2019 there was only one percent of magistrates under 30 but between 2019 and 2022 the number of new magistrates of this age had reached 6%)</li> </ul>	4	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each description can be awarded a maximum of 1 mark if valid but are not linked to some evidence.</p> <p>A description with evidence from Source 1 can be awarded 2 marks</p> <p><b>Give credit to valid points wherever they appear in the response space.</b></p> <p>A maximum total of 4 marks can be awarded.</p> <p>Do not credit any repetition of points</p>

1	(c)	<p>Identify/state four different areas of inequality (in addition to gender and ethnicity) that exist in 2024. These could include:</p> <ul style="list-style-type: none"> <li>• Age. This can work against both young and old people. Young people can be treated unfairly through perceived lack of experience for example; old people may be considered as slower or more expensive than younger workers: under 18's cannot vote</li> <li>• Social background/Class. There is a 19% reduction in chances of students receiving free school meals of gaining admission to university.</li> <li>• Religion. There is a perception that people of non-Christian religions are discriminated against separately to their ethnicity.</li> <li>• Disability/ 'Ableism' Many disabled people find it hard to obtain work and feel that they suffer discrimination on the grounds of their disability. The existence of the 'disability confident' symbol supported by the government is tacit admission that many employers do not treat disabled people equally.</li> <li>• Economic/wealth – people from wealthier backgrounds often can afford better education/to go to university/receive help buying a home from their families</li> <li>• Regional – disparities in wealth, services (e.g. health, schools), infrastructure (transport) across the UK mean that some areas are better served and offer more opportunities than others.</li> </ul>	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.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Do not credit any repetition of points.</p> <p>Do not credit straight repetition of points made in <b>1(b)</b>.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> <li>• Maternity/paternity leave</li> <li>• Reference to 9 protected characteristics without a specific example</li> </ul>
---	-----	--	---	---



			<ul style="list-style-type: none"><li>• Sexual orientation – LGBTQ+ discrimination, this can be worse within certain communities e.g. religious values conflict with LGBTQ</li></ul> <p>Credit any other reasonable point – released prisoners for example could be argued as facing discrimination as employers are reluctant to give them work due to their previous conviction.</p>		
--	--	--	--	--	--

Question			Answer	Mark	Guidance
2	(a)		Accept either of these answers <b>only</b> :  Germany Ireland	1	Use ✓ <b>or</b> ✗. Award one mark for a correct answer
2	(b)		Accept any of these answers:  <ul style="list-style-type: none"> <li>• There are much higher living standards in Britain.</li> <li>• International travel has become much easier.</li> <li>• The failure of immigration policies to prevent their arrival.</li> <li>• Avoiding war/conflict e.g. Ukraine, Israel/Palestine</li> <li>• Join family living here.</li> <li>• More opportunities for work</li> <li>• Come for education e.g. university</li> <li>• Asylum seekers come for safety</li> </ul> Accept any other reasonable response or variation of these answers	1	Use ✓ <b>or</b> ✗. Award one mark for a correct answer  Do not credit 'want to live here' Do not credit references to increased migration without a reason for why this is the case.  Response needs to provide a reason for migration.
2	(c)		Accept these answers:  <ul style="list-style-type: none"> <li>• They were born in another country/migrated here (Fig 2)</li> <li>• They perceive themselves to have a different ethnicity or background/ 'Identifying with another ethnic group'/belong to a different culture (Source 2)</li> <li>• Their parents/family were probably not born in the UK (Fig 2)</li> </ul>	2	Use ✓ <b>or</b> ✗  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 points wherever they appear in the response space. A maximum total of 2 marks can be awarded.  Do not credit any repetition of responses. Do not credit a response not from the sources e.g.

Question			Answer	Mark	Guidance
			Accept any other reasonable point which can be <b>justified from the Fig/Source</b>		speaking a different language/not integrating into British society. Do not credit increasing multicultural society/diversity as they do not negate a UK national identity. Do not credit 'less people saying they are White: English, Welsh' etc
2	(d)		<p>Points that could be made to support the viewpoint that 'UK residents who were born outside the UK might find it difficult to feel a sense of British identity':</p> <ul style="list-style-type: none"> <li>English may not be their first language or might not be able to speak English at all so it is hard to feel British or be accepted by others</li> <li>People may well feel greater ties to their country of birth/have an identity tied to two cultures</li> <li>They may identify more with their faith than their nationality e.g. British Muslim</li> <li>They may have different cultural values (for example multi-generational living or Islamic faith and practices over banking/law are different from those identified with British values).</li> <li>Economic pressures: many people born abroad may find it hard to get jobs in Britain and so find it hard to get properly established.</li> <li>Some may have come to Britain temporarily to get money to set themselves and their families up back home and plan to return a period of time</li> <li>They may not have a clear understanding of British culture and customs/celebrations e.g. Bonfire night, May Day celebrations or similar.</li> <li>May experience discrimination and not feel part of UK society</li> </ul>	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.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Points must be different from one another and must support the viewpoint that '.'</p> <p>Do not credit any repetition of points.</p> <p>Do NOT accept:</p> <ul style="list-style-type: none"> <li>Born outside the UK – this is in the stimulus</li> <li>They are not white English, Welsh .../they do not look British</li> <li>Problems integrating – this is too vague</li> </ul>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>Live in a diverse area and so not feel the culture they live within is British</li> <li>May not have lived in the UK for long enough to feel a sense of British identity</li> </ul> <p>Accept any other reasonable point.</p>		
2	(e)		<p>This item is designed to assess the skills underpinning AO3b. Credit should be given for effective written advocacy. Indicators include:</p> <ul style="list-style-type: none"> <li>Focus on the argument throughout.</li> <li>Valid selection of strong supportive points for the stance adopted.</li> <li>Valid selection of convincing examples.</li> <li>Clarity and concision.</li> </ul> <p>"Immigration brings economic and social benefits to the UK"</p> <p>Points that candidates could raise to support this include:</p> <p>Economic</p> <ul style="list-style-type: none"> <li>Immigration can lead to better trading links.</li> <li>Immigrants bring skills fill needed gaps in the workplace which improves our economy.</li> <li>Immigrants pay taxes and contribute to the economy.</li> <li>Immigrants take jobs that British people do not want</li> <li>Bring money to/spend money in the UK</li> <li>Set up businesses</li> </ul>	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><b>Level 4 (7–8 marks)</b> A clear, coherent and convincing case following a sustained line of reasoning and directly supporting the view that "Immigration brings economic and social benefits to the UK".</p> <p>Features must include:</p> <ul style="list-style-type: none"> <li>a line of reasoning which is easy to follow and maintained throughout supporting the viewpoint</li> <li>at least <b>four</b> convincing, accurate and relevant points to explain why "Immigration brings economic <b>and</b> social benefits to the UK"</li> <li>valid use of examples or comparisons to substantiate <b>one</b> of the points made (7 marks) or at least <b>two</b> of the points made (8 marks).</li> </ul> <p>Candidates may:</p> <ul style="list-style-type: none"> <li>use further examples or comparisons to substantiate more than two points.</li> </ul>

Question			Answer	Mark	Guidance
			<p>Social</p> <ul style="list-style-type: none"> <li>Immigrants enrich British culture by introducing alternatives (accept examples such as cuisine, fashion, music, festivals.)</li> <li>Immigrants raise awareness of/encourage greater international/cultural understanding.</li> <li>Immigration makes the UK appear to be a country which is good to live in and to admire</li> <li>Immigration creates greater religious diversity and tolerance which is a British value.</li> </ul>		<p><b>Level 3 (5–6 marks)</b> A clear and largely coherent and convincing case directly supporting the proposition. Features must include:</p> <ul style="list-style-type: none"> <li>a clear line of reasoning supporting the viewpoint</li> <li>at least <b>three</b> convincing, accurate and relevant points to explain why immigration brings economic <b>and</b> social benefits to the UK.</li> <li>valid use of examples to substantiate at least <b>one</b> of the points made (6 marks)</li> </ul> <p>Candidates may:</p> <ul style="list-style-type: none"> <li>develop one example in depth.</li> <li>introduce additional limited points that add some further weight to the case.</li> </ul> <p><b>Level 2 (3- 4 marks)</b> A case that makes a simple but basic case in favour of the view that “Immigration brings economic and social benefits to the UK”.</p> <p>Features must include:</p> <ul style="list-style-type: none"> <li>a definite statement supporting the case.</li> <li>at least <b>two</b> relevant points to describe the economic <b>and/or</b> social benefits immigration brings to the UK – at this level the response can just address one of these.</li> <li>For 4 marks valid use of at least one relevant example</li> </ul> <p>Candidates may:</p>

Question			Answer	Mark	Guidance
					<ul style="list-style-type: none"> <li>link their example to one of the points made.</li> </ul> <p><b>Level 1 (1- 2 marks)</b>  A simple point <b>or</b> example linked to the viewpoint (1 mark for each point or example).  Features must include:</p> <ul style="list-style-type: none"> <li>at least <b>one</b> relevant point <b>or</b> example to explain why “Immigration brings economic and social benefits to the UK”</li> </ul> <p>Candidates may:</p> <ul style="list-style-type: none"> <li>use further limited points of tangential relevance.</li> <li>use a further limited example.</li> </ul> <p><b>Level 0 (0 marks)</b>  No response or no response worthy of credit.</p>

Question		Answer	Mark	Guidance
3	(a)	<p>One mark for each valid piece of evidence to show that action on climate change is needed to improve living standards around the world Pieces of evidence from Source 3.1 that candidates could state are:</p> <ul style="list-style-type: none"> <li>• Bold climate action could deliver \$26 trillion in economic benefits by 2030.</li> <li>• An investment of \$1.8 trillion from 2020 to 2030 in adaptation could generate \$7.1 trillion in total net benefits.</li> <li>• Switching to a clean economy could produce over 65 million new low-carbon jobs.</li> <li>• Fewer people would die due to improvements in air quality and so their chances of enjoying better living standards would increase.</li> <li>• Acidic oceans create less food.</li> <li>• Renewable energy is getting cheaper so more people can afford it.</li> </ul> <p>Credit any other valid reason to support this view based on a piece of evidence in Source 3.1</p>	2	<p>Use ✓ or ✕ The response must be a product of Source 3.1.</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: ‘Some plants and animals will become extinct if global warming continues’ and “ gets 0 marks as this is not linked to the viewpoint that asks about living standards.</p>
3	(b)*	<p>This item is designed to assess the skills underpinning AO3b.</p> <p>Credit should be given for a reasoned coherent case <b>supporting</b> the viewpoint that “international organisations and national governments need to do more to prevent further global warming.” Indicators include:</p> <ul style="list-style-type: none"> <li>• Focus on the argument throughout.</li> <li>• Valid selection of strong supportive points.</li> </ul>	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><b>Level 4 (7–8 marks)</b></p> <p>A clear, coherent, convincing and well substantiated case directly supporting the viewpoint that, ‘International organisations and national governments need to do more to prevent further global warming’.</p> <p>Features must include:</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>Valid selection of convincing examples of the actions international organisations and governments could be taking. <b>Not individual action.</b></li> <li>Clarity and concision.</li> </ul> <p>Candidates must:</p> <ul style="list-style-type: none"> <li>analyse Source 3.1 accurately and understand how more needs to be done and that some of the objectives might be problematic.</li> <li>analyse Source 3.2 accurately with why Guterres believes we are not achieving enough.</li> <li>explain three other examples of actions international organisations and governments could be taking to prevent further global warming.</li> </ul> <p>Factors supporting the viewpoint international organisations and national governments need to do more to prevent further global warming include:</p> <ul style="list-style-type: none"> <li>From Figure 3.1, any one of the 8 points could be developed to illustrate that insufficient is being done or is planned to be done or that action could be taken to address.</li> <li>Figure 3.2 shows that the UN believes that we need to do more and there should be a global phase out of coal because of the rising temperatures – this could be an example of an action international organisations or governments take to prevent further global warming.</li> </ul> <p>Examples of actions international organisations could be taking to prevent further global warming are many but could include:</p>		<ul style="list-style-type: none"> <li>a line of reasoning which is easy to follow and maintained throughout</li> <li>at least <b>three</b> convincing, accurate and relevant points to explain what actions international organisations <b>and</b> governments need to be taking to prevent further global warming.</li> <li>For 7 marks use Figure 3.1 <b>or</b> 3.2 to answer the question. For 8 marks use Figure 3.1 <b>and</b> 3.2 to answer the question.</li> </ul> <p><b>Level 3 (5–6 marks)</b> A clear and largely coherent and convincing case directly supporting the proposition. Features must include:</p> <ul style="list-style-type: none"> <li>a definite line of reasoning throughout most of the viewpoint</li> <li>at least <b>two</b> convincing, accurate and relevant points to explain what actions international organisations <b>and</b> governments need to be taking to prevent further global warming.</li> <li>For 6 marks there must be reference to either Fig 3.1 or 3.2</li> </ul> <p>Candidates may:</p> <ul style="list-style-type: none"> <li>develop one example in depth.</li> <li>introduce additional limited points that add some further weight to the case.</li> </ul> <p><b>Level 2 (3- 4 marks)</b> A case that supports the viewpoint. Features must include:</p> <ul style="list-style-type: none"> <li>a definite statement supporting the viewpoint.</li> <li>at least <b>two</b> points stating what international organisations <b>or</b> national governments could do to prevent further global warming but lacking</li> </ul>



Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>Forming binding international agreements with financial or economic penalties on states to reduce carbon emissions.</li> <li>Establishing a fund to help poorer countries go green.</li> <li>Global funding for a single international research centre where new ideas on tackling climate change would be developed and shared equally without seeking to score economic advantage.</li> </ul> <p>Examples of actions governments could be taking to prevent further global warming are many but could include:</p> <ul style="list-style-type: none"> <li>Higher taxes on carbon based energy.</li> <li>A moratorium on chopping down trees.</li> <li>Investing in alternative energy production</li> <li>Impose fines and penalties on companies that pollute or produce carbon emissions.</li> <li>Create low emission zones to improve air quality for people living in cities.</li> <li>Invest in public transport/promote greener transport</li> </ul>		<p>development, accuracy or persuasiveness. At this level there does <u>not</u> need to be a distinction between IO and government actions.</p> <ul style="list-style-type: none"> <li>For 4 marks there must be reference to either Fig 3.1 or 3.2</li> </ul> <p><b>Level 1 (1- 2 marks)</b> A relevant point <b>or</b> example linked to the proposition. These could include:</p> <ul style="list-style-type: none"> <li>at least <b>one</b> relevant point or example to of an action that international organisations <b>or</b> national governments could take to prevent further global warming. The action must be within the scope of an IO or national government but does not need to be clearly attributed at this level.</li> <li>A valid point from either Source 3.1, or 3.2 stating why action is needed to prevent further global warming.</li> </ul> <p>1 mark for each point to maximum of 2 marks.</p> <p>Candidates may:</p> <ul style="list-style-type: none"> <li>use further limited points of tangential relevance</li> </ul> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>

Question			Answer	Mark	Guidance
4	(a)	(i)	<p>There are many possible examples here. The most obvious recent ones are:</p> <p>Ukraine/Russia war Gaza/Palestine/Israel war Afghanistan Iraq</p> <p>Credit other relevant historical conflicts like Second World War Korean War</p> <p>Credit any other “international conflict” where these issues arise – but not simple civil rights issues or UNHCR violations within countries e.g. China</p>	1	<p>Use ✓ or ✗ A maximum total of 1 mark can be awarded.</p> <p>The answer must be an ‘international conflict’ do not accept responses that refer to civil wars, even where there has been international involvement, e.g. Syria, Kosovo</p>
4	(a)	(ii)	<p>Various international organisations would seek to enforce international humanitarian law including:</p> <ul style="list-style-type: none"> <li>• United Nations (and special tribunals it has established)</li> <li>• Red Cross/Crescent/ICRC</li> <li>• International Humanitarian Fact-Finding Commission (not necessarily the UN)</li> <li>• International Criminal Court</li> <li>• ECHR</li> <li>• NATO</li> </ul> <p>Credit any other valid international body with this remit.</p> <p>Do not credit any national body. While national</p>	1	<p>Use ✓ or ✗ A maximum total of 1 mark can be awarded.</p> <p>Do not credit aid charities other than ICRC</p>

Question			Answer	Mark	Guidance
			governments have an obligation to prosecute alleged offenders, they are not international.		
4	(b)		<p>This item is designed to assess the skills underpinning both AO3a and AO3c.</p> <p>Candidates should:</p> <ul style="list-style-type: none"> <li>analyse the viewpoint and stimulus source accurately.</li> <li>show an appreciation of the issue's complexity and present arguments on both sides of the case.</li> <li>reach a substantiated conclusion.</li> </ul> <p>Throughout their answer, candidates should demonstrate ability to:</p> <ul style="list-style-type: none"> <li>analyse the evidence from the stimulus source and use evidence from their studies for the purpose of responding to the viewpoint.</li> <li>evaluate the viewpoint and a range of evidence to make a substantiated judgement.</li> </ul> <p>Discussion of arguments which could be made from Source 4 as well as the candidate's own knowledge to support the view that International Humanitarian Law does not work might include but are not limited to:</p> <ol style="list-style-type: none"> <li>Source 4 suggests that international law is only "agreed rules" – there is nothing there about enforcement.</li> <li>Source 4 also illustrates there is a problem of</li> </ol>	<p><b>12</b></p> <p><b>AO3a</b> <b>4</b> <b>marks</b></p> <p><b>AO3c</b> <b>8</b> <b>marks</b></p>	<p>Use annotations L1, L2, L3, L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate</p> <p>Do <u>not</u> use ✓ or ✗</p> <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> <p>.</p>

Question			Answer	Mark	Guidance				
			<p>definitions - what are “too many civilians”, what are “feasible precautions” what level of action would constitute “minimise”. All is fair in love and war in practice; how can human beings have a viable basic right to live in all conflict and violence regions? This can be seen by the Russian bombing of Ukrainian energy infrastructure which has led to many civilians not having light, heat and water.</p> <p>4 The ineffective use of international humanitarian law when powerful nation states are involved e.g. Russia and Israel and clear breaches have occurred.</p> <p>5 The lack of some international police force with effective sanctions of arrest and detention for trial.</p> <p>6 The whole issue of international humanitarian law is good in principle but unworkable in practice.</p> <p>Discussion of arguments which could be made from Source 4 as well as your own knowledge to oppose the view International Humanitarian Law does not work could include but not be limited to:</p> <p>1. Source 4 does show that there are legal agreements which countries have signed up to and can be used against those who break them.</p> <p>2. Source 4 shows that there are basic rules about what the law should be.</p> <p>3. Even the worst offending countries do at least pay lip service to international humanitarian law e.g. very few countries have used poison gas against the Hague</p>		<table><tr><th>AO3a</th><th>AO3c</th></tr><tr><td><p><b>Level 4 (4 marks)</b> The response incorporates a thorough and accurate analysis of a range of evidence including the stimulus source. The candidate’s analysis reflects the complexity of the issue. The response will contain specific examples linked to the arguments for and against The effectiveness of international humanitarian law drawn from Source 4 <b>and</b> elsewhere.</p></td><td><p><b>Level 4 (7–8 marks)</b> A coherent, relevant, logically structured and substantiated personal response to the viewpoint that International Humanitarian Law does not work. Features must include:</p><ul style="list-style-type: none"><li>• a thorough <b>evaluation</b> of a range of evidence including the stimulus source.</li><li>• specific and accurate references to <b>all</b> of the following:<ul style="list-style-type: none"><li>○ the arguments for the belief that international humanitarian law does work.</li><li>○ the arguments against the the belief that international humanitarian law does work.</li><li>○ the ways in which effective international humanitarian law benefits the world</li></ul></li><li>• a substantiated conclusion.</li></ul><p>Good responses may well structure the answer around identifying aims and whether each aim is achieved or not</p></td></tr></table>	AO3a	AO3c	<p><b>Level 4 (4 marks)</b> The response incorporates a thorough and accurate analysis of a range of evidence including the stimulus source. The candidate’s analysis reflects the complexity of the issue. The response will contain specific examples linked to the arguments for and against The effectiveness of international humanitarian law drawn from Source 4 <b>and</b> elsewhere.</p>	<p><b>Level 4 (7–8 marks)</b> A coherent, relevant, logically structured and substantiated personal response to the viewpoint that International Humanitarian Law does not work. Features must include:</p> <ul style="list-style-type: none"><li>• a thorough <b>evaluation</b> of a range of evidence including the stimulus source.</li><li>• specific and accurate references to <b>all</b> of the following:<ul style="list-style-type: none"><li>○ the arguments for the belief that international humanitarian law does work.</li><li>○ the arguments against the the belief that international humanitarian law does work.</li><li>○ the ways in which effective international humanitarian law benefits the world</li></ul></li><li>• a substantiated conclusion.</li></ul> <p>Good responses may well structure the answer around identifying aims and whether each aim is achieved or not</p>
AO3a	AO3c								
<p><b>Level 4 (4 marks)</b> The response incorporates a thorough and accurate analysis of a range of evidence including the stimulus source. The candidate’s analysis reflects the complexity of the issue. The response will contain specific examples linked to the arguments for and against The effectiveness of international humanitarian law drawn from Source 4 <b>and</b> elsewhere.</p>	<p><b>Level 4 (7–8 marks)</b> A coherent, relevant, logically structured and substantiated personal response to the viewpoint that International Humanitarian Law does not work. Features must include:</p> <ul style="list-style-type: none"><li>• a thorough <b>evaluation</b> of a range of evidence including the stimulus source.</li><li>• specific and accurate references to <b>all</b> of the following:<ul style="list-style-type: none"><li>○ the arguments for the belief that international humanitarian law does work.</li><li>○ the arguments against the the belief that international humanitarian law does work.</li><li>○ the ways in which effective international humanitarian law benefits the world</li></ul></li><li>• a substantiated conclusion.</li></ul> <p>Good responses may well structure the answer around identifying aims and whether each aim is achieved or not</p>								

Question			Answer	Mark	Guidance		
			<p>convention; prisoners of war are taken and treated with some humanity.</p> <p>4. Prosecutions under international humanitarian law have taken place for war crimes, ever since the Nuremberg Trials in 1945 after World War Two</p> <p>5. Most countries do abide by international humanitarian law as far as is possible and will allow their citizens to be put on trial.</p> <p>The benefits effective international humanitarian law would give to the people of the world include:</p> <p>1. Security for civilians in wartime that they would be able to live as normal a life as possible.</p> <p>2. Prisoners of war and their families would have the security of knowing their loved ones would be respected.</p> <p>3. Rule of law – there would be some rules and regulations in the world.</p> <p>4. It would reduce the levels of anger between combatant nations which would make peace resolution much easier.</p> <p>Answers could legitimately take a view for or against the viewpoint. Points in favour of the viewpoint could include:</p> <p>1. Atrocities in warfare continue apace.</p> <p>2. National governments in wartime often ignore these issues.</p> <p>3. There are rules but no enforcement.</p> <p>4. War can have no rules.</p> <p>5. The whole concept is impracticable.</p>		<table><tr><td><p><b>Level 3 (3 marks)</b></p><p>The response incorporates a sound analysis of relevant evidence which includes reference to the stimulus source.</p><p>The response will contain some largely accurate examples linked to the arguments for and against whether international humanitarian law works drawn from Source 4 <b>and</b> elsewhere.</p></td><td><p><b>Level 3 (5–6marks)</b></p><p>A valid, coherent and substantiated personal response to the viewpoint.</p><p>Features must include:</p><ul style="list-style-type: none"><li>• A sound <b>evaluation</b> of a range of evidence including reference to the stimulus source.</li><li>• largely accurate references to <b>all</b> of the following:<ul style="list-style-type: none"><li>○ the arguments in favour of the belief that international humanitarian law does work</li><li>○ the arguments against the belief that international humanitarian law does work</li><li>○ the ways in which international humanitarian law benefits the people of the world</li></ul></li><li>• a simple conclusion</li></ul></td></tr></table>	<p><b>Level 3 (3 marks)</b></p> <p>The response incorporates a sound analysis of relevant evidence which includes reference to the stimulus source.</p> <p>The response will contain some largely accurate examples linked to the arguments for and against whether international humanitarian law works drawn from Source 4 <b>and</b> elsewhere.</p>	<p><b>Level 3 (5–6marks)</b></p> <p>A valid, coherent and substantiated personal response to the viewpoint.</p> <p>Features must include:</p> <ul style="list-style-type: none"><li>• A sound <b>evaluation</b> of a range of evidence including reference to the stimulus source.</li><li>• largely accurate references to <b>all</b> of the following:<ul style="list-style-type: none"><li>○ the arguments in favour of the belief that international humanitarian law does work</li><li>○ the arguments against the belief that international humanitarian law does work</li><li>○ the ways in which international humanitarian law benefits the people of the world</li></ul></li><li>• a simple conclusion</li></ul>
<p><b>Level 3 (3 marks)</b></p> <p>The response incorporates a sound analysis of relevant evidence which includes reference to the stimulus source.</p> <p>The response will contain some largely accurate examples linked to the arguments for and against whether international humanitarian law works drawn from Source 4 <b>and</b> elsewhere.</p>	<p><b>Level 3 (5–6marks)</b></p> <p>A valid, coherent and substantiated personal response to the viewpoint.</p> <p>Features must include:</p> <ul style="list-style-type: none"><li>• A sound <b>evaluation</b> of a range of evidence including reference to the stimulus source.</li><li>• largely accurate references to <b>all</b> of the following:<ul style="list-style-type: none"><li>○ the arguments in favour of the belief that international humanitarian law does work</li><li>○ the arguments against the belief that international humanitarian law does work</li><li>○ the ways in which international humanitarian law benefits the people of the world</li></ul></li><li>• a simple conclusion</li></ul>						

Question			Answer	Mark	Guidance	
			<p>Points against the viewpoint could include:</p> <ol style="list-style-type: none"> <li>1. Just because such laws are not always enforceable does not mean they should not exist.</li> <li>2. They do have an impact on all countries – even the worst at least have to acknowledge them and follow them to some extent.</li> <li>3. Many people have faced trial under these laws and the threat of such prosecutions can hang over any country's leader if they are deprived of power.</li> <li>4. These laws are effective in preventing the worst atrocities against international humanitarian law as countries do need to persuade other states of their good qualities</li> <li>5. Law is enforced after the fact/crime has been committed, while the law does not stop the crimes from happening, it punishes perpetrators and tries to bring justice to victims. (Comparison with criminal law.)</li> <li>6. Law may deter some countries from attacking civilians due to later consequences.</li> </ol>		<p><b>Level 2 (2 marks)</b> The response incorporates a limited analysis of relevant evidence which includes reference to the stimulus sources.</p> <p>The response will contain some specific examples linked to arguments for and against The effectiveness of international humanitarian law drawn from Source 4 <b>or</b> elsewhere.</p>	<p><b>Level 2 (3–4 marks)</b> A valid but limited personal response to the viewpoint. Features must include:</p> <ul style="list-style-type: none"> <li>• a limited evaluation of relevant evidence drawn from the stimulus source <b>or</b> elsewhere.</li> <li>• limited references to <u>two</u> of the following: <ul style="list-style-type: none"> <li>○ the arguments for the belief that international humanitarian law does work.</li> <li>○ the arguments against the belief that international humanitarian law does work.</li> <li>○ the ways in which international humanitarian law could benefit the peoples of the world</li> </ul> </li> <li>• a limited but specific response to the viewpoint.</li> </ul>
					<b>AO3a</b>	<b>AO3c</b>
					<p><b>Level 1 (1 mark)</b> The response will contain some limited references to examples / evidence.</p>	<p><b>Level 1 (1–2 marks)</b> A very basic personal response. Features must include</p> <ul style="list-style-type: none"> <li>• implied understanding of the viewpoint in the question.</li> <li>• limited but valid points or examples to illustrate <u>one</u> of the following:</li> </ul>

Question			Answer	Mark	Guidance	
						<ul style="list-style-type: none"> <li>○ an argument in favour of the belief that international humanitarian law does work</li> <li>○ an argument against the the belief that international humanitarian law does work</li> <li>○ the ways in which international humanitarian law could benefit the peoples of the world</li> </ul>
					<b>AO3a</b>	<b>AO3c</b>
					<b>Level 0 (0 marks)</b> No response or no response worthy of credit.	<b>Level 0 (0 marks)</b> No response or no response worthy of credit.

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

### Call us on

**01223 553998**

### Alternatively, you can email us on

**support@ocr.org.uk**

### For more information visit



**ocr.org.uk/qualifications/resource-finder**



**ocr.org.uk**



**Twitter/ocrextams**



**/ocrextams**



**/company/ocr**



**/ocrextams**



**CAMBRIDGE**  
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.