



Oxford Cambridge and RSA

GCSE

Citizenship Studies

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

General Certificate of Secondary Education

Mark Scheme for June 2022

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.

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

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

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

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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 5 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: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

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

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
Seen	If there is a response on an extra page that does not earn further credit

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

12. Subject Specific Marking Instructions

Only use ✓ and ✗ for short answer questions worth 1-4 marks

For longer questions (**2e**, **3b** and **4b**) use the level buttons to indicate where a level has been reached and EG to indicate examples given by the candidate.

Question		Answer	Mark	Guidance
1	(a)	Credit either of the following <ul style="list-style-type: none"> • Magna Carta OR <ul style="list-style-type: none"> • Great Charter of Liberty 	1	Use ✓ or ✗ Award one mark for a correct answer. These are the only 2 acceptable answers
1	(b)	Credit any of the following: It is still very important today- <ul style="list-style-type: none"> • Introduced the Rule of Law which is still in force [not in passage but justifiable] • All citizens are entitled to the rule of law/applies to all citizens • All citizens are entitled to a fair trial/not punished without a trial/Innocent until proven guilty/trial by jury • It has led to many other individual rights and freedoms (accept an example such as the right to Equality/freedom from discrimination) • It is the basis of many constitutional documents (accept an example such as the Human Rights Act.) • Its key clauses now apply to all citizens/free men • Safeguards democracy (accept valid link) Candidates may make a counter-argument <ul style="list-style-type: none"> • It is not so important today because it applied to the situation in 1215 where Lords were more important which is different from today. 	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. The answers indicate the minimum acceptable responses. 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.

		<ul style="list-style-type: none"> • Basis of UNHDR which is not legally binding 		
1	(c)	<p>State one piece of evidence which shows that the lords were challenging the King's power Credit any of the following:</p> <ul style="list-style-type: none"> • The lords had captured the king • The King had to agree to a document to give them rights • The king was subject to the rule of law 	1	<p>Use ✓ or ✗ A valid point can be awarded a maximum of 1 mark.</p> <p>These are the only accepted responses</p>
1	(d)	<p>The rule of law is relevant to modern society for many reasons which would include:</p> <ul style="list-style-type: none"> • Citizens will need to be protected from other citizens/be safe • Citizens need to be protected from the government or monarch/protects democracy • Without the rule of law, there would be anarchy and society could not progress • It helps to maintain equality and stop discrimination/Human rights • The rule of law ensures fair treatment for citizens by the legal system • The rule of law provides a basis for the legal system and the police (accept work of courts/legal aid) • Everyone is held accountable for their actions/no-one is above it • Right to fair trial/Access to justice • One of 4 British values <p>Credit any valid point which does not overlap with other points made by the candidate</p>	4	<p>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.</p> <p>Do not credit any repetition of points.</p> <p>Responses must link to the Rule of Law not other constitutional documents/UNHDR</p>

Question		Answer	Mark	Guidance
2	(a)	Credit anyone of the following – correct at January 2021 Bangladesh, Botswana, Brunei, Cameroon, Cyprus, Dominica, Gambia, Ghana, Guyana, India, Kenya, Kiribati, Lesotho, Malawi, Malaysia, Maldives, Malta, Mauritius, Mozambique, Namibia, Nauru, Nigeria, Pakistan, Samoa, Seychelles, Sierra Leone, Singapore, South Africa, Sri Lanka, Swaziland, Tanzania, Tonga, Trinidad and Tobago, Uganda, Vanuatu, Zambia.	1	Use ✓ or ✗. Award one mark for a correct answer Do not accept Barbados
2	(b)	Credit either of the following: <ul style="list-style-type: none"> Formerly part of the British Empire Former colonies/Controlled or ruled by Britain 	1	Use ✓ or ✗. Award one mark for a correct answer. These are the only accepted responses
2	(c)	Credit any two of the following: <ul style="list-style-type: none"> Barbados had been independent for a long time (for 55 years) To become a republic/Choose their own head of state Already the best governed black society in the world (and has a very good government already/does not need the link) 	2	Use ✓ or ✗ Examiners must assess each of the responses in turn. Each of the two responses can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. A maximum total of 2 marks can be awarded. These are the only accepted responses from the sources. Do not credit any repetition of responses. Do Not accept ‘Becoming independent’ or ‘They want to be independent’ – it already is as seen in the introduction.
2	(d)	The United Kingdom (UK) benefits from its membership of the Commonwealth’ Points that candidates could raise include:	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. Do not allow:

		<p>Economic – it encourages trading links with those states Political – it gives the United Kingdom better relationships with other countries Political – it means that these countries would be more likely to support the UK internationally in institutions like the UNO Political/Cultural – makes the UK look good internationally Political/Cultural – allows the UK to share values (human rights, democracy etc) Cultural – it maintains and allows greater cultural and sporting links like Cricket or Commonwealth Games Cultural – supports cultural understanding/multi-cultural society Social – many UK residents were born or have relatives in these countries and vice versa. This has social benefits for the UK</p>		<p>Economic – free trade, membership fees (UK pays these too and they go to support CW countries not the UK) Political - Military allies/support in war Economic/cultural – allows immigration</p> <p>Give credit to valid points wherever they appear in the response space. A maximum total of 4 marks can be awarded.</p> <p>Points must be different from one another and must support the viewpoint.</p> <p>Do not credit any repetition of points.</p> <p>Focus must be on benefits to the <u>UK</u> not just what the Commonwealth does or how everyone benefits.</p>				
<p>2</p>	<p>(e)</p>	<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"> • Focus on the argument throughout. • Valid selection of strong supportive points for the stance adopted. • Valid selection of convincing examples. • Clarity and concision. <p>Points to oppose the case for “The Commonwealth is still one of the world’s most important international economic and political organisations” include:</p> <ul style="list-style-type: none"> • No economic benefit such as free trade (compared with EU or RCEP) 	<p>8</p>	<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> <table border="1" data-bbox="1227 962 1995 1412"> <tr> <td colspan="2" data-bbox="1227 962 1995 997"> <p>Level 4 (7-8 marks) A clear, coherent and convincing case following a sustained line of reasoning and directly challenging the proposition.</p> </td> </tr> <tr> <td data-bbox="1227 997 1615 1098"> <p>8 marks</p> <ul style="list-style-type: none"> • at least four developed points to explain why the Commonwealth is no longer one of the world’s most important international economic and political </td> <td data-bbox="1615 997 1995 1098"> <p>7 marks</p> <ul style="list-style-type: none"> • at least four developed points to explain why the Commonwealth is no longer one of the world’s most important international economic and political </td> </tr> </table>	<p>Level 4 (7-8 marks) A clear, coherent and convincing case following a sustained line of reasoning and directly challenging the proposition.</p>		<p>8 marks</p> <ul style="list-style-type: none"> • at least four developed points to explain why the Commonwealth is no longer one of the world’s most important international economic and political 	<p>7 marks</p> <ul style="list-style-type: none"> • at least four developed points to explain why the Commonwealth is no longer one of the world’s most important international economic and political
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		<ul style="list-style-type: none"> • Countries are politically and culturally very diverse and have very different ideas (therefore agreement can be difficult to reach) • It is a small organisation 54 countries (compared to the UN with 193) • Some of the countries are small/poor so have less influence/need aid • No military to protect each other/military alliance (versus UN/Nato) • Negative perception as most are former colonies/part of Empire (and want to leave that image behind) • Most countries are also parts of other political or economic organisations with the UK so this is mostly redundant • Countries have no legally binding obligations to each other • Commonwealth has not achieved its development goals <p>Accept points that focus on the relative strengths of other organisation, e.g. EU has free trade, NATO helps if attacked</p>		<p>organisations.</p> <ul style="list-style-type: none"> • Three accurate examples of Commonwealth policies or comparisons with alternative international organisations • Use the “viewpoint” to answer the question 	<p>organisations.</p> <ul style="list-style-type: none"> • Two accurate examples of Commonwealth policies or comparisons with alternative international organisations • Use the “viewpoint” to answer the question
				<p>Level 3 (5-6 marks) A clear and largely coherent and convincing case directly challenging the proposition.</p>	
				<p>6 marks</p>	<p>5 marks</p>
				<ul style="list-style-type: none"> • at least three points to describing why the Commonwealth is no longer one of the world’s most important international economic and political organisations. • Two accurate examples of Commonwealth policies or comparisons with alternative international organisations • Use the “viewpoint” to answer the question 	<ul style="list-style-type: none"> • at least three points to describing why the Commonwealth is no longer one of the world’s most important international economic and political organisations. • One accurate examples of Commonwealth policies or comparisons with alternative international organisations • Use the “viewpoint” to answer the question

					<p>Level 2 (3- 4 marks) A basic response that opposes the view that ‘The Commonwealth is still one of the world’s most important international economic and political organisations’</p> <table border="1"> <tr> <td data-bbox="1223 300 1615 887"> <p>4 marks</p> <ul style="list-style-type: none"> at least two points identifying why the Commonwealth is no longer one of the world’s most important international economic and political organisations. One accurate example of Commonwealth policy or comparison with alternative international organisations </td> <td data-bbox="1615 300 1995 887"> <p>3 marks</p> <ul style="list-style-type: none"> at least two points identifying why the Commonwealth is no longer one of the world’s most important international economic and political organisations. </td> </tr> </table> <p>Level 1 (1- 2 marks) A basic/limited response which contains a relevant point or example linked to the viewpoint</p> <table border="1"> <tr> <td data-bbox="1223 1023 1615 1410"> <p>2 marks</p> <p>Either: 2 simple points stating why the Commonwealth is no longer one of the world’s most important economic and political organisations.</p> <p>OR</p> </td> <td data-bbox="1615 1023 1995 1410"> <p>1 mark</p> <ul style="list-style-type: none"> 1 simple point stating why the Commonwealth is no longer one of the world’s most important economic and political organisations. <p>OR</p> <ul style="list-style-type: none"> 1 example of an alternative international organisation </td> </tr> </table>	<p>4 marks</p> <ul style="list-style-type: none"> at least two points identifying why the Commonwealth is no longer one of the world’s most important international economic and political organisations. One accurate example of Commonwealth policy or comparison with alternative international organisations 	<p>3 marks</p> <ul style="list-style-type: none"> at least two points identifying why the Commonwealth is no longer one of the world’s most important international economic and political organisations. 	<p>2 marks</p> <p>Either: 2 simple points stating why the Commonwealth is no longer one of the world’s most important economic and political organisations.</p> <p>OR</p>	<p>1 mark</p> <ul style="list-style-type: none"> 1 simple point stating why the Commonwealth is no longer one of the world’s most important economic and political organisations. <p>OR</p> <ul style="list-style-type: none"> 1 example of an alternative international organisation
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					<ul style="list-style-type: none"> • 2 examples of an alternative international organisation <p>OR</p> <ul style="list-style-type: none"> • 1 simple point stating why the Commonwealth is no longer one of the world's most important economic and political organisations. AND 1 example of an alternative international organisation 	
<p>Level 0 (0 marks) No response or no response worthy of credit.</p>						

Question		Answer	Mark	Guidance								
3	(a)	<p>One mark for a valid piece of evidence to show that the USA has the right to demand that the UK should extradite Julian Assange to the USA.’ Credit any two of the following from Fig 3.1:</p> <ul style="list-style-type: none"> • WikiLeaks released “470,000 classified US documents”/classified military information. • Assange and WikiLeaks “20,000 hacked emails” from a political campaign. • Revealing political emails during “an election” interfered with the result • Assange is charged with crimes in the USA/not been tried (punished) for his crimes 	2	<p>Use ✓ or ✗ The response must be a product of Fig 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. A maximum total of 2 marks can be awarded.</p> <p>Do not allow:</p> <ul style="list-style-type: none"> ○ Arrested in Sweden on sexual assault charges – these have been dropped. ○ Assange turned himself in to UK police 								
3	(b)*	<p>This item is designed to assess the skills underpinning AO3b. Credit should be given for a reasoned coherent case against the viewpoint The UK should end its extradition treaty with the USA and not allow anyone to be sent there against their will’ Indicators include:</p> <ul style="list-style-type: none"> • Focus on the argument throughout. • Valid selection of strong supportive points. • Valid selection of convincing examples. • Clarity and concision. <p>Candidates should:</p>	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> <table border="1"> <thead> <tr> <th colspan="2">Level 4 (7–8 marks)</th> </tr> <tr> <th colspan="2">A clear, coherent, convincing and well substantiated case directly opposing the viewpoint.</th> </tr> <tr> <th>8 marks</th> <th>7 marks</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • 3 developed disadvantages to ending treaty • Use of 2 examples from Figs 3.1 and 3.2 (Assange and Harry) </td> <td> <ul style="list-style-type: none"> • 3 developed disadvantages of ending the treaty • Use of 2 examples from Figs 3.1 and 3.2 (Assange and Harry) </td> </tr> </tbody> </table>	Level 4 (7–8 marks)		A clear, coherent, convincing and well substantiated case directly opposing the viewpoint.		8 marks	7 marks	<ul style="list-style-type: none"> • 3 developed disadvantages to ending treaty • Use of 2 examples from Figs 3.1 and 3.2 (Assange and Harry) 	<ul style="list-style-type: none"> • 3 developed disadvantages of ending the treaty • Use of 2 examples from Figs 3.1 and 3.2 (Assange and Harry)
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	<ul style="list-style-type: none"> analyse Figs. 3.1 and 3.2 accurately and understand how they relate to the arguments about the extradition treaty with the USA explain other reasons why ending the extradition treaty would not be the right thing to do and to provide appropriate examples to illustrate these reasons Candidates could consider arguments in favour of the proposition which they could then challenge. <p>Factors opposing the viewpoint that the ‘United Kingdom should end its extradition treaty with the USA and not allow anyone to be sent there against their will’ include</p> <ul style="list-style-type: none"> People should face trial in the country where they broke the law/keep people safe Helps victims of crimes get justice Brings guilty people to justice Underpins rule of law Deters people who have committed crime in other countries from coming to the UK Supports a good relationship with the USA/other countries Not perfect but it does work/could be made better (eg 11 people sent back to UK to stand trial) Stop criminals moving to another country to receive a lesser sentence/avoid punishment 		<p>Dunn, or 135 sent to US and 11 to UK)</p> <ul style="list-style-type: none"> Personal viewpoint given 	<p>Dunn, or 135 sent to US and 11 to UK)</p>
<p>Level 3 (5–6 marks) A clear and largely coherent and convincing case directly opposing the proposition.</p>				
<p>6 marks</p>		<p>5 marks</p>		
<ul style="list-style-type: none"> 2 disadvantages to ending the extradition treaty described Use of 2 examples from Figs 3.1 and 3.2 (Assange and Harry Dunn, or 135 sent to US and 11 to UK) 		<ul style="list-style-type: none"> 2 disadvantages to ending the extradition treaty described Use of 1 example from either Figs 3.1 or 3.2 (Assange and Harry Dunn, or 135 sent to US and 11 to UK) 		
<p>Level 2 (3-4 marks) A basic response that opposes the viewpoint.</p>				
<p>4 marks</p>		<p>3 marks</p>		
<ul style="list-style-type: none"> 2 disadvantages to ending the extradition treaty identified Use of 1 example from either Figs 3.1 or 3.2 (Assange and Harry Dunn, or 135 sent to US and 11 to UK) 		<ul style="list-style-type: none"> 2 disadvantages to ending the extradition treaty identified 		
<p>Level 1 (1–2 marks) A limited response which contains relevant points or examples to oppose the viewpoint</p>				
<p>2 marks</p>		<p>1 marks</p>		
<p>Either:</p> <ul style="list-style-type: none"> 1 disadvantage stated and an example from 3.1 or 3.2 		<p>Either:</p> <ul style="list-style-type: none"> 1 disadvantage stated OR 		

		<ul style="list-style-type: none"> • Cyber-crime can happen anywhere in the world – this means people can be put on trial in the countries where they committed a cyber-crime • It does not prevent political asylum • If we stop extraditing criminals so will other countries – then people who commit crimes in the UK can escape justice by going abroad • People cannot be extradited without ‘reasonable grounds’ 		OR <ul style="list-style-type: none"> • 2 disadvantages stated 	<ul style="list-style-type: none"> • 1 example from 3.1 or 3.2
				Level 0 No response worthy of credit	

Question		Answer	Mark	Guidance
4	(a)	<p>Credit any two of the following or any other valid response.</p> <ul style="list-style-type: none"> • Allow any 2 of the sustainable development goals from Fig 4.1 • To maintain inter-national peace and security; • To encourage international cooperation in the spheres of social, economic and cultural developments; • To develop friendly relations among nations on principles of equal rights and self- determination; • To recognise the fundamental rights of all people. 	2	<p>Use ✓ or ✗</p> <p>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.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of responses.</p>
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"> • analyse the viewpoint and stimulus sources accurately • show an appreciation of the issue's complexity and present arguments on both sides of the case • reach a substantiated conclusion <p>Throughout their answer, candidates should demonstrate ability to:</p>	<p>12</p> <p>AO 3a 4 ma rks</p> <p>AO 3c 8 ma rks</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>

	<ul style="list-style-type: none"> analyse the evidence from the stimulus sources and use evidence from their studies for the purpose of responding to the viewpoint evaluate the viewpoint and a range of evidence to make a substantiated judgement <p>Discussion of the <u>merits of Trump’s arguments</u> over global warming might include but are not limited to:</p> <ol style="list-style-type: none"> ‘Hoaxsters’ are asking for higher taxes Climate could be warming now but may start to cool soon He believes the Chinese were behind the movement or are advocating it. Scientists are claiming an international disaster is pending to “have fun”. Trump does not think the problem really exists <p>the <u>benefits of Sustainable Development Goals</u> could include but not be limited to:</p> <ol style="list-style-type: none"> The world is facing global warming which could jeopardise human existence. SDGs encourage countries to take action on this Not all countries are developed/wealthy enough to implement the goals Discussion of how any from the following list can help to stop climate change: <ul style="list-style-type: none"> Affordable and clean energy Industry, Innovation and Infrastructure Sustainable cities and communities Responsible consumption and production (recycling, fossil fuels etc) Climate action <p>Actions the UN could take to help stop Climate change could include:</p>		<p>AO3a</p> <p>Level 4 (4 marks)</p> <ul style="list-style-type: none"> The response incorporates a thorough and accurate evaluation of a range of evidence. The response will contain specific reference to 4.1 and 4.2 and elsewhere. Candidate’s evaluation demonstrates an awareness of the arguments for and against spending all of the UN’s money on Climate Change <p>Level 3 (3 marks)</p> <p>The response incorporates a sound evaluation of relevant evidence which includes reference to both of Figs 4.1 and 4.2</p>	<p>AO3c</p> <p>Level 4 (7–8 marks)</p> <p>A coherent, relevant, logically structured and substantiated personal response to the viewpoint.</p> <p>Features must include:</p> <ul style="list-style-type: none"> a excellent evaluation of a range of evidence including the both of the stimulus sources. Recognition of other UN spending priorities specific and accurate references to all of the following: <ul style="list-style-type: none"> the merits of Trump’s arguments over global warming the benefits of Sustainable Development Goals the ways in which the UN could defeat Climate change a substantiated conclusion <p>Level 3 (5–6marks)</p> <p>A valid, coherent and offers a personal response to the viewpoint.</p> <p>Features must include:</p> <ul style="list-style-type: none"> A sound evaluation of a range of evidence including reference to one of the stimulus sources.
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		<p>1. Set up education programmes to ensure:</p> <ul style="list-style-type: none"> ○ people were aware of the dangers of climate change ○ to show how citizens could take individual action to reduce climate change (recycling, public transport) ○ to counter the “fake news” about the issue ○ to spread knowledge to manufacturers about new methods and technology <p>2. Co-ordinate international research into alternative energy sources and energy reducing technology e.g, superlight aeroplanes.</p> <p>3. To set up international funding agencies to encourage the take up of new technologies</p> <p>4. Organise conferences such as Glasgow Climate Change Conference scheduled for Nov 2021 and influence member states to come up with binding commitments to reduce energy usage and increase carbon capture</p> <p>Answers could legitimately take a view for or against the viewpoint. Points in favour could include:</p> <ol style="list-style-type: none"> 1. Climate change is the most immediate and pressing danger to the world’s economy and well-being. 2. Climate change is a long term problem. 3. Coordinated international action is likely to be more effective if the UN takes a leading role in promoting it. 4. Global warming is unlike nearly every other issue applying to the UN <p>Points against the viewpoint could include:</p>		<p>Level 2 (2 marks) The response incorporates a limited statement of relevant evidence which includes reference to at least one of Figs 4.1 or 4.2</p>	<p>• largely accurate references to at least 2 of the following:</p> <ul style="list-style-type: none"> ○ the merits of Trump’s arguments over climate change ○ the benefits of Sustainable Development Goals ○ the ways in which the UN could defeat Climate change <p>• a clear conclusion</p> <p>Level 2 (3–4 marks) A valid but limited personal response to the viewpoint. Features must include:</p> <ul style="list-style-type: none"> • a limited statement of relevant evidence drawn from the stimulus sources or elsewhere • limited references to two of the following: <ul style="list-style-type: none"> ○ the merits of Trump’s arguments over climate change ○ the benefits of Sustainable Development Goals ○ the ways in which the UN could defeat Climate change ○ a limited but specific response to the viewpoint which may include recognition of other UN priorities
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			<ol style="list-style-type: none"> 1. While many millions will die from Climate change unless it is addressed, more people will die from malnutrition and other diseases if no money is spent on these problems. 2. The United Nations also has a responsibility to international peace (and may need to spend money helping refugees and with the impact of the war in Ukraine.) 3. The impact the UN can have is limited as it relies on the goodwill and the individual decisions of member states (e.g. the G7 countries could offer large sums to poorer states like Brazil to keep the rainforests.) 4. Other issues are more immediate problems than climate change. For example: poverty, education, disease. 		<table border="1"> <tr> <td data-bbox="1167 124 1621 852"> <p>AO3a</p> <p>Level 1 (1 mark) The response will contain some limited references to examples / evidence.</p> </td> <td data-bbox="1621 124 2096 852"> <p>AO3c</p> <p>Level 1 (1–2 marks) A very basic personal response. Features must include</p> <ul style="list-style-type: none"> • Implied understanding of the viewpoint in the question. • limited but valid points or examples to illustrate one of the following: <ul style="list-style-type: none"> ○ the merits of Trump’s arguments over climate change ○ the benefits of Sustainable Development Goals ○ the ways in which the UN could defeat Climate change ○ recognition of other UN priorities </td> </tr> <tr> <td data-bbox="1167 852 1621 1023"> <p>AO3a</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> </td> <td data-bbox="1621 852 2096 1023"> <p>AO3c</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> </td> </tr> </table>	<p>AO3a</p> <p>Level 1 (1 mark) The response will contain some limited references to examples / evidence.</p>	<p>AO3c</p> <p>Level 1 (1–2 marks) A very basic personal response. Features must include</p> <ul style="list-style-type: none"> • Implied understanding of the viewpoint in the question. • limited but valid points or examples to illustrate one of the following: <ul style="list-style-type: none"> ○ the merits of Trump’s arguments over climate change ○ the benefits of Sustainable Development Goals ○ the ways in which the UN could defeat Climate change ○ recognition of other UN priorities 	<p>AO3a</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	<p>AO3c</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>
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