



Oxford Cambridge and RSA

GCSE

Citizenship Studies

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

General Certificate of Secondary Education

Mark Scheme for June 2023

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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 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: 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

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

12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p>State one other legal right a young person gains at the age of 18 <u>apart from those in Table 1.2.</u> Credit any of the following:</p> <ul style="list-style-type: none"> • Serve on a jury • Make a will • Pawn possessions in a pawn shop • If adopted, right to see birth certificate • Carry an organ donor card • Buy certain items – fireworks, knives • Get a tattoo/body piercings • Place a bet / buy lottery ticket • Buy or view an 18 rated film • Drive a lorry or a bus or a motorcycle above 125cc (with a licence) • Buy/smoke cigarettes/ tobacco/vapes • Stand in elections • Buy a house • Vote in a local election/referendum • Get a mortgage/loan/credit card/open a bank account without an adult <p>Credit any other correct answer</p>	1	<p>Use ✓ or ✗ Award one mark for a correct answer.</p> <p>Do not allow: Fair trial – this is available before 18 Adopt a child – this is 21 Get a full time job Leave education Apply for a (adult) passport – 16</p>
1	(b)	<p>State one piece of evidence which shows that the age of criminal responsibility is not the same throughout the United Kingdom In Fig 1.1 it states age of criminal responsibility is 12 in Scotland and in Table 1.2 the equivalent age in England and Wales is 10.</p> <p>Only credit this point.</p>	1	<p>Use ✓ or ✗ A valid point can be awarded a maximum of 1 mark.</p> <p>Accept 'It is 12 in Scotland' or similar</p>

1	(c)	<p>Using evidence for Fig 1.1. or Table 1.2, state four reasons why people in England and Wales might want the age of criminal responsibility raised from ten years old .</p> <p>Credit any of the following:</p> <ul style="list-style-type: none"> • Other countries set a higher age (e.g. Portugal Fig 1.1.) • Consistency within the UK – Scotland is higher (Fig 1.1.) • Age seems low if they are also not allowed to have a part time job (Table 1.2) • Age is low as they are not allowed to leave home (Table 1.2) • Age also seems low when parental control over children in other areas remain in place until 17 e.g. joining the army (Table 1.2) • Age is low when they are too young to drive/ride a moped (Table 1.2) • Age is low if they are also not allowed to marry until they are 18 (Table 1.2) • It seems unfair that children are held responsible for their actions at 10 but are not allowed to vote until 18 (Table 1.2) • Age is low when they are not allowed to buy alcohol until they are 18 (Table 1.2) • People may feel 10 year olds are too young to understand right from wrong <p>Credit any other reasonable point which is derived from the table</p>	4	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each reason can be awarded a maximum of 1 mark but must refer in some way to data in Fig 1.1 or Table 1.2.</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>Do not credit any repetition of points.</p>
1	(d)	<p>State four different points that could be used as part of a reasoned case for the viewpoint include:</p> <ul style="list-style-type: none"> • Scotland and other states have used the age of 16 for voting 	4	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the four points can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space.</p>

		<ul style="list-style-type: none"> • Decisions made by governments affect 16 year olds so they should have a say in their future • At 16 you can leave home which implies that you are able to manage your own affairs • It may encourage young people to take more interest in politics and how they are governed • Young people are educated at school on political/citizenship/voting issues • 16 year olds pay tax if they work, they should have a say in how this is spent • Bigger turnout/more people voting so more representative/democratic • Young people have access to media to become informed about politics <p>Credit any other reasonable point</p>	<p>A maximum total of 4 marks can be awarded.</p> <p>Do not credit any repetition of points. Do not credit straight repetition of points made in 1(c).</p>
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Question		Answer	Mark	Guidance
2	(a)	<p>Accept any reasonable action. The most likely responses are:</p> <ul style="list-style-type: none"> • Transport improvements could increase the wealth of a region • Creating jobs for people in the area • Rebuilding would create work in construction • New buildings/facilities improve an area • Nicer areas bring in tourists/visitors • Nicer houses mean people want to live there • New business facilities will bring companies to the area 	1	<p>Use ✓ or ✗. Award one mark for a correct answer</p> <p>Source 2.1 only mentions spending money on ‘transport, rebuilding or cultural improvements’ answers cannot use example outside of these.</p>
2	(b)	<p>Accept any of these answers:</p> <ul style="list-style-type: none"> • The Guardian is biased against the Conservative government • There are only some examples given which may not be representative • There is more money to be distributed over time and this might give a much more balanced view 	1	<p>Use ✓ or ✗. Award one mark for a correct answer. Accept any valid answer</p>
2	(c)	<p>Using <u>Source 2.2</u>, state two reasons why the public might be disappointed by the outcome of the Government’s levelling up policy Answers must be derived/referenced to Source 2.2.:</p> <ul style="list-style-type: none"> • Those living in poor areas have so far got less than “those living in “some of the richest local authorities” / “eight of the poorest local authorities in England” are receiving less than the health minister’s wealthy constituency / £148 compared to £10 per person 	2	<p>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.</p> <p>Do not credit any repetition of responses. Do not credit figures from Source 2.1 e.g £4.7bn</p>

		<ul style="list-style-type: none"> • People will feel that the policy is not reducing the gap between them and the rich [Fig 2.2.] • The fact that the health secretary's constituency receiving more than most when it is already very wealthy seems to be an abuse of power. • It may widen regional divides rather than reduce them <p>Accept any other reasonable point which reference Source 2.2.</p>		Be careful not to credit responses that suggest money is going to individuals not regions.
2	(d)	<p>'Levelling up is vital to promote a greater sense of national identity in the United Kingdom'</p> <p>Points that candidates could raise include:</p> <ul style="list-style-type: none"> • Areas will improve [and people will feel proud of where they live and prouder to be part of the UK] • People in poorer areas will feel taken care of [and feel like the government/country values them] • There is a difference between rich and poor areas, [which levelling up will address to create a greater sense of national identity] • Poverty in some area leads to poor health, education and crime [this undermines community cohesion in the areas themselves] • Levelling up would lead to a greater equality between areas [this would lead all areas to look upon each other more equally] • Some migrants are poor and gather in poor areas. [Levelling up would allow all 	4	<p>Use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Credit one mark for each reason without explanation. Credit two marks for each [explained reason] Can give up to 4 marks for reasons without explanations</p> <p>Do not credit any repetition of points.</p>

		<p>communities to have more equal life chances and feel part of a community]</p> <ul style="list-style-type: none"> • There would be better transport facilities [this allows travel between regions and promoting a greater sense of national identity] <p>Accept any other reasonable response.</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"> • Focus on the argument throughout. • Valid selection of strong supportive points for the stance adopted. • Valid selection of convincing examples. <p>Points to oppose the case for ‘Economic differences are the main cause of the lack of community cohesion in the UK’ include:</p> <ul style="list-style-type: none"> • Economic differences do not necessarily lead to a lack of community cohesion <ul style="list-style-type: none"> • Both rich and poor support basic community principles of liberal democracy, the rule of law • Rich and poor support national cultural bodies like sports teams, cuisines etc • Both rich and poor support national institutions like the NHS • Class-based politics are in decline – many poor people no longer vote Labour for other factors than relative economic deprivation • Cultural differences are the main cause of a lack of community cohesion. <ul style="list-style-type: none"> • The different cultural values of the middle class and the working class and between 	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>Do not credit definitions of community cohesion or examples of how to create this.</p> <p>Level 4 (7–8 marks) A clear, coherent and convincing case following a sustained line of reasoning and directly challenging the viewpoint that economic differences are the main cause of the lack of community cohesion in the UK. This may take the form of a clear discussion of why other factors are more important causes of lack of community cohesion. Features must include:</p> <ul style="list-style-type: none"> • at least four convincing, accurate and relevant points to explain why economic differences are not the main cause of the lack of community cohesion in the UK. • Use the “viewpoint” to answer the question • valid use of examples or comparisons to substantiate the points made. 1 example needed for 7 marks and at least 2 needed for 8 marks <p>Level 3 (5–6 marks)</p>

		<p>north and south or between residents in seaside areas and holidaymakers.</p> <ul style="list-style-type: none"> • Language differences can make people feel isolated within a community • Ethnic discrimination is the main cause of a lack of community cohesion <ul style="list-style-type: none"> • Metropolitan Police and other institutions seen as institutionally racist • Political reasons are the main cause of a lack of community cohesion <ul style="list-style-type: none"> • Local authorities do not promote community cohesion e.g. providing community buildings/organising events within the community • Governments do not take sufficient action to address problems • The existence of separatist movements in Scotland, Northern Ireland and to a lesser extent Wales • Crime and personal safety are the main cause of lack of community cohesion <ul style="list-style-type: none"> • People feel unsafe and therefore do not want to leave their house/ mix with the community • Gangs and knife crime can make people wary of each other • Candidates could challenge the entire basis of the proposition by arguing that there is no lack of community cohesion in the UK, instancing <ul style="list-style-type: none"> • The general acceptance of government rules and regulations over the past three years • The general acceptance of the rule of law • The lack of large scale or militant community movements against the existing 	<p>A clear and largely coherent and convincing case directly challenging the proposition. This may take the form of a discussion of why other factors are more important causes of lack of community cohesion.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • at least three accurate and relevant points to explain why economic differences are not the main cause of the lack of community cohesion in the UK • For 6 marks - valid use of at least one example related to one of the points made <p>Level 2 (3- 4 marks) A case that makes simple points against the view that economic differences are not the main cause of the lack of community cohesion in the UK/that there are other causes of a lack of community cohesion in the UK</p> <p>Features must include:</p> <ul style="list-style-type: none"> • at least two relevant points to state why economic differences are not the main cause of the lack of community cohesion • For 4 marks there should be a simple statement opposing the viewpoint <p>Level 1 (1- 2 marks) A relevant point or example linked to the proposition.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • at least one relevant point or example to show why economic differences are not the main cause of the lack of community cohesion in the UK, or why another factor is important in the lack of community cohesion
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			<p>government and policies e.g. a revival of the IRA in Northern Ireland or the appearance of a Muslim party</p> <ul style="list-style-type: none">• The level of community cohesion against racism e.g. in the European Championship, taking the knee		<ul style="list-style-type: none">• For 2 marks there should be a simple statement opposing the viewpoint <p>Level 0 (0 marks) No response or no response worthy of credit.</p>
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Question		Answer	Mark	Guidance
3	(a)	<p>One mark for each valid piece of evidence to show that voting to leave the EU in 2016 has changed the pattern of migration to the United Kingdom. Pieces of evidence from Fig 3.1 that candidates could state are</p> <ul style="list-style-type: none"> • Migration from the EU more than halving/decreased • The number of non-EU migrants has risen • Overall the level of immigration has scarcely altered <p>Credit any other valid reason to support this view based on a piece of evidence in Fig 3.1</p>	2	<p>Use ✓ or ✗</p> <p>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.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p>
3	(b)*	<p>This item is designed to assess the skills underpinning AO3b.</p> <p>Credit should be given for a reasoned coherent evaluation of the viewpoint that migrants from outside the EU come to the United Kingdom mainly to gain political freedom.'</p> <p>Indicators include:</p> <ul style="list-style-type: none"> • Focus on the argument throughout. • Valid selection of strong points. • Valid selection of convincing examples. • Clarity and concision. <p>Candidates should:</p> <ul style="list-style-type: none"> • analyse Source 3.2 accurately and understand how it relate to reasons related to political freedom for coming to the UK • explain other reasons why migrants are coming to Britain from non-EU states for political reasons 	8	<p>Use annotations L1, L2, L3, L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗</p> <p>Level 4 (7–8 marks)</p> <p>A clear, coherent, convincing and well substantiated evaluation of the viewpoint that, 'Migrants from outside the EU come to the United Kingdom mainly to gain political freedom.'</p> <p>Features must include:</p> <ul style="list-style-type: none"> • at least three convincing, accurate and relevant points to explain reasons why migrants from outside the EU are coming to the UK, <u>one of which must be non-political</u> (e.g. family, education, economic factors).

		<ul style="list-style-type: none"> • better candidates should identify reasons other than political ones and explain why political reasons outweigh them <p>Factors to consider in judging the viewpoint that migrants from outside the EU come to the UK mainly to get political freedom include</p> <ul style="list-style-type: none"> • From Source 3.2, fear of arrest for political reasons would lead people from outside the EU to migrate to Britain. • Source 3.2 shows that fear of deportation to China, a totalitarian state would lead people to migrate to Britain to escape • From Source 3.2 shows that the British government would welcome huge numbers of migrants from Hong Kong and give them citizenship • Britain is a parliamentary democracy and so citizenship would give civil rights to migrants from outside the EU which they might not enjoy at home • Migrants may come to Britain for other freedoms – for example homosexuals may be treated badly in their native home countries. • “Pull” reasons like economic opportunities could be a strong reason to come to the UK from many countries as UK for higher wages/better job opportunities • There are social reasons for coming to the UK due to existing family connections • Migration to benefit from British social, medical and educational services 	<ul style="list-style-type: none"> • use of valid examples to further substantiate the points made. 1 example for 7 marks and 2 examples for 8 (one can be figure 3.2) • Use Figure 3.2 to answer the question • A clear response to the viewpoint <p>Level 3 (5–6 marks) A clear and largely coherent and convincing case directly considering the viewpoint Features must include:</p> <ul style="list-style-type: none"> • at least two accurate and relevant points to explain why migrants from outside the EU come to the UK • use of valid examples to substantiate the points made. 1 example for 5 marks and 2 examples for 6 (one can be figure 3.2) • Use of Figure 3.2 to answer the question <p>Level 2 (3- 4 marks) A simple case that discusses the viewpoint. Features must include:</p> <ul style="list-style-type: none"> • at least two points describing why migrants come to the UK but lacking development, accuracy or persuasiveness. • For 4 marks - use of at least one relevant example this <u>can</u> be Source 3.2 <p>Level 1 (1- 2 marks) A relevant point or example linked to the viewpoint. 1 mark for each maximum of 2 marks. Features must include:</p> <ul style="list-style-type: none"> • One or two relevant points or examples stating why migrants come to the UK perhaps in general without reference to EU/ outside the EU
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					Level 0 (0 marks) No response or no response worthy of credit.
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Question		Answer	Mark	Guidance
4	(a)	<p>i</p> <p>One international organisation which is connected with 'diplomacy' using Source 4.1 Accept the following.</p> <p>UN/ UN security council NATO OSCE Council of Europe Commonwealth</p> <p>ii</p> <p>One different international organisation which is connected with 'development'</p> <p>WHO COVAX Gavi Commonwealth UN Human Rights Council</p>	<p>1</p> <p>1</p>	<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> <p>These answers must come from the source so we cannot accept examples such as WTO.</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>12</p> <p>AO3a 4 marks</p> <p>AO3c 8 marks</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>Throughout their answer, candidates should demonstrate ability to:</p> <ul style="list-style-type: none"> analyse the evidence from the stimulus sources and use evidence from their studies for the purpose of responding to the viewpoint evaluate the viewpoint and a range of evidence to make a substantiated judgement <p>Discussion of arguments which could be made from Source. 4.1 and Fig. 4.2 as well as the candidate's own knowledge to support the view that the UK Government should concentrate on issues in the UK rather than trying to solve the world's problems might include but are not limited to:</p> <ol style="list-style-type: none"> Source 4.1 shows how many international organisations the UK is involved in which must take up time and resources. Source 4.1 we are the largest funder of one international organisation (Gavi) and one of the largest of several others (WHO, Gavi, and Covax) and accept global education especially of girls Source 4.1 states we have the 4th largest diplomatic network in the world – this suggests we are more concerned with international issues and associated organisations Source 4.1 shows we are members of the UN and NATO – these organisations have been largely ineffective in dealing with international problems like Ukraine and with global warming Fig 4.2 suggests most people of whatever political persuasion support cutting overseas aid budgets and democracy should reflect the people's wishes 		<p>AO3a</p> <p>Level 4 (4 marks) The response incorporates a thorough and accurate analysis of a range of evidence including both the stimulus sources. The candidate's analysis reflects the complexity of the issue The response will contain specific examples linked to the arguments for and against Britain concentrating on issues at home rather than trying to solve the world's problems Figs 4.1 and 4.2 and elsewhere.</p> <p>Level 3 (3 marks)</p>	<p>AO3c</p> <p>Level 4 (7–8 marks) A coherent, relevant, logically structured and substantiated personal response to the viewpoint that the UK Government should concentrate on issues in the UK rather than trying to solve the world's problems. Features must include:</p> <ul style="list-style-type: none"> a thorough evaluation of a range of evidence including the stimulus sources. specific and accurate references to all of the following: <ul style="list-style-type: none"> the reasons for the UK Government concentrating on issues in the UK rather than trying to solve the world's problems the reasons why the UK Government should concentrate on trying to solve the world's problems the ways in which international organisations benefit the world a substantiated conclusion <p>Level 3 (5–6marks)</p>
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	<p>6. Charity should begin at home as education/NHS needs better resourcing</p> <p>7. Britain often does not tie aid to trade and so we do not reap benefits.</p> <p>Discussion of arguments which could be made from Source. 4.1 and Fig. 4.2 as well as the candidate's own knowledge to oppose the view that the UK Government should concentrate on issues in the UK rather than trying to solve the world's problems could include but not be limited to:</p> <ol style="list-style-type: none"> 1. Source 4.1 shows that the UK is a member of NATO and the Ukraine war shows that UK needs collective security provided by international organisations 2. Source 4.1. shows that the UK has participated in morally beneficial things like improving female education and conquering disease. 3. Source 4.1 shows that the UK participates in international organisations which brings benefits to the country. -e.g. An international approach to dealing with COVID was necessary 4. Source 4.1. also shows that the UK is a key member of the UNO which organises COP conferences. 5. Fig 4.2 shows that there are substantial numbers of UK citizens who would support international aid 6. Governments have often to do things which the population does not realise, for example abolishing the death penalty for murder when polls for many years were in favour of its retention 7. Issues within the UK are often caused by international problems – high levels of 		<p>The response incorporates a sound analysis of relevant evidence which includes reference to at least one the stimulus documents.</p> <p>The response will contain some largely accurate examples linked to the arguments for and against the UK Government concentrating on issues in the UK rather than trying to solve the world's problems drawn from two of:</p> <ul style="list-style-type: none"> • Fig 4.1 • Fig 4.2 • Other relevant examples 	<p>A valid, coherent and substantiated 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. • largely accurate references to two of the following: <ul style="list-style-type: none"> ○ the reasons for the UK Government concentrating on issues in the UK rather than trying to solve the world's problems ○ the reasons why the UK Government should concentrate on trying to solve the world's problems ○ the ways in which international organisations benefit the people of the world • a simple conclusion
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	<p>immigration and prompted by poverty and political instability; prevention can be seen as better than a cure e.g. the numbers crossing the</p> <p>The benefits international organisations give to the people of the world include:</p> <ol style="list-style-type: none"> 1. Respect for individual and national liberty and the rights of self determination 2. Support for democracy against authoritarian or terrorist challenges 3. Rule of law – protection from invasion and the maintenance of international law of sovereign states not being invaded. 4. Dealing with international problems like global warming, pandemics, nuclear proliferation etc which could impact on everyone <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. It is the democratic will of the people. 2. Many international organisations while well intentioned are ineffective. 3. Lots of the money given to these organisations is lost in corruption which is endemic in most of the world and do not help the people intended. 4. The UK gains very little in direct benefits e.g. increased trade 5. It could be argued that Britain should not get involved in international aid because it is morally wrong as an exercise of self-advantage through soft power or because it is not being tied enough to any return for the UK 		<p>Level 2 (2 marks) The response incorporates a limited analysis of relevant evidence.</p> <p>The response will contain some specific examples linked to arguments for or against the UK Government concentrating on issues in the UK rather than trying to solve the world’s problems drawn from Figs 4.1 or 4.2 or elsewhere.</p> <p>AO3a</p> <p>Level 1 (1 mark) The response will contain some limited references to examples / evidence.</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 evaluation of relevant evidence drawn from the stimulus sources or elsewhere • limited references to <u>two</u> of the following: <ul style="list-style-type: none"> ○ the reasons for the UK Government concentrating on issues in the UK rather than trying to solve the world’s problems ○ the reasons why the UK Government should concentrate on trying to solve the world’s problems ○ the ways in which international organisations benefit the world ○ a limited but specific response to the viewpoint. <p>AO3c</p> <p>Level 1 (1–2 marks) A very basic personal response. Features could include</p> <ul style="list-style-type: none"> ○ implied understanding of the viewpoint in the question.
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		<p>Points against the viewpoint could include:</p> <ol style="list-style-type: none"> 1. As a wealthy and developed state we have a moral responsibility to help our neighbours – the Good Samaritan principle. 2. International co-operation is essential to address the problems of the 20th century. 3. International co-operation is essential for the UK’s own benefit – defence, protection against disease, global warming, rising sea levels. 4. The problems of isolationism and ignoring the world’s problems are well illustrated in history, such as the rise of fascism in the 1930s and the holocaust and millions of deaths which resulted. 			<ul style="list-style-type: none"> ○ limited but valid points or examples to illustrate <u>any</u> of the following: ○ the reasons for the UK Government concentrating on issues in the UK rather than trying to solve the world’s problems ○ the reasons why the UK Government should concentrate on trying to solve the world’s problems ○ the ways in which international organisations benefit the world
<p>AO3a</p>					<p>AO3c</p>
<p>Level 0 (0 marks) No response or no response worthy of credit.</p>					<p>Level 0 (0 marks) No response or no response worthy of credit.</p>

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