



## **GCSE**

### **Citizenship Studies**

Unit **J270/03** Our rights, our society, our world

General Certificate of Secondary Education

### **Mark Scheme for June 2018**

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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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**Annotations**

Annotation	Meaning
✓ or x	For correct and incorrect responses
<b>BOD</b>	Benefit of the doubt
<b>VG</b>	Vague
<b>IRRL</b>	Irrelevant
<b>REP</b>	Repetition
<b>NAQ</b>	Not answered 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>NR</b>	No response

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

Question	Answer	Mark	Guidance
1 (a)	<p>Any of the following linked to the appropriate legal age:</p> <p><b><u>At 16</u></b></p> <ul style="list-style-type: none"> <li>• marry with parental permission</li> <li>• choose your own doctor</li> <li>• consent to medical, contraceptive, dental and surgical advice, and treatment</li> <li>• leave school (but not education or training)</li> <li>• access free, full-time further education (at school, 6<sup>th</sup> form college and city Technology College).</li> <li>• take time off work <u>for training or study</u> (until you're 17)</li> <li>• start an apprenticeship or traineeship</li> <li>• have sex, gay or straight, (so long as your partner is also 16+ 17+ in Northern Ireland).</li> <li>• <b>may</b> be able to claim out of work and in work benefits if you fulfil certain conditions such as having a child or being pregnant</li> <li>• obtain a National Insurance number</li> <li>• apply for legal aid</li> <li>• ride a moped with a max engine power of 50cc, drive an invalid vehicle and a use a mowing machine</li> <li>• work as a street trader and/or sell scrap metal</li> <li>• spend 20 hours or more a week working or volunteering, while in part-time education or training</li> <li>• join the armed forces (parent/s or carer consent)</li> <li>• move out of the family home with your parents' permission.</li> <li>• rent accommodation with guarantor support</li> <li>• pay for prescription charges (unless you're pregnant, on income support or in full-time education) (laws in Wales differ though).</li> <li>• if convicted of a criminal offence, but not given a custodial sentence, receive a youth rehabilitation order</li> </ul>	2	<p>Use ✓ or ✗</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 only where they appear in the correct age-related space on the question paper. A maximum total of 2 marks can be awarded, as long as the candidate makes a correct response for each of the ages 16 and 18.</p> <p>Do not credit any repetition of points or use of points already given in Fig. 1.</p> <p>Allow age of consent with no reference to sex</p> <p>Do not allow drive, without reference to a moped</p> <p>Do not allow "drive a car" as this can be done at 17</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• buy premium bonds</li> <li>• fly a glider</li> <li>• buy a pet</li> <li>• buy liquor chocolates.</li> </ul> <p>Local Authority bylaws can apply in some areas – check online if unsure.</p> <p><u>At 18</u></p> <ul style="list-style-type: none"> <li>• stand for election as a Member of Parliament, local councillor or mayor</li> <li>• serve on a jury, or be tried in a magistrates' court and go to jail if you're found guilty of a criminal offence</li> <li>• if you were adopted, see your original birth certificate (and have your name added to the Adoption Contact Register)</li> <li>• make a will</li> <li>• marry without parental permission</li> <li>• view, rent or buy an 18-rated film</li> <li>• view, rent, or buy pornographic material that does not contravene UK obscenity laws</li> <li>• buy fireworks</li> <li>• bet in a betting shop/casino</li> <li>• buy cigarettes, rolling tobacco and cigarette papers</li> <li>• open your own bank account</li> <li>• buy an alcoholic drink in a pub or a bar</li> <li>• pawn items in a pawn shop</li> <li>• drive lorries weighing up to 7.5 tonnes, with a trailer attached.</li> </ul>		<p>Do not allow "DRINK" unless qualified.</p>

Question	Answer	Mark	Guidance
1 (b)	<p>Any two valid reasons why many people in England and Wales now think 16-year-olds should have the right to vote:</p> <ul style="list-style-type: none"> <li>• 16-year-olds can vote in Scotland</li> <li>• Scottish young people have taken voting seriously / responsibly</li> <li>• voting ages are trending lower in other countries outside the UK</li> <li>• 16-year-olds have improved access to 'news' via social media</li> <li>• many 16-year-olds will have studied citizenship/understanding of politics.</li> <li>• other rights are conferred at age 16 which are on a par with the right to vote (accept examples)</li> <li>• 16-year-olds pay tax.</li> <li>• Impact/effect on their future.</li> </ul>	2	<p>Use ✓ or ✗</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> <p>Do not credit any repetition of points.</p> <p>Ignore references to "right to vote" without qualification.</p> <p>Ignore references to "affect me more"</p> <p>Ignore references to "knowing right from wrong"</p> <p>Allow reference to maturity/mature enough, if qualified</p>
1 (c)	<p>Any one of the following human rights protected or promoted by the membership organisation advertising in Fig. 1.2:</p> <ul style="list-style-type: none"> <li>• education</li> <li>• access to legal support / legal representation/legal aid</li> </ul>	1	<p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark.</p> <p>Give credit to a valid point wherever it appears in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p>
1 (d)	<p>The type of membership organisation advertising in Fig. 1.2. is a <b>trade union/workers union</b></p>	1	<p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark.</p> <p>Give credit to a valid point wherever it appears in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p>
1 (e)	<p>Any two valid points <b>for</b> and any two valid points <b>against</b> the viewpoint below:</p> <p>'It's good that fees of up to £1200 now have to be paid by people taking their case to an employment tribunal. The government was right to introduce this charge.'</p>	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 only where they appear in the correct space on the question paper (<b>For</b> or <b>Against</b>).</p>

Question	Answer	Mark	Guidance
	<p><u>Acceptable points FOR:</u></p> <ul style="list-style-type: none"> <li>• reduce time wasting, frivolous.</li> <li>• false / vexatious/ fraudulent claims</li> <li>• reduce the backlog of cases</li> <li>• reduce costs / time in to employers</li> <li>• reduce costs incurred/money saved/money made by the government / state.</li> <li>• employees with problems at work can use the free service ACAS instead – conciliation</li> <li>• low income claimants are not denied justice / they can access the Help with Fees Scheme.</li> <li>• Shorter waiting times if less claims are made</li> <li>• Tribunals enabled to spend time on individual cases</li> </ul> <p><u>Acceptable points AGAINST:</u></p> <ul style="list-style-type: none"> <li>• denies workers access to justice</li> <li>• people may be deterred from making legitimate claims / mention of fees in this context/unfair if you do not have £1200</li> <li>• new rules favour the employer and not the employee</li> <li>• employers may treat employees less favourably.</li> </ul>		<p>A maximum total of 4 marks can be awarded, as long as the candidate makes two correct responses for <b>For</b> and <b>Against</b> respectively.</p> <p>Do not credit any repetition of points.</p>
2 (a)	<p>From an analysis and interpretation of the information in Fig. 2, candidates should state one of the following <b>economic benefits</b> for young people participating in the Jackson Lane project.</p> <ul style="list-style-type: none"> <li>• improved employment opportunities</li> <li>• improved self-esteem/self-worth/mental health/well-being/happiness</li> <li>• additional qualifications</li> <li>• learning new skills that are great for your CV for job applications</li> <li>• securing a job or apprenticeship or traineeship</li> <li>• learning how to manage personal finances</li> </ul>	1	<p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark. Give credit to a valid point wherever it appears in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>• benefiting from work experience opportunities</li> <li>• possible free training programmes to enhance skill levels</li> </ul>		
2	(b)	<p>From an analysis and interpretation of the information in Fig. 2, candidates should state one of the following factors that might prevent Jacksons Lane achieving their aims.</p> <ul style="list-style-type: none"> <li>• reduced funding/income</li> <li>• ineffective staff</li> <li>• poor leadership</li> <li>• failure to meet the needs of young people</li> <li>• poor attendance/registration</li> <li>• poor reviews</li> <li>• increased costs.</li> </ul>	1	<p>Use ✓ or ✗  The response can be awarded a maximum of 1 mark.  Give credit to a valid point wherever it appears in the response space.  A maximum total of 1 mark can be awarded.</p> <p>Do not allow reference to distance to travel or costs of travel</p>
2	(c)	<ul style="list-style-type: none"> <li>• From an analysis and interpretation of the information in Fig. 2, candidates should state two of the following reasons why the London Borough of Haringey continue to support the Jacksons Lane project.</li> <li>• Improve the quality of life for young people</li> <li>• Reduces isolation / encourages engagement</li> <li>• Reduces crime</li> <li>• Reduces anti-social behaviour / vandalism</li> <li>• Improves chances of employment</li> <li>• Raises self esteem</li> <li>• Trains young people as future leaders</li> <li>• Improves friendships</li> <li>• Improves health</li> <li>• Enhances community cohesion or similar. Eg sense of community/improves community</li> <li>• Provides courses and activities for young people</li> <li>• Improve local economy/individual financial well-being</li> <li>• To support/help members of the local community</li> </ul>	2	<p>Use ✓ or ✗  Examiners must assess each of the points in turn.  Each of the two points can be awarded a maximum of 1 mark.  Give credit to valid points wherever they appear in the response space.  A maximum total of 2 marks can be awarded.  Do not credit any repetition of points.</p> <p>Allow 2 correct responses on one line – care regarding repetition</p> <p>Do not allow “help” without qualifications</p> <p>Do not allow reference to revenue from tax</p> <p>Ignore reference to deprived community(taken from source)</p>

Question	Answer	Mark	Guidance
2 (d)	<p>Any four valid points <b>against</b> the viewpoint below:</p> <p>'Schools and local authorities do very little to promote community cohesion.'</p> <p><u>School</u></p> <ul style="list-style-type: none"> <li>Any statement referring to an activity/work in a diverse community – cultural, ethnic, religious and social backgrounds</li> <li>Activities increasing tolerance and understanding of different races/improve opportunities for interaction</li> <li>Activities to challenge prejudice, discrimination and stereotyping.</li> <li>Teaching and Learning Curriculum – lessons in Citizenship/PHSEE/Diversity/RE</li> <li>Assemblies/guests in school/ focus days</li> <li>Partnership activities – school with school, school with community</li> <li>Involvement of outside agencies; Police. Youth Workers, Theatre workshops, etc....</li> </ul> <p>Credit any specific example of cohesion in school e.g. an assembly on specific festivals, specific lesson topics covered, visits to different places of worship, etc.</p> <p><u>Local Authority</u></p> <p>Examples of activity could include:</p> <ul style="list-style-type: none"> <li>housing programmes to support new tenants</li> <li>range of large and small-scale cultural programmes bringing people from different backgrounds together in shared experiences</li> <li>school twinning programmes and responses to faith-school issues</li> <li>volunteer and youth development work among young people and 'street level' sporting events</li> </ul>	4	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn.</p> <p>Each of the four points can be awarded a maximum of 1 mark.</p> <p>Give credit to a valid point wherever it appears in the response space.</p> <p>There is no need for candidates to make points that apply to school and local authorities separately.</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Do not credit any repetition of points.</p> <p>Ignore references to charity and fund raising events without qualification</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>integrating new arrivals, asylum seekers and refugees and helping them to get work experience</li> <li>neighbourhood management as a means of joining up services</li> <li>developing local employment opportunities in regeneration projects.</li> <li>Protect people from/reduce hate crime.</li> <li>Use of media – including Social Media (accept examples) to promote Community Cohesion</li> <li>Ensure safety in the community</li> <li>Pay for public spaces – parks, outdoor gym....</li> <li>Listen and respond to community concerns/issues, eg. organise forums.</li> </ul>		
2	<p>(e*) This item assesses advocacy skill as part of Assessment Objective 3.</p> <p>Candidates should make a reasoned case <b>supporting</b> the viewpoint below:</p> <p>'The United Kingdom (UK) is a place where people are treated fairly no matter what background they are from.'</p> <p>The idea about individuals being treated fairly and equally regardless of race, gender, age, disability, religion/belief or sexual orientation (protected characteristics).</p> <p><b>Examples of evidence candidates may use to make their points:</b></p> <ul style="list-style-type: none"> <li>Access to services including NHS and Social Services.</li> <li>Access to Education, Youth Services and Charities.</li> </ul>	8	<p>Use annotations L1, L2, L3, L4 and EG next to examples Also use, VG, IRRL, NAQ and REP where appropriate.</p> <p>Do not use ✓ or x</p> <p><b>Level 4 (7-8 marks)</b> An <b>excellent</b> personal response, which is clear, coherent and convincing; giving a reasoned and well substantiated case <b>supporting</b> the viewpoint. At least 2 examples must be described in detail reference must be made to the role of law in ensuring fair treatment with reference to a specific law necessary for 8 marks.</p> <p><b>Level 3 (5-6 marks)</b> A <b>good</b> response which makes clear and valid points supporting the proposition that people in UK are treated fairly. Two examples identified with one described in more detail (5 marks), two examples described in detail</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>Right to claim benefits and support.</li> <li>Religious freedom and reference to places of worship, festivals.</li> <li>Examples of Government intervention through awarding grants, introduction of laws –Equality Act 2010 to protect people with one or more “protected characteristics”, Human Rights Act 1998.</li> <li>Reference to legal system with examples.</li> <li>Fairness in the workplace – trade unions</li> <li>Freedom from hate crimes/support from Police</li> <li>Role of media in promoting fairness and equality.</li> <li>Role of representative democracy in safeguarding rights</li> <li>UK's membership of international organisations and justice systems to safeguard rights</li> <li>A right to vote</li> </ul>		<p>(6 marks).</p> <p><b>Level 2 (3-4 marks)</b> A <b>basic</b> but clear response supporting the proposition. One example identified (3 marks), two examples identified for 4 marks.</p> <p><b>Level 1 (1-2 marks)</b> A limited response which may be unclear but contains some general points supporting the proposition.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p> <p><b>To gain Level 2 and above Equal Opportunities/chance <u>must</u> have an example</b></p>
3	(a)	2	<p>From an analysis and interpretation of the information in Fig. 3, candidates should state two highly skilled occupations that employ foreign-born workers from the following:</p> <ul style="list-style-type: none"> <li>Cleaning and housekeeping managers</li> <li>Health Professionals</li> <li>IT and Telecomms Professionals</li> </ul>
3	(b*)	8	<p>This item assesses advocacy skill as part of Assessment Objective 3.</p> <p>Candidates should make a reasoned case <u>supporting</u> the viewpoint below:</p> <p>‘It's obvious that immigration is not only good for the UK, but important for the economy too.’</p> <p>Use ✓ or ✗ Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark. Give credit to a valid point wherever it appears in the response space. A maximum total of 2 marks can be awarded. Do not credit any repetition of points.</p> <p>Use annotations L1, L2, L3, L4 and EG next to examples Also use, VG, IRRL, NAQ and REP where appropriate. Do not use ✓ or ✗ Do not credit any argument <u>AGAINST</u> the viewpoint</p>

Question	Answer	Mark	Guidance
	<p>Candidates may make some of the following points:</p> <p><u>Good for the UK / British society:</u></p> <ul style="list-style-type: none"> <li>• broadening of cultural experience /enriching communities</li> <li>• new ideas/learning about cultures</li> <li>• range of belief systems opening up choice for everyone</li> <li>• diversity of foods</li> <li>• wider range of entertainment / music</li> <li>• wider range of culture / theatre / film / literature art / fashion / dance / sport / design / architecture.</li> </ul> <p>(Accept examples)</p> <p><u>Important for the economy:</u></p> <ul style="list-style-type: none"> <li>• increase in labour force/wanting to work</li> <li>• positive impact on the dependency ratio – reducing the ratio of retired to working people</li> <li>• increase of total spending in the economy</li> <li>• addresses labour market shortfalls</li> <li>• fills 'skills gaps'</li> <li>• fills roles that UK workers do not want to do</li> <li>• imports new ideas</li> <li>• increasing income for higher education</li> <li>• more tax revenue to finance public infrastructure.</li> </ul> <p>(Accept examples)</p>		<p><b>Level 4 (7-8 marks)</b> An <b>excellent</b> response, which is clear, coherent and convincing; giving a reasoned and well substantiated case <b>supporting</b> the viewpoint.</p> <p><b>For 7 marks</b> - at least 3 examples that cover both society <b>and</b> economy must be described in detail with a reasoned conclusion including their own opinion.</p> <p><b>For 8 marks</b> - at least 3 examples that cover both society <b>and</b> economy must be described in detail with a reasoned conclusion including their own opinion <b>including evidence from Fig 3.</b></p> <p>At this level, candidates <b>must</b> state a personal opinion in a reasoned and convincing manner. (Their personal opinion may oppose the viewpoint.)</p> <p><b>Level 3 (5-6 marks)</b> A <b>good</b> response, which makes general points supporting the viewpoint.</p> <p><b>For 5 marks</b> two examples must be described these can relate to society <b>or</b> economy</p> <p><b>For 6 marks</b> two examples must be described in detail related to <b>both</b> society <b>and</b> the economy.</p> <p>At this level, candidates <b>must</b> state a personal opinion. (Their personal opinion may oppose the viewpoint.)</p> <p><b>Level 2 (3-4 marks)</b> A clear response supporting the viewpoint with one specific example identified (3 marks), two examples identified for 4 marks.</p>

Question	Answer	Mark	Guidance
			<p>These may be related to <b>either</b> society <b>or</b> the economy.</p> <p><b>Level 1 (1-2 marks)</b> A limited response which may be unclear but contains some general points supporting the proposition.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>
4	(a) Any two appropriate international organisations to which the UK government belongs ( <b>apart from</b> the Commonwealth): <ul style="list-style-type: none"> <li>United Nations or its specific, named agencies such as UNICEF</li> <li>North Atlantic Treaty Organisation (NATO)</li> <li>European Union</li> <li>Council of Europe</li> <li>World Trade Organisation (WTO).</li> </ul>	2	<p>Use ✓ or ✗ Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark. Give credit to a valid point wherever it appears in the response space. A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points or 'the Commonwealth'.</p>
4	(b*) This question is designed to assess the skills underpinning AO3 as they evaluate the viewpoint:  'The Commonwealth is a large and random collection of nations. It has little power or impact in comparison with other international organisations'  Candidates should: <ul style="list-style-type: none"> <li>analyse the viewpoint and stimulus sources 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> Throughout their answer, candidates should demonstrate ability to: <ul style="list-style-type: none"> <li>analyse the evidence from the stimulus sources and use</li> </ul>	12	<p>Use annotations L1, L2, L3, L4 and EG next to examples Also, use, VG, IRRL, NAQ and REP where appropriate.</p> <p>Do not use ✓ or ✗ Examiners must assess each of the AOs (3a and 3c) in turn. It is acceptable for marks and levels to be different across the two AOs.</p> <p><b>Do not credit reference to International Charities/Pressure Groups in comparison to the work of the Commonwealth</b> Eg. Amnesty International, Red Cross, Green Peace</p>

Question	Answer	Mark	Guidance
	<p>evidence from their studies for the purpose of responding to the viewpoint</p> <ul style="list-style-type: none"> <li>evaluate the viewpoint and a range of evidence to make a substantiated judgement.</li> </ul> <p><u>The Commonwealth's origins:</u></p> <ul style="list-style-type: none"> <li>member countries' historical links, as former British colonies</li> <li>many of them retain at least some vestiges of the British parliamentary and judicial models.</li> </ul> <p><u>The Commonwealth's principal aims:</u></p> <ul style="list-style-type: none"> <li>promote <a href="#">world peace</a></li> <li>promote of <a href="#">representative democracy</a></li> <li>promote economic development</li> <li>eradicate poverty</li> <li>protect <a href="#">individual liberty</a></li> <li>pursue of equality</li> <li>oppose racism and gender discrimination</li> <li>promote education</li> <li>combat disease</li> <li>secure <a href="#">environmental sustainability</a></li> <li>promote <a href="#">free trade</a></li> <li>encourage sport</li> <li>promote good governance</li> <li>encourage youth</li> <li>pursue a more equitable sharing of the benefits of globalisation.</li> </ul> <p><u>How far has the Commonwealth met these aims:</u></p> <ul style="list-style-type: none"> <li>The Commonwealth is a family of nations with a relatively small and weak secretariat. Unlike the EU, it does not make its</li> </ul>		<p><b>Level 4 (10–12 marks)</b> An informed response which is accurate, relevant, and well structured. This should be supported by a range of evidence which must include reference from the stimulus sources.</p> <p>Features <b>must</b> include all of the following:</p> <ul style="list-style-type: none"> <li>A sound understanding of the Commonwealth's origins and principal aims</li> <li>A evaluation of the extent to which the Commonwealth meets these aims</li> <li>Accurate identification of the power and impact of <b>at least one other</b> named international organisations</li> <li>a well-argued conclusion.</li> </ul> <p><b>Level 3 (7–9 marks)</b> A good response which is accurate, coherent and offers a reasoned personal response to the viewpoint. At this level <b>there must be a range of evidence that includes candidate's own knowledge</b> and not just content taken from the sources. Features must include 3 of the following:</p> <ul style="list-style-type: none"> <li>the Commonwealth's origins and principal aims</li> <li>how far the Commonwealth meets these aims</li> <li>the power and impact of other international organisations – must do more than just identify another organisation</li> <li>a reasoned conclusion.</li> </ul>

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	<p>own laws. It has limited power to realise its aims / enforce its policies.</p> <ul style="list-style-type: none"> <li>The Commonwealth is relatively small as an international organisation and so has less impact than, say, the United Nations.</li> <li>On the other hand, it has achieved success on a range of projects, particularly those where richer members have supported poorer ones. Examples can be found on the Commonwealth website <a href="http://thecommonwealth.org/newsroom">http://thecommonwealth.org/newsroom</a>. The most prominent recent example is British assistance to Sierra Leone to protect democracy and to eradicate Ebola.</li> <li>With limited resources, small states face many challenges. There are 31 small states in the Commonwealth. As members of the Commonwealth, small states have an equal voice. It enables them to take part in international decision-making on issues that affect them, such as climate change.</li> </ul> <p><u>The power and impact of other international organisations</u></p> <p>Candidates may describe one international organisation in detail, or describe two or more in outline.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>United Nations or its specific, named agencies such as UNICEF</li> <li>More scope, power and influence than the Commonwealth. Significant successes on reaching development goals, eradicating disease, providing emergency aid and on promoting sustainability. More limited success on resolving conflict, partly because of the different interests on powerful members. (The Commonwealth has more 'shared interest'.) The powerful Security Council tends to preserve the existing world order. Criticised for its inability to respond quickly or flexibly.</li> </ul>		<p><b>Level 2 (4–6 marks)</b> A valid but basic response. A simple analysis of relevant evidence drawn from the stimulus sources or elsewhere Response must address <b>2</b> of the points below:</p> <ul style="list-style-type: none"> <li>the Commonwealth's origins and principal aims</li> <li>how far the Commonwealth meets these aims</li> <li>the power and impact of other international organisations</li> <li>a basic but specific response to the viewpoint.</li> </ul> <p><b>Level 1 (1–3 marks)</b> A limited response. Features must include:</p> <ul style="list-style-type: none"> <li>limited but valid points or examples to illustrate <b>any</b> of the following: <ul style="list-style-type: none"> <li>the Commonwealth's origins and principal aims</li> <li>how far the Commonwealth meets these aims</li> <li>the power and impact of other international organisations</li> <li>own viewpoint</li> </ul> </li> </ul> <p>The response will contain some limited references to examples / evidence.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• North Atlantic Treaty Organisation (NATO)</li> <li>• Member nations have a common, specific military interest which means that it is usually easier to agree objectives and strategy. Member nations are bound by a 'mutual defence' treaty. Membership is 'closed' to nations outside the North Atlantic area. Can be said to be successful in preventing further major war in Europe and intervened effectively in former Yugoslavia. Uncertainty about the United States long term commitment.</li> <li>• European Union</li> <li>• A relatively small, closely-knit and powerful group of nations but the EU is weaker since 'Brexit'. Member nations do not always agree about objectives – northern and southern European countries have different interests – but they have an equal say in strategy. The EU can claim some credit for making Europe more prosperous and peaceful but there are increasing concerns about federalism and the power of Germany. The single currency project has not worked as anticipated. The debate about whether the UK will lose out or benefit as a result of leaving remains unresolved.</li> <li>• Council of Europe (Not to be confused with the EU.)</li> <li>• 47 European countries have membership of the Council. Its aim is to promote human rights, and support democracy and the rule of law. With these limited aims, it has achieved considerable success through agreement. The European Convention on Human Rights has been adopted across Europe and this is enforced by the European Court on Human Rights.</li> <li>• World Trade Organisation (WTO).</li> <li>• Established to promote free trade and encourage emerging economies. Can claim credit for the agreed removal of trade barriers through international treaties. Its main aim, though, is to reduce inequality through increased trade but this has not been easy to achieve. Widespread membership but some countries tending towards protectionism for national reasons.</li> </ul>		

Question	Answer	Mark	Guidance
	This is weakening an organisation that relies on the consent of members.		

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