



GCSE (9–1)

Citizenship Studies

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

General Certificate of Secondary Education

Mark Scheme for June 2019

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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 |
|-------------|-------------------------------------|
| ✓ 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 |
| BP | Blank page |

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

MARK SCHEME – SECTION A

| Question | | Answer | Marks | Guidance |
|----------|---|--|-------|--|
| 1 | a | <p>Any one legal responsibility of a business connected with safeguarding consumers including but not limited to:</p> <ul style="list-style-type: none"> • meeting food hygiene standards (or appropriate examples) • training employees in food hygiene / preparation • meeting standards with respect to food allergies / intolerances e.g. correct menu labelling • making sure goods are of appropriate quality/fresh/not expired/not out of date • making sure goods are safe • providing refunds / exchanges • describing goods / services accurately. | 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> <p><u>Do not allow 'pay compensation owed' without further clarification linking to the stimulus.</u></p> |
| 1 | b | <p>Any one legal right of a citizen in the context of voting and elections including but not limited to:</p> <ul style="list-style-type: none"> • voting • applying for inclusion on the electoral register • a secret ballot • applying for a postal vote • appointing a proxy / someone to vote on your behalf • observing the count • standing as a candidate • nominating / supporting a candidate | 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> |
| 1 | c | <p>Any one way in which the treatment of youth offenders in England and Wales has not fitted in with international law including:</p> <ul style="list-style-type: none"> • 'the age of minimum criminal responsibility is low', reference to the UN CRC ruling on 12 as the MACR • youths are imprisoned / detained / fined / deported, etc. • sentences do not always focus on reintegration. | 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> |

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| 1 | d | <p>Any two pieces of evidence from Fig. 1.3 that show policies on youth offending may be changing:</p> <ul style="list-style-type: none"> • fall in the number of youth offenders / youths being dealt with by the courts • number of young people given custodial sentences has fallen • number of young people being fined has fallen • Scotland has increased the minimum age of criminal responsibility. • fewer community service sentences given • fewer youths given absolute or conditional discharges | 2 | <p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn.</p> <p>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> |
| 1 | e | <p>Any one reason why people under the age of 18 may be tried in adult courts in England and Wales including:</p> <ul style="list-style-type: none"> • the serious nature of the offence (accept examples) • he / she is tried with an adult / the young person has committed an offence with an adult. | 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 | f | <p>Any valid points supporting the viewpoint that 'The law and the justice system in England and Wales must do more to support youth offenders':</p> <ul style="list-style-type: none"> • children's rights must be upheld / the UN Convention on the Rights of the Child should be followed / accept examples from Article 40(1) • other countries have a higher minimum age for criminal responsibility • youth sentences (accept examples) are inhumane / ineffective / reinforces criminal behaviour/does not rehabilitate • young people need to be reintegrated into the community • fines impact on whole families and do not necessarily deter the offender | 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 valid points wherever they appear in the response space.</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Do not credit any repetition of points.</p> <p>Must link to law and justice system not local authorities e.g sports clubs etc</p> |

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| | | <ul style="list-style-type: none"> young people need hope / a sense of purpose / ambitions/aspirations/positive role models better education / marketable skills / better opportunities young offenders can easily become adult offenders without appropriate support use of restorative justice police working in communities/with families/with schools to prevent offending should not be deporting young people as a sentence protection from gangs and being led into crime (county lines) | | |
| 2 | a | <p>Any one valid benefit to the economy shown by the information in Fig. 2.1 including:</p> <ul style="list-style-type: none"> developing useful skills / better chances of getting a job more opportunities. | 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> |
| 2 | b | <p>Any one valid benefit for UK democracy shown by the information in Fig. 2.1 including:</p> <ul style="list-style-type: none"> getting to know people they wouldn't normally mix with being more positive towards people with different backgrounds more likely to help out | 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> <p>Answer must come directly from the source evidence.</p> |
| 2 | c | <p>Any two young people's organisations or schemes that encourage their members to make a positive contribution to society, apart from the National Citizens Service (NCS) including <u>but not limited to</u>:</p> | 2 | <p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn.</p> <p>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</p> |

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| | | <ul style="list-style-type: none"> • Prince's Trust • Duke of Edinburgh Award Scheme (DoE) • Earth Force or other environmental youth groups • scouts • guides • Woodcraft Folk • police cadets/army cadets (ACF)/navy cadets/air cadets/combined cadet force (CCF) • St John's Ambulance Service • examples of youth branches of religious organisations • youth clubs (accept specific examples) • youth wings of political parties/pressure group • YOTs youth offending team • Youth parliament • Sports leaders award • Joining a charity/volunteering | | <p>response space. A maximum total of 2 marks can be awarded. Do not credit any repetition of points.</p> <p>Allow 'cadets' in its own. If unsure google it! There will be many local examples Do not allow:</p> <ul style="list-style-type: none"> - Apprenticeships - Citizenship action - Change 4 life - Summer camps - Fundraising – too vague - Community service |
| 2 | d | <p>Any four <u>valid points or examples</u> for the viewpoint that 'There are many opportunities in the UK for adult citizens to contribute to their community or wider society'. These include but are not limited to:</p> <ul style="list-style-type: none"> • start / join a political party • vote in elections for who they think is the best candidate • stand as a candidate in an election • start / join an interest group or pressure group/ campaigning/protesting • start / volunteer for a charity, public service organisation or similar • be active in a trade union or other work-related organisation • fund-raising/donate | 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. Do not credit any repetition of points.</p> |

| | | <ul style="list-style-type: none"> organise a community event join neighbourhood watch coach / mentor / raising awareness of an issue with young people become a magistrate become a tribunal member become a special constable serve on a jury recycling / keeping area clean / beach clean | | | | | | | | | | | | |
|--|---|--|--|-----------------------------|--|--|---------------------------|--------------------------|---|---|-------------|---|-------------|--|
| 2 | e* | <p>This question is designed to assess the skills underpinning AO3.</p> <p>Effective written advocacy should 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>Credit should be given for effective written advocacy of the viewpoint 'Democracy can only succeed if governments and citizens support democratic values'.</p> <p>Government support for democratic values includes but is not limited to:</p> <table border="1"> <thead> <tr> <th>Government action arising out of a commitment to democratic values</th> <th>Why this supports democracy</th> </tr> </thead> <tbody> <tr> <td>Free, fair and frequent elections / representative democracy</td> <td>Government decisions reflect people's wishes. People feel engaged. Politicians are accountable</td> </tr> <tr> <td>Free media / transparency</td> <td>New or contrary opinions</td> </tr> </tbody> </table> | Government action arising out of a commitment to democratic values | Why this supports democracy | Free, fair and frequent elections / representative democracy | Government decisions reflect people's wishes. People feel engaged. Politicians are accountable | Free media / transparency | New or contrary opinions | 8 | <p>Use annotations L1, L2, L3 and L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗. A maximum total of 8 marks can be awarded.</p> <p>Level 4 (7–8 marks) An excellent response which is a clear, coherent and convincing case following a sustained line of reasoning and directly substantiating the proposition.</p> <table border="1"> <tr> <td>For 8 marks</td> <td> <ul style="list-style-type: none"> a clear understanding of the concept 'democratic values' 2 points describing in detail how government actions contribute to democratic values 2 points describing in detail how citizens actions contribute to democratic values 2 valid explanations for how these actions (govt and/or citizens) support democracy </td> </tr> <tr> <td>For 7 marks</td> <td> <ul style="list-style-type: none"> a clear understanding of the concept 'democratic values' 2 points describing in detail how </td> </tr> </table> | For 8 marks | <ul style="list-style-type: none"> a clear understanding of the concept 'democratic values' 2 points describing in detail how government actions contribute to democratic values 2 points describing in detail how citizens actions contribute to democratic values 2 valid explanations for how these actions (govt and/or citizens) support democracy | For 7 marks | <ul style="list-style-type: none"> a clear understanding of the concept 'democratic values' 2 points describing in detail how |
| Government action arising out of a commitment to democratic values | Why this supports democracy | | | | | | | | | | | | | |
| Free, fair and frequent elections / representative democracy | Government decisions reflect people's wishes. People feel engaged. Politicians are accountable | | | | | | | | | | | | | |
| Free media / transparency | New or contrary opinions | | | | | | | | | | | | | |
| For 8 marks | <ul style="list-style-type: none"> a clear understanding of the concept 'democratic values' 2 points describing in detail how government actions contribute to democratic values 2 points describing in detail how citizens actions contribute to democratic values 2 valid explanations for how these actions (govt and/or citizens) support democracy | | | | | | | | | | | | | |
| For 7 marks | <ul style="list-style-type: none"> a clear understanding of the concept 'democratic values' 2 points describing in detail how | | | | | | | | | | | | | |

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| | | can be expressed People can make informed choices People can campaign for change | | | government actions contribute to democratic values - 2 points describing in detail how citizens actions contribute to democratic values - 1 valid explanation for how these actions (govt or citizens) support democracy |
| | Checks and balances | Safeguard against corruption / abuse of power | | | |
| | Independent judiciary / rule of law | Government accountable to the law | | | |
| | Equality laws / equality of opportunity | People feel engaged All talents can be used in support of democracy | | | |
| | Encourage tolerance and respect / encourage community cohesion | People feel a sense of commitment / belonging | | | |
| | Citizens' support for 'democratic values' includes but is not limited to: | | | | |
| | Citizen action arising out of a commitment to democratic values | Why this supports democracy | | For 6 marks | - an understanding of the concept 'democratic values' - 3 actions must be described covering both government AND citizens. - 1/2 actions describing how government actions contribute to democratic values |
| | Vote, support candidates, join political parties, stand for election | Government decisions reflect people's wishes. | | For 5 marks | - a clear understanding of the concept 'democratic values' - 3 actions must be described covering government OR citizens. |
| | Express opinions and respect free speech/lobby for change | New or contrary opinions can be expressed and considered | | | |
| | Challenge / challenge / expose wrong doing | Safeguard against corruption / abuse of power | | | |
| | Obey the law | Reinforce respect for the law. Contribute to community safety / cohesion | | | |

Level 3 (5–6 marks)

A good response which is a largely clear and coherent and convincing case directly supporting the viewpoint.

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| | For 6 marks | - an understanding of the concept 'democratic values' - 3 actions must be described covering both government AND citizens. - 1/2 actions describing how government actions contribute to democratic values |
| | For 5 marks | - a clear understanding of the concept 'democratic values' - 3 actions must be described covering government OR citizens. |

Level 2 (3- 4 marks)

A basic response which makes the point that 'democracy can only succeed if governments and

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|---|--|---|---|--|--|---|--|---|-------------|---|-------------|---|-------------|--|-------------|--|
| | | <table border="1"> <tr> <td>Support the community / society through leadership and engagement</td><td>Add to quality of decision-making, community cohesion, quality of life, etc.</td></tr> <tr> <td>Encourage tolerance and respect / encourage community cohesion</td><td>Encourage unity / engagement / general well-being</td></tr> </table> | Support the community / society through leadership and engagement | Add to quality of decision-making, community cohesion, quality of life, etc. | Encourage tolerance and respect / encourage community cohesion | Encourage unity / engagement / general well-being | | <p>citizens support democratic values'.</p> <table border="1"> <tr> <td>For 4 marks</td><td> <ul style="list-style-type: none"> - 2 actions must be clearly identified covering both government and citizens. </td></tr> <tr> <td>For 3 marks</td><td> <ul style="list-style-type: none"> - 2 actions must be clearly identified covering either government or citizens. </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>For 2 marks</td><td> <p>Two of:</p> <ul style="list-style-type: none"> • 1 action must be identified for either govt or citizens • Demonstrates a simple understanding of democracy • Recognises how government and citizens working together can support democratic values </td></tr> <tr> <td>For 1 marks</td><td> <p>One of:</p> <ul style="list-style-type: none"> • 1 action must be identified for either govt or citizens • Demonstrates a simple understanding of democracy • Recognises how government and citizens working together can support democratic values </td></tr> </table> | For 4 marks | <ul style="list-style-type: none"> - 2 actions must be clearly identified covering both government and citizens. | For 3 marks | <ul style="list-style-type: none"> - 2 actions must be clearly identified covering either government or citizens. | For 2 marks | <p>Two of:</p> <ul style="list-style-type: none"> • 1 action must be identified for either govt or citizens • Demonstrates a simple understanding of democracy • Recognises how government and citizens working together can support democratic values | For 1 marks | <p>One of:</p> <ul style="list-style-type: none"> • 1 action must be identified for either govt or citizens • Demonstrates a simple understanding of democracy • Recognises how government and citizens working together can support democratic values |
| Support the community / society through leadership and engagement | Add to quality of decision-making, community cohesion, quality of life, etc. | | | | | | | | | | | | | | | |
| Encourage tolerance and respect / encourage community cohesion | Encourage unity / engagement / general well-being | | | | | | | | | | | | | | | |
| For 4 marks | <ul style="list-style-type: none"> - 2 actions must be clearly identified covering both government and citizens. | | | | | | | | | | | | | | | |
| For 3 marks | <ul style="list-style-type: none"> - 2 actions must be clearly identified covering either government or citizens. | | | | | | | | | | | | | | | |
| For 2 marks | <p>Two of:</p> <ul style="list-style-type: none"> • 1 action must be identified for either govt or citizens • Demonstrates a simple understanding of democracy • Recognises how government and citizens working together can support democratic values | | | | | | | | | | | | | | | |
| For 1 marks | <p>One of:</p> <ul style="list-style-type: none"> • 1 action must be identified for either govt or citizens • Demonstrates a simple understanding of democracy • Recognises how government and citizens working together can support democratic values | | | | | | | | | | | | | | | |

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| | | | | <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit any repetition of points.</p> |
| 3 | a | <p>Candidates should cite one piece of evidence from Table 3 that shows why it's not true to say that all people who want to reduce immigration dislike immigrants.</p> <p>Correct response:</p> <ul style="list-style-type: none"> most migrants/people of migrant heritage think immigration should be reduced there is no evidence that the reasons for wanting immigration reduced link to a dislike to immigrants. | 1 | <p>Use ✓ or ✗ The response can be awarded a maximum of 1 mark. Give credit to the valid point wherever it appears in the response space. A maximum total of 1 mark can be awarded.</p> <p>Reason must apply to why people would 'dislike immigrants'</p> |
| 3 | b | <p>Candidates should cite one piece of evidence from Table 3 that shows why UK politicians and business leaders may have underestimated the level of people's concerns about immigration.</p> <p>Correct response:</p> <ul style="list-style-type: none"> All groups are over 50% in wanting immigration reduced (accept examples of groups) People of migrant heritage are also in favour reducing immigration | 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. Only accept responses that relate to Table 3. maximum total of 1 mark can be awarded.</p> |

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| 3 | <p>c* This question is designed to assess the skills underpinning AO3.</p> <p>Credit should be given for effective written advocacy of the viewpoint ‘UK governments should encourage reasonable levels of immigration and emigration.’</p> <p>Effective written advocacy should 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 show an explicit or implicit understanding of the benefits of immigration and emigration, and the reasons for keeping these population movements at ‘reasonable’ levels.</p> <p>Candidates may make some of the following points:</p> <p><u>Reasons UK governments should support migration</u></p> <ul style="list-style-type: none"> • to fill job vacancies, do the jobs UK citizens do not want/cannot fill – unskilled vacancies e.g farming, cleaning etc • to allow companies to recruit the best people for the jobs/people with high skill levels/professionals e.g. doctors, IT skills, nurses etc • human rights reasons (asylum and international obligations, freedom of movement, benefit for individuals) • social reasons (encourage diversity, enhances community cohesion, improving understanding of other cultures and religions, enable families to stay together) • political reasons (treaty obligations, particularly in | 8 | <p>Use annotations L1, L2, L3 and L4 and EG next to examples.</p> <p>Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>Do not use ✓ or ✗.</p> <p>A maximum total of 8 marks can be awarded.</p> <p>Level 4 (7–8 marks)</p> <p>An excellent response which is a clear, coherent and convincing case following a sustained line of reasoning.</p> |
| | | <p>For 8 marks</p> <ul style="list-style-type: none"> - a clear understanding of the concepts of immigration and emigration - 2 points explaining why governments should support migration - 2 points explaining the challenges governments face when immigration is high. - a <u>measured and coherent</u> expression of their own point of view. | |
| | | <p>For 7 marks</p> <ul style="list-style-type: none"> - a clear understanding of the concept of migration - 2 points explaining why governments should support migration - 2 points explaining the challenges governments face when immigration is high. - expression of their own point | |

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| | <p>relation to membership of / trade with the EU)</p> <ul style="list-style-type: none"> • People pay taxes when they work/set up a business • Allowing/supporting emigration of UK citizens to access better job and education opportunities <p><u>Challenges of high immigration</u></p> <ul style="list-style-type: none"> • economic reasons (pressure on low-skilled UK citizens seeking unskilled jobs, wages for low-skilled jobs are depressed) • pressure on infrastructure (houses, schools, hospitals, roads) • social / cultural reasons (indigenous population feeling 'squeezed', ignored or threatened, culture of particular towns changing quickly, cultural misunderstandings / conflict) / concerns of citizens about the level of immigration | | <p>of view.</p> <p>Level 3 (5–6 marks) A good response which is a largely clear and coherent and convincing case directly supporting the viewpoint.</p> <table border="1"> <tr> <td>For 6 marks</td><td> <ul style="list-style-type: none"> - an understanding of the concept migration - 3 separate, valid points in total describing reason for govts to support migration and the challenges faced when immigration is high - Personal opinion given </td></tr> <tr> <td>For 5 marks</td><td> <ul style="list-style-type: none"> - an understanding of the concept migration - 3 separate, valid points in total describing reason for govts to support migration or the challenges faced when immigration is high - Personal opinion given </td></tr> </table> <p>Level 2 (3- 4 marks) A basic response which supports the viewpoint that, 'UK governments should encourage reasonable levels of immigration and emigration'.</p> <table border="1"> <tr> <td>For 4 marks</td><td>- identifies 2 separate reasons for</td></tr> </table> | For 6 marks | <ul style="list-style-type: none"> - an understanding of the concept migration - 3 separate, valid points in total describing reason for govts to support migration and the challenges faced when immigration is high - Personal opinion given | For 5 marks | <ul style="list-style-type: none"> - an understanding of the concept migration - 3 separate, valid points in total describing reason for govts to support migration or the challenges faced when immigration is high - Personal opinion given | For 4 marks | - identifies 2 separate reasons for |
| For 6 marks | <ul style="list-style-type: none"> - an understanding of the concept migration - 3 separate, valid points in total describing reason for govts to support migration and the challenges faced when immigration is high - Personal opinion given | | | | | | | | |
| For 5 marks | <ul style="list-style-type: none"> - an understanding of the concept migration - 3 separate, valid points in total describing reason for govts to support migration or the challenges faced when immigration is high - Personal opinion given | | | | | | | | |
| For 4 marks | - identifies 2 separate reasons for | | | | | | | | |

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| | | | | | <p>govts to support migration</p> <ul style="list-style-type: none"> - 1 point outlining challenges when migration is high - <u>Limited personal opinion given</u> | | | | |
| | | | For 3 marks | | <ul style="list-style-type: none"> - identifies 2 reason for govts to support migration <p>AND either:</p> <ul style="list-style-type: none"> - 1 point outlining challenges when migration is high OR - Limited personal opinion given | | | | |
| Level 1 (1- 2 marks) | | | | | A limited response which contains a relevant point or example linked to the viewpoint. | | | | |
| Features must include: | | | | | <ul style="list-style-type: none"> • at least one relevant point or example to support the viewpoint or a valid expression of their own point of view. | | | | |
| <table border="1"> <tr> <td>For 2 marks</td> <td>2 of:</td> </tr> <tr> <td></td> <td> <ul style="list-style-type: none"> - identifies a reason for govts to support migration - 1 point outlining challenges when migration is high - Limited personal opinion given </td> </tr> </table> | | | | | For 2 marks | 2 of: | | <ul style="list-style-type: none"> - identifies a reason for govts to support migration - 1 point outlining challenges when migration is high - Limited personal opinion given | |
| For 2 marks | 2 of: | | | | | | | | |
| | <ul style="list-style-type: none"> - identifies a reason for govts to support migration - 1 point outlining challenges when migration is high - Limited personal opinion given | | | | | | | | |
| <table border="1"> <tr> <td>For 1 marks</td> <td>1 of:</td> </tr> <tr> <td></td> <td> <ul style="list-style-type: none"> - identifies a reason for govts to support migration - 1 point outlining challenges </td> </tr> </table> | | | | | For 1 marks | 1 of: | | <ul style="list-style-type: none"> - identifies a reason for govts to support migration - 1 point outlining challenges | |
| For 1 marks | 1 of: | | | | | | | | |
| | <ul style="list-style-type: none"> - identifies a reason for govts to support migration - 1 point outlining challenges | | | | | | | | |

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| | | | | | when migration is high - Limited personal opinion given |
| | | | | <p>Candidates may:</p> <ul style="list-style-type: none"> use further limited points of tangential relevance use a further limited example. <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit any repetition of points.</p> | |
| 4 | a | <p>Any one reason why the information in Fig. 4.1 has worried many UK business owners.</p> <p>Any one of the following:</p> <ul style="list-style-type: none"> because the UK is leaving the EU half / 50% / many of our exports go to the EU | 1 | <p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark.</p> <p>Give credit to valid point wherever it appears in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p> | |
| 4 | b | <p>Any one of the following reasons why reason why the way in which the European Union (EU) is organised has made it more difficult for the UK to agree a deal to leave:</p> <ul style="list-style-type: none"> 27 member nations must approve the deal differences of opinion among the EU member nations possible use of the veto by one or more countries European Parliament must approve the deal the EU negotiating team can't make final decisions the President of the EU Council relies on the support / approval of the leaders of 27 nations, so can't make his / her own decisions. Sharing a land-border with the Irish Republic and the need to avoid customs posts in such a sensitive area. | 1 | <p>Use ✓ or ✗</p> <p>The response 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 1 mark can be awarded.</p> | |

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| 4 | c* | <p>This question is designed to assess the skills underpinning AO3 as they evaluate the viewpoint that 'Leaving the EU will be good for the UK'.</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> <ul style="list-style-type: none"> • analyse the evidence from the stimulus sources and use evidence from their studies to respond to the viewpoint • evaluate the viewpoint and a range of evidence to make a substantiated judgement. <p>Candidates should be able to describe the EU's main aims:</p> <ul style="list-style-type: none"> • maintain international peace and security • develop friendly relations among nations • cooperate in solving international problems • promote respect for human rights. <p>Candidates should be able to draw some of the following points from the stimulus sources:</p> <p><u>Fig. 4.1</u> There are likely to be challenges linked to trade such as – securing a free trade deal with the EU, expanding trade with non-EU members.</p> <p><u>Fig. 4.2</u> Significant reasons for leaving the EU are advertised on the 'Vote Leave' battle bus – the UK's financial contribution to the EU and other ways of using this money, taking control (sovereignty).</p> | 12 | <p>Use annotations L1, L2, L3, L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗.</p> <p>Level 4 (10–12 marks) A detailed and well written response which is a coherent, relevant, logically structured and substantiated personal response to the viewpoint "Leaving the EU will be good for the UK".</p> <p>Features must include:</p> <ul style="list-style-type: none"> • an excellent evaluation of a range of evidence which may include the stimulus sources and must draw on their own knowledge • discussion of what the EU is and how it works • specific and accurate references to at least 4 of the following: <ul style="list-style-type: none"> ○ trade ○ financial contribution/funding projects/ regions ○ sovereignty ○ immigration ○ employment / labour shortages / free movement ○ national security/peace/preventing terrorism • a substantiated conclusion. <p>Level 3 (7–9marks) A good response which is valid, coherent and offers a personal response to the viewpoint.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • a good evaluation of a range of evidence. • brief description of what the EU is and how it works • largely accurate, developed references (that must do more than list) to at least 3 of the following: |
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| | <p><u>Fig. 4.3</u> Leaving the EU might generate labour shortages in the National Health Service.</p> <p><u>Support for the viewpoint could include:</u></p> <ul style="list-style-type: none"> • new trade opportunities / the EU depends on the UK as an export market so will do a reasonable deal in the end. • using our membership contribution for other purposes • sovereignty, perhaps linked to law-making and the jurisdiction of courts • control of immigration • escape from bureaucracy and delay • lack of EU effectiveness in some of recent disputes and international crises involving refugees, relationships with Russia and the USA, attitudes to self-determination / democracy. <p><u>Arguments against the viewpoint could include references to the advantages of EU membership, including:</u></p> <ul style="list-style-type: none"> • free trade within the EU and advantageous trading relationships worldwide • free movement of labour • freedom to live, travel or be educated anywhere in the EU. • common production standards • harmonisation of rights and laws • peace / security • sharing ideas • cooperation on programmes and projects • promotion of human rights and democracy. • common support for other nations. | <ul style="list-style-type: none"> ○ trade ○ financial contribution/funding projects/ regions ○ sovereignty ○ immigration ○ employment / labour shortages / free movement ○ national security/peace/preventing terrorism <ul style="list-style-type: none"> • a clear conclusion. <p>Level 2 (4–6 marks) A valid but basic response.</p> <p>Features must include: A simple response which seeks to address the viewpoint.</p> <ul style="list-style-type: none"> • simple references (that must do more than list) made to at least 2 of the following: <ul style="list-style-type: none"> ○ brief description of what the EU is/ how it works ○ trade ○ financial contribution/funding projects/ regions ○ sovereignty ○ immigration ○ employment / labour shortages / free movement ○ national security/peace/preventing terrorism <p>Level 1 (1–3 marks) A limited response.</p> <p>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 or more of the following: <ul style="list-style-type: none"> ○ limited description of what the EU is/how it |
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| | | | <p>works</p> <ul style="list-style-type: none"><input type="radio"/> trade<input type="radio"/> financial contribution/funding projects/ regions<input type="radio"/> sovereignty<input type="radio"/> immigration<input type="radio"/> employment / labour shortages / free movement<input type="radio"/> national security/peace/preventing terrorism <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit any repetition of points.</p> |
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