



Oxford Cambridge and RSA

GCSE (9–1)

Citizenship Studies

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

General Certificate of Secondary Education

Mark Scheme for November 2020

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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

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

Item	Response	Marks	Guidance
1a	<p>There are several creditable responses but they will tend to fall into the following categories:</p> <ul style="list-style-type: none"> • Basic literacy is needed so that manifestos and political articles can be read. • Development of reasoning skills is needed so that people can make valid judgements over politicians and their policies. Avoid being overly influenced by others. • Knowledge of how the political system works, its development and problems illustrated from history so people can understand how the system works • Mathematical skills are needed so that the people can make judgements over the economic and financial policies and claims of politicians • Create unfair bias in results/not representative – either unfair advantage to people who have been educated (who may have greater understanding/engagement with political system) OR unfair to people who have not been educated as they are not receiving equal opportunity (to access education and participate in democracy) 	2	<p>Use ✓ or ✗</p> <p>A valid point 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.</p>
1b	One mark for each valid point:	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 as long as they are linked to some evidence.</p>

	<ul style="list-style-type: none"> • Female student rate is very high (3rd highest) compared to other countries • High female student rate (over 50%) could indicate that males are not getting equal access • Blacks (ethnic minority group) are well represented proportionately in the student population in the UK (8% compared to 4% population) • The under- representation of white students proportionately could indicate that white students are not getting equal access.(same figure) • Oxford and Cambridge – the elite universities do not have enough students from black ethnic backgrounds (there are only 1-2% compared to 8% in all universities). 		<p>The answers indicate the minimum acceptable responses.</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>
Item	Response	Marks	Guidance
1c	<p>Any four points that could be used as part of a reasoned, coherent case against the viewpoint that 'Trade unions are a good thing because they protect everyone's rights'.</p> <ul style="list-style-type: none"> • Trade Unions only protect the rights of their members, not all people in the workplace join one. • Other things like the law protect workers rights like Equal Pay and Sex Discrimination Acts; • Trade unions produce higher wages for those in well -paid 	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. A maximum total of 4 marks can be awarded.</p> <p>Do not credit any repetition of points or reference to membership fees.</p> <p>Other valid points against trade unions could be made but they must be developed beyond a simple point e.g. 'Trade unions are divisive' or 'Trade Unions are left wing'</p>

	<p>jobs but not for those in low paid jobs or the “gig” economy;</p> <ul style="list-style-type: none"> • Trade unions are not a good thing because they are more focused on politics – supporting the Labour Party – rather than workers’ rights; • Trade unions organise strikes which disrupt ordinary people’s lives and harm the economy. • Trade unions resist new working practices in order to protect jobs. This makes businesses inefficient and more expensive than they need to be. 		
Item	Response	Marks	Guidance
2a	<p>One of:</p> <ul style="list-style-type: none"> • Spending of unspent donations on a luxury hotel; • not spending much of the \$13.4 billion raised for relief • There are more NGO workers per square mile in Haiti than any other country but it is still the poorest country in the western world 	1	<p>Use ✓ or ✗</p> <p>The response must be a product of both Fig. 2 and reflect an understanding of the idea of misuse</p> <p>Only allow one of these three responses. Do not credit comments about abuses committed by aid workers</p>
2b	<p>One of:</p> <ul style="list-style-type: none"> • Vetting all applicants thoroughly • having a system of supervision when on a mission; • making workers carry video helmets at all times; 	1	<p>Use ✓ or ✗</p> <p>The response must be a product of both Fig 2 and reflect an understanding of risk management.</p> <p>Any other credible action to be credited</p>

	<ul style="list-style-type: none"> • making all aid workers work in pairs (and changing the pairings regularly). • Having a “whistle blowers” charter so that workers are more likely to report suspicions of fellow workers • Making clear to all workers by policy statements (rules) and procedures that any offenders will be dealt with through the criminal law (enforcement). 		
2c	<p>Any two of the non-economic reasons why some people in Haiti would oppose the use of NGO workers using Figure 2.</p> <ul style="list-style-type: none"> • NGO workers sexually abused Haitians • NGO workers never get punished for their crimes. • NGO workers seem not to be interested in their work but to use it as a springboard to good jobs 	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the reasons in turn. Each of the two points can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>

Item	Response	Marks	Guidance
2d	<p>Any four points that could be used as part of a reasoned, coherent case supporting the viewpoint that <i>‘The United Kingdom should continue to give money to NGOs so that they can deliver overseas aid.’</i></p> <ul style="list-style-type: none"> • Accusations of abuse or corruption should not get in the way of helping the poor after disasters by giving money to NGOs 	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. A maximum total of 4 marks can be awarded.</p> <p>Points must be different from one another and must support the viewpoint that <i>‘The United Kingdom should continue to give money to NGOs so that they can deliver overseas aid.’</i></p> <p>Do not credit any repetition of points.</p>

	<ul style="list-style-type: none"> • Governments can check that NGOs have introduced more rigorous means of self-policing so the money will be better spent. • Impartiality of NGOs as they are not tied to the state and will help wherever there is a problem. • NGOs have clear aims linked to humanitarian values. • NGOs do not expect favours in return like trade deals and so are more ethical. • NGOs can act quickly; no need for a political decision or democratic support unlike the government • NGOs are usually trusted by donors, recipients and governments • NGOs have international credibility and profile. • NGOs have expertise and experience through training and previous missions. • Most aid workers are not abusers and they should not all be ‘tarred with the same brush’ 		Do not credit ‘because it’s right’ given as a sole reason.
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Item	Response	Marks	Guidance
2e*	<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. 	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>Level 4 (7–8 marks) A clear, coherent and convincing case following a sustained line of reasoning and directly substantiating or challenging the proposition that <i>‘the UK government has been successful in responding to international conflicts and crises.’</i></p>

<ul style="list-style-type: none"> • Valid selection of convincing examples. • Clarity and concision. <p>Points in support of the case include:</p> <ul style="list-style-type: none"> • The UK government has been successful in keeping the peace for example in Kosovo between 1998 and 2008 as part of a NATO force • The UK military intervention in Iraq from 2003 has led to the introduction of a form of democracy and improved civil rights. • The UK has sent ships from the Royal Navy in 2015 to help other EU states' vessels in rescuing refugees from drowning in crossing the Mediterranean from Libya • The UK has given millions of pounds of financial aid to NGOs like Oxfam to deal with crises effectively when it is less easy for the government itself • The UK also spends money directly – 60% of its aid budget - on assisting countries dealing with dangerous epidemic diseases. It spent £230 million to fight Ebola in West Africa. • The UK sent military aircraft to make emergency airdrops of 	<p>Features must include:</p> <ul style="list-style-type: none"> • a line of reasoning which is easy to follow and maintained throughout • at least four convincing, accurate and relevant points to explain why governments have been successful or unsuccessful in responding to international conflicts and crises • valid use of examples to substantiate at least two of the points made <p>Candidates may:</p> <ul style="list-style-type: none"> • use further examples to substantiate more than two points • define 'effectiveness' • qualify their position by citing exceptions e.g. cases or ways in which UK has not been successful/not successful in responding to international conflicts and crises. <p>Level 3 (5–6 marks) A clear and largely coherent and convincing case directly supporting or opposing the proposition.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • a definite line of reasoning throughout most of the case • at least three convincing, accurate and relevant points to explain why governments have been successful or unsuccessful in responding to international conflicts and crises • valid use of examples to substantiate at least one of the points made <p>Candidates may:</p> <ul style="list-style-type: none"> • develop one example in depth • introduce additional limited points that add some further weight to the case <p>Level 2 (3- 4 marks) A case that makes the point either for or against that <i>'the UK government has been successful in responding to international conflicts and crises.'</i></p> <p>Features must include:</p> <ul style="list-style-type: none"> • a definite statement supporting or opposing the case • at least two relevant points to explain why the UK government have been successful/ not successful in responding to international conflicts and crises • valid use of at least one relevant example
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	<p>humanitarian aid to trapped Yazidi refugees in Syria in 2015.</p> <p>Examples of previous intervention by governments that the candidate judges to be successful.</p> <p>Points opposing the case include:</p> <ul style="list-style-type: none"> • UK has not been successful in dealing with economic conflicts recently – for example the seizure of an Iranian vessel but then the capture of a British vessel in international waters. • The UK military intervention in Syria led to damage and destruction and did not lead to a peaceful resolution of the conflict. • The UK has not spent enough money directly only contributed £50 million to dealing with a second Ebola epidemic in DRC in 2019 • The UK can be accused of only responding to international conflicts and crises which are or direct relevance to British interests. There has been no involvement in Myanmar or South Sudan • Aid given to NGOs has not been spent effectively as in the case of Haiti • British assistance to refugees can be criticised as there are currently no Royal Navy vessels in the EU Migrant task force 		<p>Candidates may:</p> <ul style="list-style-type: none"> • link their example to one of the points made <p>Level 1 (1- 2 marks) A relevant point or example linked to the proposition. Features must include:</p> <ul style="list-style-type: none"> • at least one relevant point or example to explain why governments have been successful or unsuccessful in responding to international conflicts and crises <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>
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	patrolling the waters between Libya and Italy (July 2019)		
Item	Response	Marks	Guidance
3a	<p>One mark for a valid piece of evidence to show that <i>'Foreign students bring economic benefits to the United Kingdom.'</i></p> <p>1.They were responsible for £10.8 billions of the UK's export earnings 2. They brought £1 billion in tax revenues 3. They spent £5.4 billion on buying goods and services 4. Their off-campus spending added £730 millions to the UK transport industry 5. Their off-campus spending added £690 million to the retail industry 6. Spending by foreign students and their visitors on and off campus generated £23.8 billion (equivalent to £13.8 billion contribution to GDP) 7. Foreign students supported 206,600 jobs nationally in 2014-2105</p>	2	<p>Use ✓ or ✗</p> <p>The response must be a product of both Source 4 and an understanding of the concepts linked to migration.</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. A maximum total of 2 marks can be awarded.</p> <p>Point 6 can only be credited once</p>
3b*	<p>This item is designed to assess the skills underpinning AO3b. Credit should be given for a reasoned coherent case against the viewpoint that <i>'People who voted for the UK to leave the European Union did so because of immigration'</i></p> <p>. Indicators include:</p>	8	<p>Use annotations L1, L2, L3, L4 and EG next to examples. Also use VG, IRR, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗</p> <p>Level 4 (7–8 marks) A clear, coherent, convincing and well substantiated case directly opposing the proposition that, <i>'People who voted for the UK to leave the European Union did so because of immigration'</i></p>

<ul style="list-style-type: none"> • Focus on the argument throughout. • Valid selection of strong supportive points. • Valid selection of convincing examples. • Clarity and concision. <p>Candidates should:</p> <ul style="list-style-type: none"> • analyse Fig. 3.2 accurately and understand how it relates to immigration and the referendum vote • explain other reasons for the referendum vote and to give appropriate examples to illustrate these reasons <p>Other reasons which explain why people voted to leave</p> <ul style="list-style-type: none"> • Economic controls exercised by the European Union over the British economy. Many businessmen argued that the numerous regulations from the European Union were important as they are more damaging than having migrants in the United Kingdom which helps in meeting skill shortages or workers for low-paid jobs in agriculture. • Britain 'needs to stand on its own two feet.' Many voters felt that Britain as a former imperial power with its own nuclear deterrent and membership of G7 should not be 	<p>Features must include:</p> <ul style="list-style-type: none"> • a line of reasoning which is easy to follow and maintained throughout • at least four convincing, accurate and relevant points to explain reasons other than migration for the UK Brexit vote result. • valid use of examples to further substantiate at least two of the points made. • Use Figure 3.2 to answer the question either by explaining why migration could have been an important reason in Boston but not elsewhere or developing the idea of Britain standing on its 'own two feet.' • An idea of why at least two of the other factors were the reason why people voted to leave the EU. <p>Candidates may:</p> <ul style="list-style-type: none"> • use further examples to substantiate more than two points • show that one of the reasons was more important than immigration <p>Level 3 (5–6 marks) A clear and largely coherent and convincing case directly opposing the proposition. Features must include:</p> <ul style="list-style-type: none"> • a definite line of reasoning throughout most of the case • at least two convincing, accurate and relevant point to explain other reasons for the Brexit vote other than migration • valid use of examples to substantiate at least one of the points made <p>Candidates may:</p> <ul style="list-style-type: none"> • develop one example in depth • introduce additional limited points that add some further weight to the case • have some development of why one point is more important than migration <p>Level 2 (3- 4 marks) A case that opposes the proposition in part. Features must include:</p> <ul style="list-style-type: none"> • a definite statement opposing the case • at least two points explaining other reasons for the Brexit vote but lacking development, accuracy or persuasiveness • valid use of at least one relevant example
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	<p>subject to external control. This is important because many people feel national pride in their own state.</p> <ul style="list-style-type: none"> • Political controls exercised by the European Union can be held to give sovereignty to other countries. This was an important reason because in the United Kingdom, the political system is based on parliamentary supremacy and so there is resistance to decisions made elsewhere • The political system of the European Union is not democratic. Decisions are made by Heads of State and representatives of governments in the Commission; the only democratically elected element – the European Parliament – has little effective power. This is important because Britain is a democratic country • The European Union has changed from the institution which had been created in 1957 as the Common Market or that the UK joined in 1971. There is growing integration moving towards – as some would see it – a European federal state. This is important as the British people may have supported a common market but not growing integration • Culturally, the United Kingdom is very different to the remainder of Europe. For example, apart from 	<p>Candidates may:</p> <ul style="list-style-type: none"> • link their example to one of the points made <p>Level 1 (1- 2 marks) A relevant point or example linked to the proposition. Features must include:</p> <ul style="list-style-type: none"> • at least one simple point or example to explain a reason other than migration for the vote in favour of Brexit <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>
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	<p>Ireland, it is the only member state to speak English as a first language. This is important because it leads British people to see themselves as different from the rest of Europe</p> <ul style="list-style-type: none">• Geographically, the United Kingdom is not part of mainland Europe but an island; it only has a common land border with Ireland. This is important as UK is physically isolated from the rest of Europe and so there is a physical barrier between the UK and Europe• The success of the Brexit campaign and the support of most of the printed media compared to the weaker remain campaign which had little support from Labour. This was important as the media have a good deal of influence over public opinion.• End economic contributions to the EU – Brexit bus suggesting this could go the NHS instead.		
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Item	Response	Marks	Guidance
4a	Any two of the following 23 countries (UK, USA, Luxembourg, France, Germany and Greece are excluded) Austria Belgium Bulgaria Croatia Cyprus Czech Republic Denmark Estonia Finland Hungary (Republic of) Ireland Italy Latvia Lithuania Malta Netherlands / Holland Poland Portugal Romania Slovakia Slovenia Spain Sweden	2	Use ✓ or ✗ Examiners must assess each of the responses in turn. Each of the two responses can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. A maximum total of 2 marks can be awarded. Do not credit any repetition of responses.
Item	Response	Marks	Guidance
4b*	This item is designed to assess the	12	Use annotations L1, L2, L3, L4 and EG next to examples.

	<p>skills underpinning both AO3a and AO3c.</p> <p>Candidates should:</p> <ul style="list-style-type: none"> analyse the viewpoint and stimulus sources accurately show an appreciation of the issue's complexity and present arguments on both sides of the case reach a substantiated conclusion <p>Throughout their answer, candidates should demonstrate ability to</p> <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>Reasons for the UK not cutting its payments to NATO unless other members pay their fair share might include but are not limited to:</p> <ol style="list-style-type: none"> NATO does provide the UK with protection in case of war "collective defence". Protects the Special Relationship with the USA As one of the G7 the UK can afford a higher rate of contribution than eastern European countries. Allows the UK the moral high 	<p>AO3a 4 marks</p> <p>AO3c 8 marks</p>	<p>Also use VG, IRRL, NAQ and REP as appropriate. 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>
		AO3a	AO3c
		<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 reasons for and against the UK cutting its payments to NATO unless other members pay their fair share drawn from Figs 4.1 and 4.2 and elsewhere.</p>	<p>Level 4 (7–8 marks) A coherent, relevant, logically structured and substantiated personal response to the viewpoint <i>"The UK should cut its payments to NATO unless other members pay their fair share."</i></p> <p>Features must include:</p> <ul style="list-style-type: none"> a thorough evaluation of a range of evidence including the stimulus sources. an understanding of the issue's complexity specific and accurate references to all of the following: <ul style="list-style-type: none"> Reasons for the UK keeping up its payments to NATO Reasons for the UK reducing its payments to NATO The impact of countries not contributing enough to NATO's defence a substantiated conclusion

	<p>ground in encouraging others to make more payments.</p> <ol style="list-style-type: none"> 4. If the UK cut its spending, other countries might do the same; if NATO fell apart, the UK would probably need to spend more on defence. 5. Our contribution is largely spent on UK weapons and so provides employment 6. The payments help to justify UK's position as a world power with permanent membership of the Security Council 7. Growing international threats e.g. Russia, terrorism to principles or democracy, personal freedom and the rule of law <p>Reasons for the UK cutting its payments to NATO unless other members pay their fair share could include but not be limited to:</p> <ol style="list-style-type: none"> 1 Popular with general public; loss of public confidence in NATO as unfair in current situation 2 Reduces our commitment to warfare which does not directly concern us in eastern Europe e.g. Ukraine, Estonia. 3 Other countries are more prosperous than the UK e.g. Germany and so could afford 	<p>Level 3 (3 marks) The response incorporates a sound analysis of relevant evidence which includes reference to the stimulus documents.</p> <p>The response will contain some largely accurate examples linked to the reasons for and against the UK keeping up its payments to NATO drawn from Figs 4.1 and 4.2 <u>and</u> elsewhere.</p>	<p>Level 3 (5–6marks) A valid, coherent and substantiated personal response to the viewpoint. 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 all of the following: <ul style="list-style-type: none"> ○ Reasons for the UK keeping up its payments to NATO ○ Reasons for the UK reducing its payments to NATO ○ The impact of countries not contributing enough to NATO's defence • a substantiated conclusion
		<p>Level 2 (2 marks) The response incorporates a limited analysis of relevant evidence which includes reference to at least one of the stimulus sources.</p> <p>The response will contain some specific examples linked to the reasons for and against the UK keeping up its payments to NATO drawn from Figs 4.1 and 4.2, <u>or</u> elsewhere.</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"> ○ Reasons for the UK keeping up its payments to NATO ○ Reasons for the UK reducing its payments to NATO ○ The impact of countries not contributing enough to NATO's defence • a limited but specific response to the viewpoint.

	<p>much more</p> <p>4 Threat might lead other countries to contribute more to their own defence.</p> <p>5 UK has \$1 trillion of debts; this cut would help address this problem.</p> <p>6 Public opinion generally is drifting away from UK involvement in Europe – for example Brexit. This would again reduce our link with Europe</p> <p>7 However the threat of any direct conflict in which NATO forces would be used is limited as such a direct conflict would well be a nuclear one</p> <p>What may happen if NATO has less money to spend would include but not be limited to:</p> <ol style="list-style-type: none"> 1. This would weaken Europe in the face of growing international danger because it would have weaker forces. 2. Possibly, the end of peace in Europe – NATO has seen 70 years without a major armed conflict between key European nations – unlike previous history 3. It would encourage other 		<p>AO3a</p> <p>Level 1 (1 mark) The response will contain some limited references to examples / evidence.</p> <p>AO3a</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	<p>AO3c</p> <p>Level 1 (1–2 marks) A very basic personal response. Features must include</p> <ul style="list-style-type: none"> • implied understanding of the viewpoint in the question. • limited but valid points or examples to illustrate <u>one</u> of the following: <ul style="list-style-type: none"> ○ Reasons for the UK keeping up its payments to NATO ○ Reasons for the UK reducing its payments to NATO ○ The impact of countries not contributing enough to NATO's defence <p>AO3c</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>
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	<p>countries e.g. Russia and terrorists to act against European interests</p> <ol style="list-style-type: none">4. NATO could not afford to get involved as much for example in peacekeeping forces.5. Countries might leave NATO as it was seen to be not able to provide protection. <p>Other points to qualify the stimulus viewpoint in Source 6</p> <ol style="list-style-type: none">1. Those who threaten NATO are hostile to our collective values of 'democracy, personal freedom and the rule of law' – ISIS, the Ukraine and even the Salisbury poisonings could be used as examples2. 'Collective defence' is a double-edged sword. While in theory it gives security, the League of Nations and the UN have been based on collective security but did not prevent the Second World War for example			
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