

GCSE (9–1) Citizenship Studies

J270/02 Citizenship in action

Sample Question Paper

Version 2.4

Date – Morning/Afternoon

Time allowed: 1 hour 45 minutes



You must have:

- the Question Paper



| | | | | | | | | | | | |
|---------------|--|--|--|--|--|--|------------------|--|--|--|--|
| First name | | | | | | | | | | | |
| Last name | | | | | | | | | | | |
| Centre number | | | | | | | Candidate number | | | | |

INSTRUCTIONS

- Use black ink.
Complete the boxes above with your name, centre number and candidate number.
- Sections A, B, C and D: Answer **all** the questions.
- Write your answer to each question in the space provided.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **100**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **20** pages.

Section A

Answer **all** the questions.

You should spend approximately 20 minutes on this section.

1. Study **Source 1** and answer Questions **1(a)–1(d)**.

Source 1 Birmingham city centre



- (a) State **four** public services shown in Source 1 that are provided or supported by the local authority.

- (i)
- (ii)
- (iii)
- (iv)

[4]

(b) State **two** sources of funding for local authority services.

(i)

(ii)

[2]

(c) Explain why local authorities arrange contracts with private companies for services such as adult social care and park maintenance. Use an example to support your answer.

.....
.....
.....
.....
.....
.....

[4]

(d) State **two** reasons why some people object to private companies providing public services.

(i)

(ii)

[2]

2. Study **Scenario 1** and answer Questions **2(a)–2(d)**.

Scenario 1

Alisha believes strongly that the UK Government should be committed to:

- low taxes linked to a national living wage
- equal opportunities
- public services provided by the private sector
- the union of England, Wales, Scotland and Northern Ireland
- reduce net migration to the UK.

Alisha is 23. She is keen to find opportunities to promote her beliefs and to be an active campaigner for these beliefs in her community.

(a) State which **political party** Alisha is most likely to support based on her beliefs in **Scenario 1**.

..... [1]

(b) State **two** actions Alisha can take to support a political party she has joined.

(i)

(ii) [2]

(c) Explain why Alisha is likely to join a political party **rather than a pressure group**.

.....
.....
.....
.....
.....
..... [4]

(d) State **three** roles within the **legal and justice system** that Alisha could perform as an ordinary citizen.

(i)

(ii)

(iii) [3]

3. (a) 'First-past-the-post' is the election system used in the UK for general elections. State **one** other example of an election system used in the UK.
..... [1]

(b) State **two advantages** of the 'first-past-the-post' election system.
(i)
(ii) [2]

(c) State **two** reasons why smaller political parties tend to **oppose** 'first-past-the-post' election systems.
(i)
(ii) [2]

4. To which **representatives, members of the legislature or executive, or judicial body** should campaigners take their case?

(a) **Campaign** – to improve local car parking arrangements
To which **representative or representatives** should campaigners take their case?
..... [1]

(b) **Campaign** – to prevent a person from being deported (sent back to their country of origin)
To which **representative, member of the executive or judicial body** should campaigners take their case?
..... [1]

(c) **Campaign** – to challenge a government's policy of reading people's phone messages and emails
To which **members of the legislature or judicial body** should campaigners take their case?
..... [1]

Section B

Answer **all** the questions.

You should spend approximately 30 minutes on this section.

Study **Sources 2, 3 and 4** and answer the questions that follow.

Source 2 (Extract adapted from Plaid Cymru's website)

Aims of Plaid Cymru, the Party of Wales:

1. more power for the Welsh Assembly and independence for Wales in Europe
2. ensure economic prosperity to create more jobs
3. promote the health of the natural environment
4. build a national community based on equal citizenship, respect for different traditions and cultures and the equal worth of all individuals, whatever their race, nationality, gender, colour, creed, sexuality, age, ability or social background
5. create a bilingual society by promoting the revival of the Welsh language
6. promote Wales's contribution to the global community

Source 3 (Extract adapted from ICM opinion poll, February 2015)

| Statements about devolution for Wales | Percentage (%) of electors in Wales agreeing with each statement | | | | |
|--|--|-----|-------|----------------|------------------|
| | All people | Men | Women | Welsh speakers | English speakers |
| Wales should become independent, separate from the UK. | 6 | 7 | 5 | 14 | 4 |
| The Welsh Assembly should have more powers than it currently does. | 40 | 39 | 42 | 51 | 35 |
| The Welsh Assembly should have the same powers as now. | 33 | 31 | 35 | 25 | 33 |
| The Welsh Assembly should have fewer powers than now. | 4 | 3 | 4 | 2 | 3 |
| The Welsh Assembly should be abolished. Wales should be governed directly from London. | 13 | 16 | 10 | 5 | 19 |

(Columns do not add up to 100 because of rounding and some people not giving an opinion)

Source 4 (Information from the Office for National Statistics (ONS) 2011 census)

Nineteen per cent (%) of people living in Wales speak Welsh. In 2001 it was 21 per cent (%).

5. (a) Using evidence from **Source 2**, state **one** reason why Plaid Cymru might win support from **unemployed** people.

..... [1]

(b) Using evidence from **Source 3**, state **one** reason why it would be difficult for the **UK Parliament** to take back responsibility for governing Wales.

..... [1]

(c) Using evidence from **Sources 2 and 3**, state **two other groups within the Welsh electorate**, other than unemployed people, who would be most likely to support Plaid Cymru's aims.

(i)

(ii)

[2]

(d) Using evidence from **Sources 2, 3 and 4**, explain why Plaid Cymru might find it difficult to achieve its aims.

.....
.....
.....
.....
.....
.....
..... [4]

BLANK PAGE

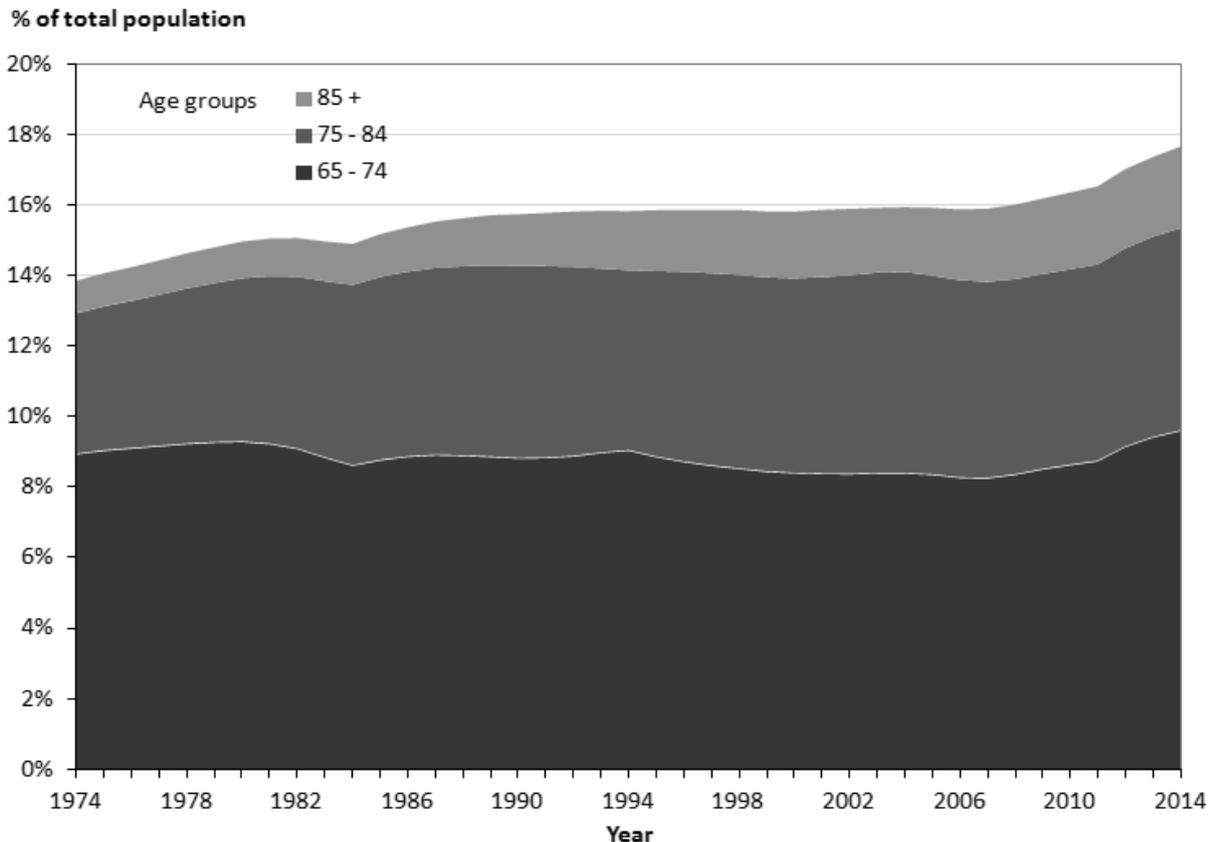
Turn over for the next question

6. Study **Sources 5 and 6** and answer the questions that follow.

Source 5 Number of live births in the UK 2002–2014
(Adapted from data collected by the Office for National Statistics (ONS))

| Year | Number of births (thousands) |
|------|------------------------------|
| 2002 | 596 |
| 2004 | 640 |
| 2006 | 670 |
| 2008 | 709 |
| 2010 | 723 |
| 2012 | 730 |
| 2014 | 695 |

Source 6 Proportion of people at older ages, UK population mid-1974 onwards and a commentary from the Office for National Statistics (ONS)



Commentary on future trends (ageing)

During the last century, there were peaks in the numbers of births after both world wars and a longer baby boom during the 1960s.

The people born just after World War II are now aged 70+ and the 1960s 'baby boomers' are currently aged around 55.

As these birth cohorts age further, they will add to the continuing ageing of the UK population.

(a) Explain how the data in **Source 5** will affect government plans for the provision of public services.

.....

.....

.....

.....

.....

.....

..... [4]

(b) Explain why governments will be concerned about the population trends shown in **Source 6**.

.....

.....

.....

.....

.....

.....

..... [4]

Section D

Answer **all** the questions.

You should spend approximately 40 minutes on this section.

8. Study Source 7.

Source 7

The Magic Garden Project

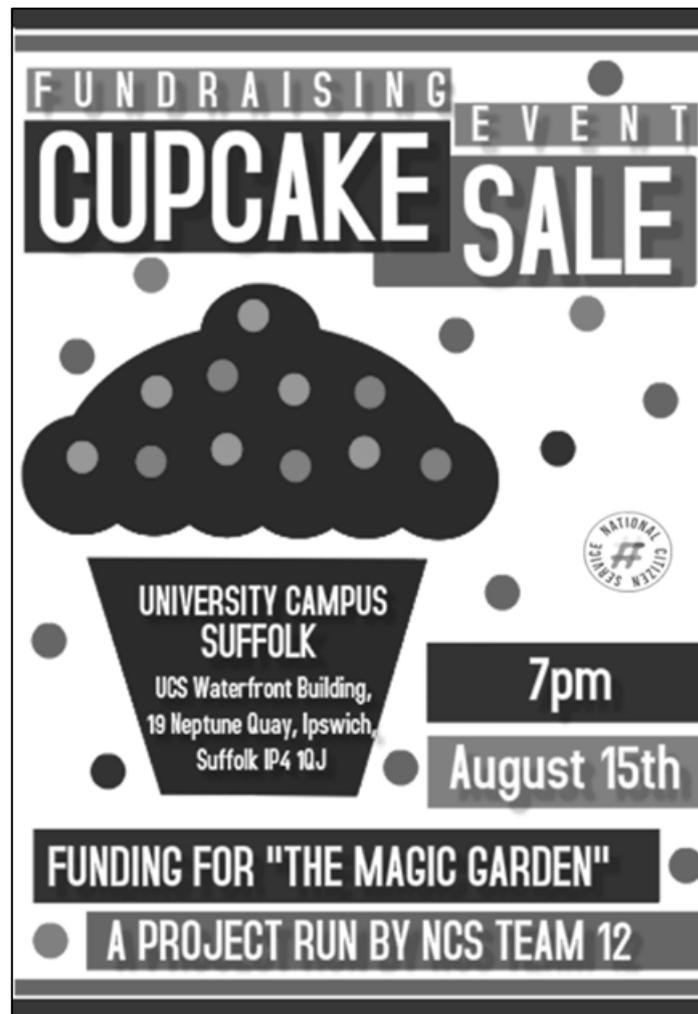
Project aim

To create a memorial garden in a local park for families who have lost a child.

Extracts from the project's social media page

3 August

In conjunction with the quiz night we will also be holding a cake sale! Cupcakes will be 65p and a slice of cake will be £1. Please make sure to attend our quiz night on August 15th to eat these sweet treats! All money raised will go towards The Magic Garden Project. (*Cupcake sale poster attached.*)



4 August

Please watch this video and donate via the link below! A massive thank you to Alfie Vaughan for helping us make this film! (*Video link attached to this post.*)

<http://www.gofundme.com/TheMagicGarden>

If you cannot make it to our fundraising event but would still like to make a difference to The Magic Garden, please donate online at <http://www.gofundme.com/TheMagicGarden>.

Use the information in **Source 7**, your knowledge of the whole course and your experience of citizenship action to help you answer Questions **8(a)–(c)**.

- (a) Apply knowledge and understanding from your own citizenship action to **explain** why The Magic Garden Project team’s social media posts in **Source 7** are effective.

.....

.....

.....

.....

.....

.....

..... [4]

- (b) State **one** way in which The Magic Garden Project team can continue to keep helpers or supporters engaged after the quiz night.

..... [1]

- (c) Describe how The Magic Garden Project team could protect **rights and equalities** as part of their work.

.....

.....

.....

.....

.....

.....

..... [4]

- (d) **Use Source 7 and your own knowledge.** State two reasons why local authority officers or representatives would need to know about The Magic Garden Project team’s plans.

- (i)
- (ii)

[2]

9. Use the information in **Scenario 2**, your knowledge of the whole Citizenship course and your experience of citizenship action to help you answer Questions **9(a)–(c)**.

Scenario 2

You have moved to a university town and are sharing a flat with four other young people. Most flats in the town centre are rented by people aged under 25 or by single people aged over 65.

You and your friends begin to feel frightened when you go out at night. Your neighbours are also worried. Few people know their neighbours, particularly those with a different ethnic background.

You and your friends decide to take some citizenship action to address the issue of crime in this community.

While searching the internet, you find details about crime in your area shown in the box on the right.

You carry out some further research and decide to meet elected representatives.

Internet search findings

Crimes in your town for August 2015

- 674 crimes were reported to the police.
- 320 of these crimes were offences against people, often including violence.
- Crime hot spots included:
 - the shopping centre and supermarket
 - the hospital
 - the bus station
 - the area of cafés, bars and night clubs close to where you live.

(a) State one **further piece of research** it would be useful to carry out before planning your actions.

..... [1]

(b) Explain why consulting the local **Police and Crime Commissioner (PCC), councillor or mayor** should help make your citizenship action more successful.

.....
.....
.....
.....
.....
..... [4]

(c) Describe **one** legal and safe action you could take **in this community** that will engage other people, groups, business managers and community organisations **and** help reduce crime.

.....
.....
.....
.....
.....
..... [4]

(d) **Use Scenario 2 and your own knowledge.** State two other ways in which the government, the local authority or local businesses could improve community cohesion in this town.

(i)

(ii) [2]

.....

.....

.....

.....

..... [12]

END OF QUESTION PAPER

Copyright Information:

Source 1: © © Tracey Whitefoot / Alamy Stock Photo. www.alamy.com Reproduced with permission.

Source 2: Extract adapted from Our National Future. Accessed 5/06/2015. Reproduced by kind permission of Plaid Cymru. www.partyof.wales

Source 3: ICM Poll for BBC Wales Fieldwork dates: 19th – 26th February 2015 https://www.icmunlimited.com/wp-content/uploads/2016/03/2015_bbcwales_march_poll.pdf

Source 4: Data from 2011 Census: Key Statistics for Wales, March 2011. Office of National Statistics. www.ons.gov.uk. <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/2011censuskeystatisticsforwales/2012-12-11#proficiency-in-welsh> © Crown Copyright, licensed under Open Government Licence.

Source 5: Data from Births in England and Wales, 2014, Statistical Bulletin, 15 July 2015, Office of National Statistics, <https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/livebirths/bulletins/birthsummarytablesenglandandwales/2015-07-15#live-births-numbers-and-rates> © Crown Copyright, reproduced under the terms of the Open Government Licence v3.0, www.ons.gov.uk

Source 6: Part of Population Estimates for UK, England and Wales, Scotland and Northern Ireland, Mid-2014 Release, Office of National Statistics, <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland> © Crown Copyright, reproduced under the terms of the Open Government Licence v3.0, www.ons.gov.uk

Source 7: Adapted from Facebook page of NCS Magic Garden. www.facebook.com

OCR is committed to seeking permission to reproduce all third-party content that it uses in the assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



Oxford Cambridge and RSA

...day June 20XX – Morning/Afternoon

GCSE (9–1) CITIZENSHIP STUDIES

J270/02 Citizenship in action

SAMPLE MARK SCHEME

Duration: 1 hour 45 minutes

MAXIMUM MARK 100

DRAFT

This document consists of 32 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the required number of practice responses (“scripts”) and the number of required standardisation responses

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

6. Where a multiple choice question has only a single, correct response and a candidate provides two responses, then no marks should be awarded.
7. When a candidate provides contradictory responses, then no mark should be awarded even if one of the answers is correct.
8. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
9. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question
- Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)
10. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
11. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the *Instructions for Examiners*). The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
12. For answers marked by levels of response:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

| Descriptor | Award mark |
|---|--------------------|
| Meets the criteria but with some slight omission or inconsistency | At bottom of level |
| Enough achievement on balance for this level | At middle of level |
| Meets the criteria for this level well | At top of level |

13. 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.

MARK SCHEME – SECTION A

| Question | | Answer | Marks | Guidance |
|----------|---|---|-------|--|
| 1 | a | Any four of: <ul style="list-style-type: none"> • litter / refuse / waste • lighting • buses / transport • information / signage / signposts • floral displays / street furniture • roads and footways / streets • traffic management | 4 | Use ✓ or ✗ Examiners must assess each of the points in turn. Each of the four points can be awarded a maximum of 1 mark. 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. |
| 1 | b | Examples include: <ul style="list-style-type: none"> • council tax • business rates • charges / fees • fines • grants | 2 | 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. |
| 1 | c | This item is designed to assess candidates' conceptual understanding of 'contacting out' or 'privatising' public services and, more particularly, the reasons why local authorities engage in this practice. Reasons fall into two categories: 1. Legal and political policy reasons. <ul style="list-style-type: none"> • Local authorities are legally required to achieve 'best value' by comparing their 'in-house' service provision with that of other private and public providers. • Conservative controlled local authorities are likely to have a policy of commissioning services from the private sector. | 4 | Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗ A maximum total of 4 marks can be awarded. Level 2 (3–4 marks) A clear conceptual understanding supported by specific reasons. For 4 marks <ul style="list-style-type: none"> • Demonstrates an excellent understanding of the 'value for money' reason. • Supports this with a suitable example. • Describes the legal or policy reasons for engaging the private sector. |

| | | |
|--|---|---|
| | <p>2. Reasons connected with value for money. These reasons include but are not limited to:</p> <ul style="list-style-type: none"> • economies of scale achieved by providing services to several local authorities • specialisation • staff training • taking responsibility for personnel issues and pensions • local authorities can specialise in strategic development, commissioning and service standards | <ul style="list-style-type: none"> • Supports this with specific detail on political values or policies, or the legal requirement to secure best value. <p>For 3 marks</p> <ul style="list-style-type: none"> • Demonstrates a good understanding of the 'value for money' reason. • Supports this with a suitable example. <p>OR</p> <ul style="list-style-type: none"> • Describes the legal or policy reasons for engaging the private sector. • Supports this with specific detail on political values or policies, or the legal requirement to secure best value. <p>Level 1 (1–2 marks) Valid reasons but without a clear conceptual understanding.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • Two or more different but specific reasons but presented independently rather than being linked to the broader concept of 'value for money' or an undeveloped, basic statement of the legal or political policy reasons. <p>For 1 mark</p> <ul style="list-style-type: none"> • One limited but valid specific reason or an appropriate, unsupported generalisation such as 'the private sector is more efficient'. <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> |
|--|---|---|

| | | | | |
|---|---|--|---|---|
| 1 | d | <p>Any two of</p> <ul style="list-style-type: none"> • poor record of health and safety • lower service standards / cut corners • not committed to public service / too committed to shareholder or owners of profitability • lower staff pay / poorer conditions • more difficult to maintain democratic control • less accountable to the public | 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. 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> |
| 2 | a | <p>Any one of</p> <ul style="list-style-type: none"> • Conservative / Tory • Ulster Unionist • Democratic Unionist (DUP) | 1 | <p>Use ✓ or ✗</p> <p>A maximum total of 1 mark can be awarded. Give credit to a valid point wherever it appears in the response space.</p> |
| 2 | b | <p>Any two of</p> <ul style="list-style-type: none"> • vote • pay a subscription / make a donation / raise money • campaign / deliver leaflets / put up poster / use social media / canvass / knock up / take polling numbers • stand as a candidate • nominate or propose a candidate / sign nomination papers • help select a candidate • contribute to policies / manifesto • attend meetings / conferences • help run the local party branch | 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. 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 or any vague actions such as 'persuade others'.</p> <p>Do not credit 'join' or 'become a member' because the question makes clear that Alisha has already joined a party.</p> |
| 2 | c | <p>This item is designed to assess candidates' ability to apply their knowledge and understanding of the terms 'political party' and 'pressure group' to Alisha's beliefs and aspirations as outlined in Scenario 1.</p> <p>There should be two aspects to candidates' responses:</p> <p>Aspect 1</p> <p>Knowledge and understanding of terminology:</p> <ul style="list-style-type: none"> • Political party – seeks to get members elected to power on an agreed, broad programme of policies. Usually active locally with campaigns on community | 4 | <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks)</p> <p>A clear application of their knowledge and understanding of both terms – 'political party' and 'pressure group' to Alisha's beliefs and aspirations.</p> |

| | | |
|--|---|--|
| | <p>issues.</p> <ul style="list-style-type: none"> • Pressure group – seeks to achieve influence to bring about change or preserve the <i>status quo</i> in the context of a single issue. Does this by lobbying or otherwise applying pressure to those with power. <p>Aspect 2 Application of conceptual knowledge and understanding to the scenario. Candidates can refer to:</p> <ul style="list-style-type: none"> • Alisha's broad range of beliefs • her aspiration to engage in local campaigns to promote these beliefs. <p>Candidates should combine aspects 1 and 2 to explain why Alisha would join a political party rather than a pressure group.</p> | <p>For 4 marks</p> <ul style="list-style-type: none"> • Demonstrates an excellent knowledge and understanding of the role of both political parties and pressure groups in a democracy. • Applies this with precision to Alisha's case, using both points in Aspect 2 opposite. • As a result, justifies convincingly why she should join a political party rather than a pressure group. <p>For 3 marks</p> <ul style="list-style-type: none"> • Demonstrates a good knowledge and understanding of the differences between political parties and pressure groups but may omit some significant details that apply to Alisha's case such as the local campaigning role of parties. • Applies this to Alisha's case using one of the points in Aspect 2 opposite. • As a result, justifies her joining a party rather than a pressure group. <p>Level 1 (1–2 marks) Some knowledge and understanding of political parties and / or pressure groups and of Alisha's case.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • Demonstrates a basic knowledge and understanding of the role of both political parties and pressure groups in a democracy • At least one point made to show the difference between pressure groups and political parties and a simple, relevant justification for Alisha joining a political party. <p>For 1 mark</p> <ul style="list-style-type: none"> • Demonstrates a limited knowledge and understanding of the role of political parties and/or pressure groups in a democracy |
|--|---|--|

| | | | | |
|----------|----------|--|----------|--|
| | | | | <ul style="list-style-type: none"> At least one point made to justify Alisha's choice linked to an understanding of either the term 'pressure group' or 'political party'. <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. Do not credit any repetition of points.</p> |
| 2 | d | Any three of: <ul style="list-style-type: none"> juror / member of jury witness magistrate tribunal member special constable police cadet victim support volunteer prison visitor | 3 | <p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the three points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space. A maximum total of 3 marks can be awarded.</p> <p>Do not credit any repetition of points or the mention of any 'professional' roles such as judge or police officer.</p> |
| 3 | a | Any one of: <ul style="list-style-type: none"> additional member alternative vote closed party list single transferable vote | 1 | <p>Use ✓ or ✗</p> <p>A maximum total of 1 mark can be awarded.</p> <p>Give credit to a valid point wherever it appears in the response space.</p> <p>Do not accept 'proportional representation' as this is too vague or 'referendum' as this is not used in elections to choose representatives.</p> |
| 3 | b | Any two of: <ul style="list-style-type: none"> the voter has to express a definite choice the voter can vote for a person rather than a party simple to understand cheap / easy to administer less risk of fraud quick to count and work out the results | 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. A maximum total of 2 marks can be awarded.</p> |

| | | | | |
|---|---|---|---|---|
| | | <ul style="list-style-type: none"> the voter has a single, easily identifiable representative usually produces majority government or stable coalition | | |
| 3 | c | <p>Any two of:</p> <ul style="list-style-type: none"> Smaller parties might get millions of votes nationally but still end up with few or no MPs / have little chance of being part of a government. Smaller parties might not have candidates in many constituencies so are unable to make an impact nationally. <i>First-past-the-post</i> encourages people to vote tactically rather than according to their convictions. <i>First-past-the-post</i> encourages the electorate / media to concentrate on the larger parties / ignore the smaller parties. | 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. Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> |
| 4 | a | <p>Any one of:</p> <ul style="list-style-type: none"> Councillor Mayor Council / local authority / assembly | 1 | <p>Use ✓ or ✗</p> <p>A maximum total of 1 mark can be awarded. Give credit to a valid point wherever it appears in the response space.</p> |
| 4 | b | <p>Any one of:</p> <ul style="list-style-type: none"> MP Secretary of State / government minister Immigration tribunal | 1 | <p>Use ✓ or ✗</p> <p>A maximum total of 1 mark can be awarded. Give credit to a valid point wherever it appears in the response space.</p> |
| 4 | c | <p>Any one of:</p> <ul style="list-style-type: none"> High Court European Court of Human Rights The Opposition | 1 | <p>Use ✓ or ✗</p> <p>A maximum total of 1 mark can be awarded. Give credit to a valid point wherever it appears in the response space.</p> |

MARK SCHEME – SECTION B

| Question | Answer | Marks | Guidance |
|----------|--------|-------|--|
| 5 | a | 1 | Use ✓ or ✗ A maximum total of 1 mark can be awarded. Give credit to a valid point wherever it appears in the response space. |
| 5 | b | 1 | Use ✓ or ✗ A maximum total of 1 mark can be awarded. Give credit to a valid point wherever it appears in the response space. |
| 5 | c | 2 | 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 accept 'the unemployed' as they have been excluded in the question. |
| 5 | d | 4 | Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗ A maximum total of 4 marks can be awarded. Level 2 (3–4 marks) A selection of relevant evidence from all three sources is used to answer the question clearly and comprehensively. |

| | | |
|--|--|--|
| | <p>is relevant to the question asked. Aspect 2 Analysing that evidence to address the issue convincingly.</p> <p>Relevant evidence</p> <p><u>Source 2 Plaid Cymru's aims</u></p> <ul style="list-style-type: none"> • More power for the Welsh Assembly • Independence for Wales • A bilingual society <p><u>Source 3 Opinion poll</u></p> <ul style="list-style-type: none"> • 46% want more power for the Welsh Assembly or independence • 6% want independence • Among Welsh speakers, 14% want independence <p><u>Source 4 Census data on Welsh speakers</u></p> <ul style="list-style-type: none"> • 19% of people in Wales speak Welsh (2011) • This is down from 21% in 2001 | <p>For 4 marks</p> <ul style="list-style-type: none"> • Selects relevant evidence from all three sources. • Identifies all three aims from Source 2 which also link to evidence in Sources 3 and 4. • Analyses the evidence from Sources 3 and 4 thoroughly. • As a result, provides an excellent explanation of why Plaid Cymru might have difficulty achieving its aims. <p>For 3 marks</p> <ul style="list-style-type: none"> • Selects relevant evidence from all three sources. • Identifies at least two aims from Source 2 which also link to evidence in Sources 3 and 4. • Analyses most of the evidence from Sources 3 and 4. • As a result, provides a good explanation of why Plaid Cymru might have difficulty achieving its aims. <p>Level 1 (1–2 marks) Evidence is used to support the proposition that Plaid Cymru might have difficulty achieving its aims.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • Selects relevant evidence from at least two sources. • Identifies at least one aim from Source 2 which also links to evidence in Sources 3 and / or 4. • As a result, provides a basic explanation of why Plaid Cymru might have difficulty achieving its aims <p>For 1 mark</p> <ul style="list-style-type: none"> • Identifies one Plaid Cymru aim and links at least one piece of relevant evidence to this aim providing a limited explanation of why Plaid Cymru might have difficulty achieving its aims <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> |
| 5 | e* | <p>This item is designed to assess the skills underpinning AO3. (Evaluate a range of evidence relating to citizenship issues, debates and actions (including different viewpoints) <u>to make substantiated judgements.</u>)</p> <p>Candidates should:</p> <ul style="list-style-type: none"> analyse the viewpoint accurately draw upon their own conceptual understanding of 'devolution', 'power' and 'democracy', and of the term 'public services' select relevant evidence from their studies 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"> evaluate evidence from their studies for the purpose of responding to the viewpoint evaluate the viewpoint to make a substantiated judgement <p><u>Advantages</u> of devolution for democracy include but are not limited to:</p> <ul style="list-style-type: none"> government is by elected representatives who know the local area and may be able to address issues more effectively decisions are more likely to reflect the values and opinions of the local electorate elected representatives are more likely to be known | 8 | <p>Use annotations L1, L2, L3 and L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗ A maximum total of 8 marks can be awarded.</p> <p>Level 4 (7–8 marks) An excellent response which is relevant, coherent, logically structured and substantiated response to the viewpoint '<i>Devolution of power is good for democracy and good for the delivery of public services</i>'.</p> <p>Features must include:</p> <ul style="list-style-type: none"> an accurate understanding of the concepts 'devolution', 'power' and 'democracy', and term 'public services' an excellent evaluation of a range of evidence selected from their studies an understanding of the issue's complexity using a sustained line of argument specific and accurate references to all of the following: <ul style="list-style-type: none"> advantages of devolution for democracy disadvantages of devolution for democracy advantages of devolution for public service delivery disadvantages of devolution for public service delivery a substantiated conclusion. <p>Level 3 (5–6 marks) A good response which is coherent and relevant response to the viewpoint maintaining a sustained line of argument. Features must include:</p> <ul style="list-style-type: none"> an accurate understanding of the concepts 'devolution', 'democracy', and the term 'public services' |

| | | |
|--|---|---|
| | <p>by their electorate and may be more accountable</p> <ul style="list-style-type: none"> devolved government may be more responsible at achieving value for money given its particular commitment to the community <p><u>Disadvantages</u> of devolution for democracy include but are not limited to:</p> <ul style="list-style-type: none"> local representatives and officials may lack the experience and expertise to make good decisions local party organisations are more likely to be taken over by people with extreme views or vested interests local government is more likely to be influenced by pressure from businesses, trade unions and the media local representatives may find it difficult to cope in poorer communities with low tax revenues and high public spending requirements without help from other communities. This could generate destabilising inequalities in the UK <p><u>Advantages</u> of devolution for the delivery of public services include but are not limited to:</p> <ul style="list-style-type: none"> public services can be tailored to match local needs public service delivery can be more accountable better value for money can be achieved through the use of local knowledge local businesses can be involved in delivery – good for the local economy and accountability delivery on a more ‘human scale’ is more likely making the services more likely to have positive impact on users innovation and flexibility are more likely | <ul style="list-style-type: none"> a good evaluation of appropriate evidence selected from their studies largely accurate references to all of the following: <ul style="list-style-type: none"> advantages of devolution for democracy disadvantages of devolution for democracy advantages of devolution for public service delivery disadvantages of devolution for public service delivery a substantiated conclusion. <p>Level 2 (3–4 marks) A valid but basic response to the viewpoint. Features must include:</p> <ul style="list-style-type: none"> a basic evaluation of relevant evidence drawn from their studies limited references to two of the following: <ul style="list-style-type: none"> advantages of devolution for democracy disadvantages of devolution for democracy advantages of devolution for public service delivery disadvantages of devolution for public service delivery a basic but specific response to the viewpoint. <p>Level 1 (1–2 marks) A limited response. Features must include:</p> <ul style="list-style-type: none"> implied understanding of the viewpoint in the question limited but valid points or examples to illustrate one of the following: <ul style="list-style-type: none"> Advantages of devolution for democracy Disadvantages of devolution for democracy Advantages of devolution for public service delivery Disadvantages of devolution for public service delivery. <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</p> |
|--|---|---|

| | | | | |
|---|---|--|---|--|
| | | <p><u>Disadvantages</u> of devolution for the delivery of public services include but are not limited to:</p> <ul style="list-style-type: none"> • loss of a single national standard for delivery • fewer economies of scale • less sharing of expertise • threats to employees pay and conditions if negotiated locally • some public services can only operate effectively on a national scale e.g. defence, trade, currency, immigration, courts and prisons, etc. | | <p>response space.</p> <p>Do not credit any repetition of points.</p> |
| 6 | a | <p>This item is designed to assess candidates' ability to analyse a range of evidence relating to the citizenship issue of government planning for public services. (AO3)</p> <p>There should be two related aspects to candidates' responses:</p> <p><u>Aspect 1</u> Selecting appropriate evidence from Source 5 that is relevant to the question asked.</p> <p>Relevant evidence and analysis The number of live births in the UK (thousands) 2002. 596 2004. 640 Particularly large increase on 2002 (44,000) 2006. 670 Rate of increase on 2004 high at 30,000 2008. 709 Another large increase (39,000) 2010. 723 Rate of increase slowing 2012. 730 Rate of increase slowing further but 134,000 more births than in 2002. 2014. 697 Decline on 2012 and lowest since 2006</p> <p><u>Aspect 2</u> Analysing that evidence to address the issue convincingly.</p> | 4 | <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗ A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A thorough and accurate analysis of a range of evidence from Source 5 used to address the issue of government planning for future public service provision.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • Demonstrates an excellent analysis of evidence in Source 5 noticing, for example, differences in the rate of change and the decline in 2014. • Links this to specific implications for government public service provision targeted at parents and young people. • Refers to at least two services. <p>For 3 marks</p> <ul style="list-style-type: none"> • Demonstrates a good analysis of evidence in Source 5 noticing, for example, the overall trend. • Links this to specific implications for government public service provision targeted at parents or young people. • Refers to at least one service. |

| | | | | |
|----------|----------|---|----------|---|
| | | <p>Candidates' analysis should suggest:</p> <ul style="list-style-type: none"> • parents will need more pre-natal services • children will need more post-natal services • children will need different services as they grow older e.g. dental services, school places (age 4 and 11), further and higher education, employment, housing, etc. • government will need to plan for: funding, possible redirection of resources, staff recruitment, training, buildings, equipment, etc. | | <p>Level 1 (1–2 marks) Use of relevant evidence from Source 5 linked to the provision of public services but not necessarily to a government's need to plan.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • Demonstrates a basic analysis of at least one piece of relevant information from Source 5 and links this to at least one implication for government public service provision. <p>For 1 mark</p> <ul style="list-style-type: none"> • Demonstrates a limited analysis of at least one piece of relevant information from Source 5 and makes an accurate general point about the implications. <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> |
| 6 | b | <p>This item is designed to assess candidates' ability to analyse a range of evidence relating to the citizenship issue of an ageing population. (AO3)</p> <p>There should be two related aspects to candidates' responses:</p> <p><u>Aspect 1</u> Selecting appropriate evidence from Source 6 that is relevant to the question asked.</p> | 4 | <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗ A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A thorough and accurate analysis of a range of evidence from Source 6 used to identify potential government concerns.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • Demonstrates an excellent analysis of evidence in |

| | | |
|--|--|---|
| | <p>Relevant evidence:</p> <ul style="list-style-type: none"> • proportion of population over 65 increasing (14% in 1974, just under 18% in 2014) • growing proportion of population 75+ and 85+ • people living longer • acceleration in the trend since 2011 • increasing trend to continue as 1960s 'baby-boomers' come through <p><u>Aspect 2</u> Analysing that evidence to address the issue convincingly.</p> <p>Candidates' analysis should suggest the following <u>areas</u> of government concern:</p> <ul style="list-style-type: none"> • public service provision • examples include: pensions; social care; housing; leisure services; health; policing and justice; transport. How to deal with retired people 'running out of money' • revenues • examples include: potential reduction in National Insurance and tax revenues (Offset currently by larger numbers in work.) • public policy • examples include: need for new approaches to work, retirement and health / social care. Some of which will be potentially unpopular | <p>Source 6 noticing at least three of the points on the left.</p> <ul style="list-style-type: none"> • Links these to at least two areas of potential concern – public services, revenues and policy. • Draws out at least three specific examples of potential government concern. <p>For 3 marks</p> <ul style="list-style-type: none"> • Demonstrates a good analysis of evidence in Source 6 noticing, for example, the increase in the proportion of people aged 65+. • Links this to at least two specific examples of potential government concern. <p>Level 1 (1–2 marks) Use of relevant evidence from Source 6 linked to areas of potential government concern.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • Demonstrates a basic analysis of at least one piece of relevant information from Source 6 and links this to at least one potential government concern. <p>For 1 mark</p> <ul style="list-style-type: none"> • Demonstrates a limited analysis of at least one piece of relevant information from Source 6 and makes an accurate general point about why it might be of concern to government. <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> |
|--|--|---|

MARK SCHEME – SECTION C

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| 7* | <p>This item is designed to assess the skills underpinning AO3. (Evaluate a range of evidence relating to citizenship issues, debates and actions (including different viewpoints) <u>to make substantiated judgments.</u>)</p> <p>Candidates should:</p> <ul style="list-style-type: none"> • analyse the viewpoint accurately • draw upon their own conceptual understanding of ‘rights’, and of the term ‘media’ • select relevant evidence from across the specification • 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"> • evaluate evidence from across the specification for the purpose of responding to the viewpoint • evaluate the viewpoint to make a substantiated judgement <p><u>Points that candidates could make about media protection for human rights include but are not limited to:</u></p> <ul style="list-style-type: none"> • media campaigns have often aimed to protect people’s rights e.g. <i>Daily Mail</i> campaign to free British citizen from Guantanamo Bay • the BBC is a public corporation and has a responsibility to protect people’s rights • other media organisations based on trust ownership such as <i>The Guardian</i> have similar safeguards • media owned privately or organised as public | 12 | <p>Use annotations L1, L2, L3 and L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗ A maximum total of 12 marks can be awarded. <u>Answers limited only to the role of the media (section 2) cannot be awarded beyond level 1.</u></p> <p>Level 4 (10–12 marks) An excellent response which is relevant, coherent, logically structured and substantiated response to the viewpoint ‘<i>Nobody does more to protect people’s rights in the UK than those who own and work for media organisations</i>’.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • an accurate understanding of the concept ‘rights’ and the term ‘media’ • an excellent evaluation of a range of evidence selected from across the whole specification • an understanding of the issue’s complexity using a sustained line of argument • specific and accurate references to all of the following: <ul style="list-style-type: none"> • role of the media in protecting rights • criticism of the media’s record on rights • differentiation between media owners and journalists • wide ranging references to other ways in which rights are protected with all three sections of the specification used in addition to the role of the media • specific examples used to validate points • a substantiated conclusion. |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> companies are likely to have fewer safeguards there is concern about media ownership being concentrated in a few hands media has to comply with laws and regulation to safeguard rights but these safeguards have been criticised as being inadequate. Examples of phone hacking, campaign from pressure group Hacked Off, Leveson Report in non-democratic countries, access to world media acts as an important human rights safeguard <p><u>Points about other ways people's rights are protected include but are not limited to:</u></p> <p><u>Section 1 – Rights, the law and the legal system in England and Wales</u></p> <ul style="list-style-type: none"> the law, legal rights, and the legal and justice system trade unions <p><u>Section 2 – Democracy and government</u></p> <ul style="list-style-type: none"> democratic processes the separation of powers in the British Constitution pressure groups political parties citizenship participation in the UK <p><u>Section 3 – The UK and the wider world</u></p> <ul style="list-style-type: none"> international law, international organisations (governmental and non-governmental) local communities / promotion of community cohesion | <p>Level 3 (7–9 marks) A good response which is mostly relevant, coherent, logically structured and offers a substantiated response to the viewpoint.</p> <p>Features must include:</p> <ul style="list-style-type: none"> an accurate understanding of the concept 'rights' and the term 'media' a good evaluation of appropriate evidence selected from across the specification largely accurate references to all of the following: <ul style="list-style-type: none"> role of the media in protecting rights criticism of the media's record on rights wide ranging references to other ways in which rights are protected from at least two different sections the specification used in addition to the role of the media examples a substantiated conclusion. <p>Level 2 (4–6 marks) A valid but basic personal response to the viewpoint.</p> <p>Features must include:</p> <ul style="list-style-type: none"> a basic evaluation of relevant evidence drawn from their studies beyond the media a basic understanding of the concept 'rights' and term 'media' references to both of the following: <ul style="list-style-type: none"> role of the media in protecting rights or criticism of the media's record on rights reference to another way in which rights are protected from at least one different section of the specification a basic but specific response to the viewpoint |
|--|---|--|

| | | | |
|--|--|--|---|
| | | | <p>Level 1 (1–3 marks) A valid but limited response. Features must include:</p> <ul style="list-style-type: none">• implied understanding of the viewpoint in the question• implied understanding of the concept and term• limited but valid points or examples to illustrate at least one of the following:<ul style="list-style-type: none">• the media’s role in protecting rights OR• one other way in which people’s rights are protected. <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> |
|--|--|--|---|

MARK SCHEME – SECTION D

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| 8 a | <p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the case study in Source 7. (AO2)</p> <p>There should be two aspects to candidates' responses:</p> <p>Aspect 1 Knowledge and understanding of the importance of citizenship actions engaging support and communicating information as prerequisites of success: Engaging support:</p> <ul style="list-style-type: none"> • increases chances of success by adding validity and weight to a campaign • adds more expertise, experience and ideas • adds human resources to practical projects and awareness raising <p>Communicating information:</p> <ul style="list-style-type: none"> • maintains momentum • builds morale • engages more potential supporters • informs decision-makers • validates and adds status to the project • easy form of effective communication between team members <p>Aspect 2 Application of conceptual knowledge and understanding to the case study. Candidates can refer to:</p> <ul style="list-style-type: none"> • regular communication of information • attractive and accessible format | 4 | <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗ A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A clear application of their knowledge and understanding of the importance of engaging support and communicating information to enable the development of a comprehensive explanation of why <i>The Magic Garden</i> team's social media posts worked well.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • Demonstrates an excellent knowledge and understanding of the importance of engaging support and communicating information. • Applies this with precision to the source material using at least four points from Aspect 2 opposite. • As a result provides a comprehensive explanation of why the social media posts worked well. <p>For 3 marks</p> <ul style="list-style-type: none"> • Demonstrates a good knowledge and understanding of the importance of engaging support and communicating information. • Applies this to the source material using at least three points from Aspect 2 opposite. • As a result, explains satisfactorily why the social media posts worked well. <p>Level 1 (1–2 marks) Some knowledge and understanding of the need to engage support and communicate information linked to an explanation</p> |

| Question | Answer | Marks | Guidance |
|----------|--|-------|---|
| | <ul style="list-style-type: none"> • different formats used on page – text, image, video • ease of use – link to donations site • easy to receive feedback • easy for information to be passed on • social media likely to be a popular medium with most potential supporters and beneficiaries of this campaign <p>Candidates should combine aspects 1 and 2 to explain why <i>The Magic Garden Project</i> team's social media posts worked well.</p> | | <p>of why the social media posts worked well.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • Demonstrates basic application of knowledge and understanding relevant to the need to engage support and communicating information in a citizenship action project. • Applies this in a limited way to the source material using at least two points from Aspect 2 opposite. • As a result provides a simple explanation of why the social media posts worked well. <p>For 1 mark</p> <ul style="list-style-type: none"> • At least one point made to show why <i>The Magic Garden</i> team's social media posts worked well but with limited application of knowledge and understanding from their own studies or experience. <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> |
| 8 | <p>b Any one of</p> <ul style="list-style-type: none"> • keep them informed / regular updates on project's progress • feedback (of any form) on the quiz night • update on money raised • personal approaches to encourage involvement • invitations to further events • appeals for specific support • use a variety of / other media (accept examples) | 1 | <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. Give credit to valid points wherever they appear in the response space. A maximum total of 1 mark can be awarded.</p> |

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| 8 c | <p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the case study in Source 7. (AO2)</p> <p>There should be two aspects to candidates' responses:</p> <p>Aspect 1 Knowledge and understanding of the importance of citizenship actions taking account of rights and equalities, including but not limited to the following:</p> <p>Rights:</p> <ul style="list-style-type: none"> • free speech • freedom of association • freedom from discrimination • privacy <p>Equalities:</p> <ul style="list-style-type: none"> • inclusion • safeguarding • access and engagement for those with protected characteristics • special dietary needs <p>Aspect 2 Application of knowledge and understanding to the case study. Candidates can refer to:</p> <ul style="list-style-type: none"> • access to garden and quiz night for those with disabilities or infirmities • planting scheme and cake sale to take account of main allergies and intolerances • accommodating people with special visual needs – scented plants, etc. • need for an inclusive communication strategy – not just social media | 4 | <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗ A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A detailed description of how <i>The Magic Garden Project</i> team can take account of rights and equalities based on a clear application of the candidate's knowledge and understanding from other citizenship projects.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • Demonstrates an excellent knowledge and understanding of the concepts 'rights' and 'equalities', and their significance for citizenship action projects • Applies this with precision to the source material using at least four points from Aspect 2 opposite. • As a result, provides a comprehensive description of how <i>The Magic Garden Project</i> team could respond. <p>For 3 marks</p> <ul style="list-style-type: none"> • Demonstrates a good knowledge and understanding of the concepts 'rights' and 'equalities', and their significance for citizenship action projects. • Applies this to the source material using at least three points from Aspect 2 opposite. • As a result, describes how <i>The Magic Garden Project</i> team could respond. <p>Level 1 (1–2 marks) Some knowledge and understanding of rights and equalities linked to a description of how these could feature in <i>The Magic Garden Project</i>.</p> <p>For 2 marks</p> |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| | <ul style="list-style-type: none"> • safeguarding the privacy of the beneficiaries • safeguarding the privacy of the project team • inclusive approach to helpers and supporters – finding ways to use different skills <p>Candidates should combine Aspects 1 and 2 to describe how the project team could protect rights and equalities.</p> | | <ul style="list-style-type: none"> • Demonstrates basic application of knowledge and understanding relevant to the need to accommodate rights and equalities in a citizenship action project. • Applies this in a basic way to the source material using at least two points from Aspect 2 opposite. • As a result mentions how rights and equalities might feature in <i>The Magic Garden Project</i>. <p>For 1 mark</p> <ul style="list-style-type: none"> • At least one point to show how <i>The Magic Garden Project</i> team could protect rights or equalities but with limited application of knowledge and understanding from their own studies or experience. <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> |
| 8 | <p>d Any two of:</p> <ul style="list-style-type: none"> • the local authority own / control / have responsibility for the park • planning permission may be needed • for access to the land / permission to use it • the local authority may be able to advise / suggest where advice can be obtained on planting, landscaping, security / fencing / boundaries / sustainability / health and safety | 1 | <p>Use ✓ or ✗</p> <p>A maximum total of 1 mark can be awarded.</p> <p>Give credit to a valid point wherever it appears in the response space.</p> |
| 9 | <p>a Any one of:</p> <ul style="list-style-type: none"> • who the decision-makers are (accept examples) • how to contact decision-makers (accept examples) • who is responsible for policing the area | 1 | <p>Use ✓ or ✗</p> <p>A maximum total of 1 mark can be awarded.</p> <p>Give credit to a valid point wherever it appears in the response space.</p> |

| Question | Answer | Marks | Guidance |
|----------|--|-------|---|
| | <ul style="list-style-type: none"> • characteristics of offenders / victims • what time of day / days of week incidents occur • what types of incident occur at the hot spots • historical data on crime statistics from the area • is there a Neighbourhood Watch group or similar • are pressure groups involved • is action planned • is action already underway • has anything worked / been successful | | |
| 9 | <p>b This item is designed to assess candidates' ability to apply their knowledge and understanding of the role of a police and crime commissioner, councillor or mayor to the needs of the young people planning their action described in Scenario 2.</p> <p>There should be two aspects to candidates' responses:</p> <p>Aspect 1 Knowledge and understanding of one of:</p> <ul style="list-style-type: none"> • Police and Crime Commissioners <ul style="list-style-type: none"> ○ have access to additional information ○ have responsibility for listening to people's suggestions or complaints about crime and policing ○ should seek to represent all people resident in the police force area ○ have responsibility for: directing strategy; achieving value for money and evaluating impact ○ have responsibility for strategic liaison with local authorities ○ have decision-making powers with the Chief Constable • Councillors or Mayors <ul style="list-style-type: none"> ○ have access to additional information | 4 | <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗ A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A clear application of their knowledge and understanding of the role of a Police and Crime Commissioner or councillor or mayor to the young people's concerns and need for support.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • Demonstrates an excellent knowledge and understanding of the role of a Police and Crime Commissioner or councillor or mayor. • Applies this with precision to the young people's concerns and need for support by using at least three points in Aspect 2 opposite. • As a result, explains why consulting this <u>particular elected representative</u> can aid the citizenship action. <p>For 3 marks</p> <ul style="list-style-type: none"> • Demonstrates a good knowledge of the role of a Police and Crime Commissioner or councillor or mayor. • Applies this to the young people's concerns and need for support by using at least two points in Aspect 2 opposite. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| | <ul style="list-style-type: none"> ○ represent local ward or unitary authority ○ have responsibility for listening to people's suggestions and complaints about security, street lighting, crime prevention, licencing, community development, etc. ○ usually know communities well ○ should seek to represent all people resident there ○ have responsibility for: directing strategy; achieving value for money and evaluating impact ○ have responsibility for strategic liaison with local police ○ have decision-making powers (mayor) ○ have influence / decision-making powers with other council members / council cabinet members <p>Aspect 2 Application of knowledge and understanding to the needs of the young people described in Scenario 2. Candidates can refer to:</p> <ul style="list-style-type: none"> ● high rates of violent crime ● particular hot spots ● fear of crime ● lack of community cohesion ● licensing arrangements for pubs and night clubs ● security ● and a need to find out more about any existing measures <p>Candidates should combine Aspects 1 and 2 to explain why consulting the local police and crime commissioner, councillor or mayor should help make the citizenship action more successful.</p> | | <ul style="list-style-type: none"> ● As a result, explains why consulting <u>an elected representative</u> can aid the citizenship action. <p>Level 1 (1–2 marks) Some knowledge and understanding of the role of a Police and Crime Commissioner or councillor or mayor and of the benefits of consultation.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> ● At least one relevant and specific point to describe the role or responsibility of a Police and Crime Commissioner or councillor or mayor and a basic, relevant justification of why consulting them may be helpful. <p>For 1 mark</p> <ul style="list-style-type: none"> ● At least one relevant point made to explain why consulting may be helpful but with limited application of knowledge and understanding from their own studies or experience. <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> |

| Question | Answer | Marks | Guidance |
|---------------------------------|--|-----------------|--|
| <p>9</p> <p>c</p> | <p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the case study in Scenario 2. (AO2)</p> <p>There should be two aspects to candidates' responses:</p> <p>Aspect 1 Knowledge and understanding of crime reduction strategies and community engagement strategies. This includes but is not limited to the following:</p> <p>Crime reduction strategies</p> <ul style="list-style-type: none"> • alcohol and drug misuse is a contributory factor – reduce crime by controlling availability • young men most likely to be both perpetrators and victims of violent crime – reduce crime through education and restorative justice • increasing reporting by female victims of violent crime – reduce crime through education of males and females, and challenging gender stereotypes • reduce crime and fear of crime by empowering communities – Neighbourhood Watch schemes, etc. <p>Community engagement</p> <ul style="list-style-type: none"> • focus on those who are most effected, have most to gain and most to contribute • focus on those with influence where it matters • create diverse, representative and motivated group • involve media • communicate well <p>Aspect 2 Application of knowledge and understanding to the case study.</p> | <p>4</p> | <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗ A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A detailed and relevant description of one legal and safe community action that will involve and engage other people, groups, business managers and community organisations, and help reduce crime.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • Demonstrates an excellent knowledge and understanding of strategies to reduce crime and engage others in community action. • Applies this to the scenario with precision taking account of at least three points from Aspect 2 opposite. • As a result, provides a comprehensive description of one legal and safe action. <p>For 3 marks</p> <ul style="list-style-type: none"> • Demonstrates a good knowledge and understanding of strategies to reduce crime or engage others in community action. • Applies this to the scenario taking account of at least two points from Aspect 2 opposite. • As a result, provides a sound description of one legal and safe action. <p>Level 1 (1–2 marks) A description of one legal and safe action linked to an application of appropriate knowledge and understanding to the scenario.</p> |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| | <p>Candidates can refer to:</p> <ul style="list-style-type: none"> • hot spot near cafés, bars and night clubs – link with alcohol and young people (males and females) • violent crime as a major concern • fear of crime amongst elderly • ethnically mixed community • hotspots near hospital, supermarket / shops and bus station – managers should be engaged <p>Candidates should combine aspects 1 and 2 to describe one legal and safe action they could take in this community that will involve and engage other people, groups, business managers and community organisations, and help reduce crime.</p> | | <p>For 2 marks</p> <ul style="list-style-type: none"> • Demonstrates basic, relevant knowledge and understanding and some application to the scenario using at least two points from Aspect 2 opposite linked to a simple description of a legal and safe action. <p>For 1 mark</p> <ul style="list-style-type: none"> • At least one point to describe a legal and safe action but with limited application of knowledge and understanding from their own studies or experience. <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> |
| 9 | <p>d Any two of:</p> <ul style="list-style-type: none"> • address inequalities or similar, or promote equal opportunities or similar • engage people in community action / decision-making • multi-cultural event • intergenerational project • activities for single elderly • activities for under 25s • work experience or skills' training • appoint community worker <p>(Accept an appropriate example linked to any of the above categories)</p> | 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. 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 accept vague responses such as 'get people together'.</p> |

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| 10* | <p>This item is designed to assess candidates' ability to apply knowledge and understanding of:</p> <ul style="list-style-type: none"> • citizenship action from across the whole specification • and citizenship action taken by other learners in their school or college <p>to reflect on and how the candidate attempted to achieve their aims in the citizenship action and what they would do to further achieve them based on a knowledge and understanding of citizenship concepts, terms and issues. (AO2)</p> <p>The response should include:</p> <ul style="list-style-type: none"> • a description of what the aims were and how the project set out to deliver a benefit or change for a particular community or wider society • what they did to achieve your aims • using knowledge and understanding of citizenship studies, with examples, other methods that could have been used to achieve the projects aims. | 12 | <p>Use annotations L1, L2, L3 and L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do <u>not</u> use ✓ or ✗</p> <p>A maximum total of 12 marks can be awarded.</p> <p><u>No marks can be awarded for answers that are not related to the citizenship action undertaken.</u></p> <p>Level 4 (10–12 marks) Excellent knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's citizenship action.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • clear description of their action's aims and of the intended benefit or change for a particular community or wider society • excellent application of knowledge and understanding to explain how they attempted to achieve their stated aims. • an excellent explanation of other methods that could have been used, drawn from at least two examples of citizenship action in their school or college, or from the specification, to achieve their aims. • relevant examples used to validate points <p>Level 3 (7–9 marks) Good knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's citizenship action.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • clear description of their action's aims and of the intended benefit or change for a particular community |

| Question | Answer | Marks | Guidance |
|----------|--------|-------|---|
| | | | <p>or wider society</p> <ul style="list-style-type: none"> • good application of knowledge and understanding to explain how they attempted to achieve their stated aims. • a good explanation of other methods that could have been used, drawn from at least two examples of citizenship action in their school or college, or from the specification, to achieve their aims. • mostly relevant examples to validate points <p>Level 2 (4–6 marks) Basic knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate’s citizenship action. Features must include:</p> <ul style="list-style-type: none"> • description of their action’s aims • a basic application of knowledge and understanding to explain how they attempted to achieve their stated aims. • a basic explanation of at least one other method that could have been used from examples of citizenship action in their school or college, or from the specification, to achieve their aims. <p>Level 1 (1–3 marks) Limited knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate’s citizenship action. Features must include</p> <ul style="list-style-type: none"> • description of their action’s aim • limited application of unattributed knowledge and understanding to explain how they attempted to achieve their stated aims |

| Question | Answer | Marks | Guidance |
|----------|--------|-------|--|
| | | | <p>OR</p> <ul style="list-style-type: none">a limited description of at least one other method that could have been used to achieve their aims. <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> |

Assessment Objectives Grid

| Questions | AO1 | AO2 | AO3 | Total |
|--------------|-----------|-----------|-----------|------------|
| 1–4 | 18 | 12 | 0 | 30 |
| 5–6 | 0 | 0 | 24 | 24 |
| 7 | 0 | 0 | 12 | 12 |
| 8–10 | 0 | 34 | 0 | 34 |
| Total | 18 | 46 | 36 | 100 |

Summary of updates

| Date | Version | Details |
|-------------|---------|--|
| August 2021 | 2.3 | Updated copyright acknowledgements. |
| August 2023 | 2.4 | Removed reference to EU membership and UKIP as a result of Brexit. |