



Oxford Cambridge and RSA

GCSE

Citizenship Studies

J270/02: Citizenship in action

General Certificate of Secondary Education

Mark Scheme for June 2022

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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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**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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. 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. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

10. 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.
11. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
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

12. **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 three of the following: <ul style="list-style-type: none"> • Health Services • Social Services or social care • Education / schools • Maintaining public areas e.g. parks • Street lighting • Specific welfare benefits such as housing benefit • Leisure and recreation / community events • Shelters • Fire Service • Libraries • Planning • Waste disposal, recycling and collection • Trading standards • Roads and highways • Transportation including TFL in London • Housing • Environmental Health • Approving planning applications 	3	Use ✓ or ✗ Give credit to the valid point wherever it appears in the response space. Examiners must assess each of the points in turn. Each of three examples can be awarded a maximum of 1 mark. A maximum total of 3 marks can be awarded. Do not credit any repetition of points.
1	b	Any one of the following: <ul style="list-style-type: none"> • Council Tax • Business Rates • Government grants • Fees / charges • Fines • Sale of assets 	1	Use ✓ or ✗ The response can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. Do not accept 'local authority tax', taxes or similar.
1	c	Any two examples of services that it is better to provide centrally rather than to devolve to local government including: <ul style="list-style-type: none"> • Defence • Border controls 	2	Use ✓ or ✗ Examiners must assess each of the points in turn. Each of the two examples can be awarded a maximum of 1 mark. The response can be awarded a maximum of 2 marks.

		<ul style="list-style-type: none"> • Diplomatic service • Consular service • Passport office • Support of industry • Legal • Support for agriculture • Public safety • Law-making • Major roads / railways <ul style="list-style-type: none"> • Trade • Health care / NHS 		<p>Give credit to valid points wherever they appear in the response space. Only accept answers in the mark scheme</p> <p>Do not credit any repetition of points.</p>
1	d	<p>This item is designed to assess candidates' understanding of the ways in which local authorities may be limited in their ability to meet the needs of local people.</p> <p>Candidates could offer some of the following reasons:</p> <ul style="list-style-type: none"> • a shortage of grant-funding from government • reduced income from Council Tax and / or business rates • increasing centralisation of power / lack of devolution • increased demand for statutory services such as adult social care • increasing diversity of need • political divisions amongst members of a council leading to indecision • unexpected demands on central and local government budgets such as a human or natural disaster • lack of experience or staff shortages amongst local government officers • increased demands linked to population growth in the local area or inward migration 	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗ A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A clear understanding of local authorities' responsibilities and that demand for their services may be increasing. This should be linked to the idea that revenues may be decreasing and / or that local authorities may lack expertise or suffer from staff shortages.</p> <p>For 4 marks Gives a detailed and convincing explanation of why local authorities may be limited in their ability to meet the needs of local people with possible reference to examples of those increasing or more diverse 'needs' and to decreasing revenues and lack of expertise or staff shortages or centralisation of power or political disagreement.</p>

			<p>For 3 marks Gives an accurate explanation of why local authorities may be limited in their ability to meet the increasing or more diverse needs of local people with reference to decreasing revenues and lack of expertise or staff shortages or centralisation of power or political disagreement</p> <p>Level 1 (1–2 marks) A basic understanding that revenues may be decreasing and /or that services are under pressure from centralisation of power or lack of expertise / staff shortages or political disagreement. There might also be a limited reference to people’s needs.</p> <p>For 2 marks States two basic but valid reasons – centralisation of power or lack of expertise or staff shortages and decreasing revenues. OR a depth description of one issue.</p> <p>For 1 mark States one basic but valid reason – centralisation of power or lack of expertise or staff shortages or decreasing revenues or political disagreement.</p> <p>Level 0 (0 marks) No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
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2	a	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of rights and duties / responsibilities to the example in Fig. 2.</p> <p>In this context candidates may mention any two of:</p> <ul style="list-style-type: none"> • protect wildlife • eat less meat • protect the environment • have fewer children • limit journeys • consume less • avoid pollution • recycle / reuse • respect people's rights / treat people equally / kindly / safely • care for others 	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two examples of action can be awarded a maximum of 1 mark.</p> <p>The response can be awarded a maximum of 2 marks. Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit any repetition of points.</p>
2	b	<p>This item is designed to assess candidates' understanding of the purpose of human rights legislation. In this context candidates' explanations may include:</p> <ul style="list-style-type: none"> • preserve / enhance / protect life • promote equality / discourage discrimination • keep people from harm / exploitation • uphold democracy • respect privacy • protect family life • promote opportunity / education • promote health • enable free expression • to encourage people / governments to respect human rights • to reinforce rights / increase awareness • to enable people whose rights have been infringed to take legal action to remedy the situation 	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the reasons in turn. Each of the two reasons can be awarded a maximum of 1 mark.</p> <p>The response can be awarded a maximum of 2 marks. Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit responses that simply state an example of a human right. There must be some attempt at explaining 'purpose'.</p> <p>Do not credit any repetition of points.</p>

2	c	<p>Any one of the following or similar relevant examples:</p> <ul style="list-style-type: none"> • Greenpeace • Insulate Britain • Friends of the Earth • The Climate coalition • RSPCA • RSPB • Extinction Rebellion • Population Concern <p>Accept general descriptions such as ‘climate change pressure group’.</p>	1	<p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space.</p> <p>Do not accept an example of a political party.</p>
2	d	<p>Any broadly libertarian UK political party such as:</p> <ul style="list-style-type: none"> • The Conservatives • Liberal Democrats • Reclaim • UKIP 	1	<p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space.</p> <p>Do not accept an example of a pressure group.</p>
2	e	<p>This item is designed to assess candidates’ ability to apply their knowledge and understanding of democracy to the problem of implementing necessary but unpopular policies.</p> <p>Explanations of the problem may include:</p> <ul style="list-style-type: none"> • a democratic government’s term of office is limited making longer-term, radical policies difficult to implement and establish • a democratic government relies on public support to win elections • popular policies attract support and policies to limit people’s freedom are unlikely to be popular • it’s difficult to establish the kind of agreement across rival political parties that would be necessary to implement Professor Emmott’s ideas. 	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRR, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A clear conceptual understanding of ‘democracy’ including an accurate and convincing explanation of the reasons why an elected government would have difficulty implementing radical / unpopular policies.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • refers explicitly to the concept ‘democracy’ • explains at least two ways in which Professor Emmott’s ideas would be difficult to implement as part of an accurate and convincing explanation.

				<p>For 3 marks</p> <ul style="list-style-type: none"> explains at least two ways in which in which Professor Emmott's ideas would be difficult to implement as part of an accurate explanation. <p>Level 1 (1–2 marks) A basic understanding of the term 'democracy' at least implied by explaining that voters may not like Professor Emmott's ideas.</p> <p>For 2 marks Explains at least one basic but accurate reason why democratic governments may have difficulty implementing Professor Emmott's ideas.</p> <p>For 1 mark States one basic point against Professor Emmott's ideas. Or states that they would be unpopular.</p> <p>Level 0 (0 marks) No response or no response worthy of credit. Do not credit any repetition of points.</p>
3	a	<p>This item is designed to assess candidates' knowledge of legal jurisdictions in the UK. Accurate responses may include and are limited to:</p> <ul style="list-style-type: none"> England and Wales Northern Ireland or Ulster Scotland 	1	<p>Use ✓ or ✗ The response can be awarded a maximum of 1 mark. Give credit to the valid point wherever it appears in the response space. A maximum total of 1 mark can be awarded. Do not accept 'England' or 'Wales' separately or 'Ireland' generally.</p>
3	b	<p>This item is designed to test candidates' understanding of the separation of powers between the executive and judiciary. Responses may include the following:</p> <ul style="list-style-type: none"> it's against the British Constitution 	2	<p>Use ✓ or ✗ Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p>

		<ul style="list-style-type: none"> • the powers of the executive (government) and separate from those of judges • judges should be independent of government / not have a biased opinion • judges set precedent so their views should not be influenced by a political agenda • sentencing could be influenced by the government • governments might appoint only judges that agreed with government policy • judges should be above party politics • trust in judges would be eroded if they were seen to be political appointments • judges would find it difficult to determine cases where the government had been accused of acting unlawfully 		<p>Give credit to valid points wherever they appear in the response space. A maximum total of 2 marks can be awarded. Do not credit any repetition of points.</p>
3	c	<p>This item is designed to test candidates' knowledge of the differences between civil law and criminal law.</p> <p>Candidates may decide to describe ways in which civil law is different to criminal law or vice versa.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • criminal law deals with offences; civil law involves disputes • the police investigate criminal offences but not civil disputes • the state (CPS) prosecutes criminal defendants but not those involved in civil disputes • civil settlements are often made out of court • civil cases use a jury less often than criminal cases • criminal law is dealt with in different courts to those that hear civil cases 	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. Do not credit any repetition of points.</p>

		<ul style="list-style-type: none"> in civil law the parties in dispute may receive / pay damages to each other; in criminal law, offenders are punished by the state. 		
4	a	<p>This item is designed to test candidates' knowledge of the type of decision-making given in Fig. 4.</p> <p>Acceptable responses include the following:</p> <ul style="list-style-type: none"> democracy representative democracy constitutional monarchy (accept monarchy) 	1	<p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark. Give credit to the valid point wherever it appears in the response space.</p> <p>Do not accept 'republic' .</p> <p>A maximum total of 1 mark can be awarded.</p>
4	b	<p>This item is designed to test candidates' ability to apply their knowledge and understanding of human rights to the example given in Fig. 4.</p> <p>Candidates may cite general and/or more specific ways in which Northland can become more 'democratic'. Their answer should be supported with reference to the source (Fig.4) and with examples from other types of democratic government.</p> <p>Possible ways to enable Northland to become more democratic include but are not limited to:</p> <ul style="list-style-type: none"> elected head of state elected upper chamber replace 'first-past-the-post' voting system hold elections more frequently allow citizens to vote from the age of sixteen introduce direct democracy (frequent referendums) devolve more power 	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A clear, detailed and accurate conceptual understanding of democracy. Good use of examples of to show how citizens' power and influence may be enhanced.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> shows an excellent understanding of the nature democracy in the context of Fig. 4 refers to at least three examples showing how Northland could become more democratic uses examples from other democratic countries. <p>For 3 marks</p> <ul style="list-style-type: none"> shows a good understanding of democracy in the context of Fig. 4 with refers to at least two examples. uses examples from other democratic countries.

				<p>Level 1 (1–2 marks) A basic understanding of democracy and ways in which it might be enhanced in Northland.</p> <p>For 2 marks Describes at least one clear, accurate and valid example to show how Northland could become more democratic. There is at least an implied understanding of democracy.</p> <p>For 1 mark Uses an appropriate example from Fig. 4 but without linking it to the concept of democracy.</p> <p>Level 0 (0 marks) No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
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MARK SCHEME – SECTION B

Question		Answer	Marks	Guidance
5	a	This item is designed to assess candidates' ability to analyse and interpret information.	1	Use ✓ or ✗ The response can be awarded a maximum of 1 mark.

		<p>Any one indicator of good performance from Fig. 5.1 including reductions in:</p> <ul style="list-style-type: none"> • arrests • first time entrants • knife and offensive weapon offences • children cautioned or sentenced • children in custody • the reoffending rate 		<p>Give credit to the valid point wherever it appears in the response space. Do not credit evidence from Fig. 5.2 A maximum total of 1 mark can be awarded.</p>
5	b	<p>This item is designed to assess candidates' ability to analyse and interpret information. Acceptable responses include:</p> <ul style="list-style-type: none"> • remands / children in custody / restraints are up • there are uneven regional rates of youth offending with the north of England and London facing the biggest challenges • the proportions of offences involving drugs or violence are increasing • there were over 27 000 children taken to court • Over 1 200 children were imprisoned. 	1	<p>Use ✓ or ✗ The response can be awarded a maximum of 1 mark. Give credit to the valid point wherever it appears in the response space. A maximum total of 1 mark can be awarded.</p>
5	c	<p>This item is designed to assess candidates' ability to analyse and interpret information.</p> <p>Candidates must use evidence from Figs. 5.1 and / or 5.2 to inform their suggestions about how a government might reduce youth crime. Answers could include any two of:</p> <ul style="list-style-type: none"> • focus on boys • focus on older teenagers (age 15-17) • focus on white children • focus on north-east and north-west England, Yorkshire and Humberside (accept 'the north', 	2	<p>Use ✓ or ✗ Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. A maximum total of 2 marks can be awarded.</p>

		<p>and London in terms of interventions or police resources</p> <ul style="list-style-type: none"> • focus on the re-offending rate with a view to reducing it further • focus on drug-related activity / reduce drug use / sex offences • focus on offenders using violence / more education on the consequences of violent behaviour / knife amnesties / importance of consent, etc. • focus on gangs / providing productive alternatives • improve the prison experience or similar • use community resolutions and community sentencing 		
5	d	<p>This item is designed to assess candidates' ability to analyse and interpret information to decide how far the evidence in Figs. 5.1 and 5.2 enables them to decide whether the youth justice system is effective and fair.</p> <p>There should be two aspects to candidates' responses:</p> <p><u>Aspect 1</u> Selecting appropriate evidence from Fig. 5.1 and Fig. 5.2 that is relevant to the question asked.</p> <p><u>Aspect 2</u> Analysing that evidence to produce a valid judgement.</p> <p>Relevant evidence: <u>Fig. 5.1</u></p> <ul style="list-style-type: none"> • There are improvements in almost all key indicators – falling arrests, fewer first time entrants to the justice system, etc. This 	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗ A maximum total of 4 marks can be awarded.</p> <p>Do not credit points that cannot be supported by evidence from the sources.</p> <p>Level 2 (3–4 marks) A selection of relevant evidence from both sources are used to answer the question clearly and comprehensively as part of a sustained explanation. (Do not accept a list of relevant points unless the candidate makes a coherent response to the question.)</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • selects at least three pieces of relevant evidence from both Fig. 5.1 and Fig. 5.2 • analyses and interprets the evidence thoroughly

		<p>suggests that the justice system may be increasingly effective.</p> <ul style="list-style-type: none"> Boys and young people aged 15-17 are massively over-represented in offender totals. May this mean that girls and younger teenagers are less likely to be a focus of police attention? Ethnic minorities are somewhat over-represented in offender totals. May this mean that young people from BAME backgrounds are unfairly targeted? <p><u>Fig. 5.2</u></p> <ul style="list-style-type: none"> There is a regional disparity in rates of young offending. This may suggest that justice system is more effective in the areas with higher rates or that there is unfairness as support for young people is better in the areas where there are fewer offences. The justice system seems to less effective at dealing successfully with drug-related offences and violence. The justice system may be failing in that so many children end up in court. 	<p>As a result, provides an excellent explanation of how far the police / youth justice system are effective and fair.</p> <p>For 3 marks</p> <ul style="list-style-type: none"> selects at least two pieces of relevant evidence using both Fig. 5.1 and Fig. 5.2 analyses and interprets the evidence well <p>As a result, provides a good explanation of how far the police / youth justice system are effective and fair.</p> <p>Level 1 (1–2 marks) A response with an accurate statement in relation to the effectiveness or fairness of the police / youth justice system.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> selects at least one piece of valid evidence from the sources as a result, provides a basic but valid response to how far the police / youth justice system is effective or fair. <p>For 1 mark Identifies one piece of relevant evidence or states a basic but valid response to the question.</p> <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>
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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] to make substantiated judgements.)</p> <p>Candidates should:</p> <ul style="list-style-type: none"> analyse the viewpoint accurately draw upon their own understanding of the terms 'justice system' and 'crime / criminals' select relevant evidence from Fig. 5.1 and Fig 5.2 select relevant evidence from their studies show an appreciation of the issue's complexity and suggest that some parts of the viewpoint may be more accurate than others. reach a substantiated conclusion. <p>Throughout their answer, candidates should demonstrate ability to:</p> <ul style="list-style-type: none"> evaluate evidence for the purpose of responding to the viewpoint evaluate the viewpoint to make a substantiated judgement. <p>Most appropriate conclusion:</p>	8	<p>Use annotations L1, L2, L3 and L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗ A maximum total of 8 marks can be awarded.</p> <p>Level 4 (7–8 marks) An excellent evaluation which is a relevant, coherent, logically structured and substantiated response to the viewpoint, 'Youth crime is increasing. The youth justice system just makes things worse by labelling young offenders as criminals. More must be done to help young people understand their responsibilities to the community.'</p> <p>Features must include:</p> <ul style="list-style-type: none"> an excellent evaluation of relevant evidence selected from the sources and their studies an understanding of the issue's complexity using a sustained line of argument specific and accurate references to evidence from the sources on the extent to which 'youth crime is increasing'. an accurate response to the statement that the youth justice system appears to be 'making things worse'.

		<p>The viewpoint is largely incorrect. The sources do not show that youth crime is increasing overall. It is true that the proportion of youth crimes that are related to drugs or involve violence are increasing. There is no evidence from the sources that the youth justice system ‘just makes things worse’. Indeed Fig. 5.1 shows that the reoffending rate is falling. It is true to say that helping young people to understand their responsibilities to their community is likely to be effective.</p>	<ul style="list-style-type: none"> • a convincing account of how young people could be encouraged to ‘understand their responsibilities to the community. <p>Do not accept a list of points at this level.</p> <p>Level 3 (5–6 marks)</p> <p>A good evaluation which is coherent and relevant response to the viewpoint maintaining a sustained line of argument.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • a good evaluation of appropriate evidence selected from the sources • largely accurate references the extent of youth crime and the effectiveness of the justice system • a good response about how to help young people feel more responsibility for their community <p>Level 2 (3–4 marks)</p> <p>A valid but basic response to the viewpoint.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • a basic evaluation of relevant evidence drawn from the sources • largely accurate references to the extent of youth crime or the effectiveness of the justice system • a basic response considering how to help young people feel more responsibility for their community
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			<p>Level 1 (1–2 marks) A limited response.</p> <p>Features must include:</p> <ul style="list-style-type: none"> implied understanding of the viewpoint in the question limited but valid points linked to the sources or study of the specification. <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>
6	a	<p>This item is designed to assess candidates' ability to analyse information relating to the citizenship issue of inequality. (AO3).</p> <p>Candidates should show an understanding of what data is contained in Table 6 to explain why it's important for the government to collect and study such data.</p> <p>In particular, candidates should explain why the information in Table 6 might help to inform government policy on equality and 'levelling up'.</p> <p>Points arising from the data:</p> <ul style="list-style-type: none"> There is a substantial gap between those on the lowest pay levels and those on the highest pay levels. White British people tend to be less well paid than those with Chinese, Indian or White Other ethnic backgrounds. 	<p>4</p> <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗ A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A thorough, accurate and substantiated explanation of why it is important for the government to collect and study information such as that shown in Table 6.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> demonstrates an excellent understanding of the significance of the information in Table 6 and uses specific examples in support of their case links the information explicitly to the importance of the government collecting and studying such data. <p>For 3 marks</p>

		<ul style="list-style-type: none"> • People with Bangladeshi and Pakistani ethnic backgrounds are the least well paid on average. <p>Implications for the government</p> <ul style="list-style-type: none"> • Pay is linked to ethnic background. • People with a white British background do not enjoy the highest levels of pay. Does this suggest that government policies on equal opportunity might be working at least to some extent? • The data suggests that the government should consider ways to support those with a Bangladeshi and Pakistani ethnic background, and to check how far these groups are subject to discrimination. • The data also suggests that the government should find out why people with Chinese and Indian backgrounds tend to be more highly paid. Could there be lessons here that might help inform government policies on equality? 	<ul style="list-style-type: none"> • demonstrates a good understanding of the significance of the information in Table 6 and refers to at least one example from the table. • links the information explicitly to the importance of the government collecting and studying such data. <p>Level 1 (1–2 marks) Use of relevant information from Table 6 to identify why the government have collected it and why they should study it.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • demonstrates a limited analysis of at least one piece of specific and relevant information from Table 6 and refers in outline to reasons why the government should collect or study such data. <p>For 1 mark</p> <ul style="list-style-type: none"> • demonstrates a limited analysis of at least one piece of specific and relevant information from Table 6 or refers in outline to reasons why the government should collect or study such data. <p>Level 0 (0 marks) No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
6	b	This item is designed to assess candidates' ability to analyse information to describe how different people with power might respond. (AO3).	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.

	<p>Candidates' responses should rely on their analysis and interpretation of information from Fig. 6.1.</p> <p>Fig. 6.1 The information shows that social mobility has stalled. People from professional backgrounds are more likely to achieve professional status than people from other backgrounds. People from working class backgrounds are least likely to achieve professional status. These 'truths' have changed little between 2014 and 2018.</p> <p>How might employers help solve the problem? Candidates may mention:</p> <ul style="list-style-type: none"> • Identify the social class background of their staff. • Monitor / check pay equality • Promote equal opportunity • Give everyone a chance to show capability • Hire people from different backgrounds • Support such employees by encouraging them to take additional training. • Mentor such employees so that they are able to recognise and celebrate their skills and achievement. • Ensure that a proportion of senior positions are held by people from working class backgrounds. • Adjust the application process so that the social class of applicants cannot be used as a reason to reject them. <p>How might school leaders help solve the problem? Candidates may mention:</p> <ul style="list-style-type: none"> • Identify working class children with ability. 	<p>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 wherever they appear on the answer-space for this question.</p>
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		<ul style="list-style-type: none"> • Set targets and monitor progress. • Help working class students and their families overcome barriers to educational achievement. (Accept examples.) • Provide scholarships and bursaries. • Provide careers advice and promote professional occupations. • Invite role models into school. • Promote equal opportunity / treat everyone fairly <p>DO NOT ACCEPT GENERALISATIONS SUCH AS ‘provide a better education’.</p> <p>How might university leaders help solve the problem? Candidates may mention:</p> <ul style="list-style-type: none"> • Make links with schools in poorer areas. • Provide ‘master classes’ in schools • Hold targeted open days • Support students with working class backgrounds on entry to university to reduce ‘drop out’ rates. • Promote university entrance with working class parents. • Provide bursaries / reduce tuition fees for those on low incomes • Positively discriminate in favour of working class applicants. • Hire staff from different backgrounds <p>How might government or local authority leaders help solve the problem? Candidates may mention:</p> <ul style="list-style-type: none"> • Support employers, school leaders and university leaders in the action mentioned above. 		
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		<ul style="list-style-type: none">• Encourage professional associations to target young people with working class backgrounds.• Remove any legal or financial constraints (accept examples.)• Legislate to force universities and / or businesses to accept a fair proportion of students from working class backgrounds		
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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, to make substantiated judgments.)</p> <p>Candidates should:</p> <ul style="list-style-type: none"> • analyse the viewpoint accurately • select relevant evidence from across the specification • show an appreciation of the issue’s complexity and present arguments on both sides of the case • make a substantiated and coherent response. <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>Points that candidates could make include but are not limited to:</p> <p><u>Rights and the law</u></p> <ul style="list-style-type: none"> • Citizens have legal rights under the Universal Declaration of Human Rights and the European Convention on Human Rights, the Human Rights Act and the Equality Act to participate actively in society. • Citizens can seek to uphold their rights and promote their opinions through the legal system, but this is constrained due to income, knowledge and experience. 	12	<p>Use annotations L1, L2, L3 and L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗ A maximum total of 12 marks can be awarded.</p> <p>Level 4 (10–12 marks) An excellent response which is relevant, coherent, logically structured and substantiated response to the viewpoint – “The United Kingdom is governed by an elite of rich and powerful people. The elite say that everyone has equal rights and opportunities, but this is a lie.”</p> <p>Features must include:</p> <ul style="list-style-type: none"> • an excellent evaluation of a range of evidence selected from across the specification • an understanding of the issue’s complexity using a sustained line of argument • specific and accurate references to all three of the following: <ul style="list-style-type: none"> ○ access to citizen rights including legal rights ○ opportunities and ‘outcomes’ in the UK ○ access to power and influence • specific examples used to validate points • a substantiated and coherent response. <p>Level 3 (7–9 marks) A good response which is mostly relevant, coherent, logically structured and offers a substantiated response to the viewpoint. Features must include:</p> <ul style="list-style-type: none"> • a good evaluation of appropriate evidence selected from across the specification

	<p><u>Opportunities and equalities</u></p> <ul style="list-style-type: none"> • The Equality Act gives all UK citizens the opportunity to challenge discrimination but ‘social class’ is not a protected characteristic. • Educational, health, wealth and occupational outcomes favour particular ethnic groups, people with professional backgrounds and people living in the south. Gender outcomes are unequal too. <p><u>Access to power and influence</u></p> <ul style="list-style-type: none"> • Citizens have the right to vote, join political parties, stand for election, join pressure groups and protest. • People from public schools, top universities and with professional backgrounds tend to dominate government, parliament and the judiciary. • Citizens have a right to petition parliament. • Voting in elections and referendums can affect outcomes • Democratic processes constrain the power of government. • Citizens can take action against the government through the courts. 	<ul style="list-style-type: none"> • largely accurate references to at least two of the following: <ul style="list-style-type: none"> ○ access to citizen rights including legal rights ○ opportunities and ‘outcomes’ in the UK ○ access to power and influence • examples • a substantiated response. <p>Level 2 (4–6 marks) A valid but basic personal response to the viewpoint. Features must include:</p> <ul style="list-style-type: none"> • a basic evaluation of relevant evidence drawn from their studies across the specification • an understanding and valid use of the concepts, ‘rights’ and ‘opportunities’ • 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 • limited but valid reference to at least one of the following: <ul style="list-style-type: none"> ○ access to rights ○ equal opportunities <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>
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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 Fig. 8 (AO2).</p> <p>Reasons for Rashford's campaign enjoying widespread support include the following:</p> <ul style="list-style-type: none"> • Rashford is well-known and popular / has thousands of social media followers • Rashford was poor himself and was able to draw on his own experience / his campaign was authentic • The campaign was for a 'good cause' / the need to feed poorer children properly was recognised by most people • The campaign was non-political / can be supported by people of all political persuasions • Rashford used peaceful, persuasive strategies • Seen as a noble act • The campaign was respectful and did not seek to demonise anyone • Feeding children became a major concern for many families (the effects of Covid 19 could be mentioned in this context) 	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p>
8	b	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the case study in Fig. 8 (AO2).</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.</p>

		<p>Reasons why Rashford needed support from Members of Parliament include the following:</p> <ul style="list-style-type: none"> • It was necessary to have MPs' support to force the government into a U-turn • Parliament is sovereign / the government relies on the support of MPs • Involving MPs helped to broaden the campaign • Involving MPs made sure that they had the information required to support the campaign / create awareness in parliament 		<p>Give credit to valid points wherever they appear in the response space. A maximum total of 2 marks can be awarded.</p>
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 Fig. 8 (AO2).</p> <p>Candidates should show their understanding of the importance of involving others, especially influential others.</p> <p>Reasons for launching a task force include but are not limited to:</p> <ul style="list-style-type: none"> • give the campaign more credibility • give the campaign a higher profile / elicit greater support • engage supermarkets as key allies • more able to influence policy • build capacity / help more people • include people and groups with a range of skills and experience of campaigning • include people and groups with expertise in food / child poverty • enable further research to take place 	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not 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 in comprehensive explanation of why launching the task force was a good idea.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • demonstrates an excellent knowledge and understanding of the importance of involving other people, businesses and organisations in taking a campaign forward. • applies this with precision to the source material using at least three different points from the 'answer' column or elsewhere to support their explanation. <p>For 3 marks</p> <ul style="list-style-type: none"> • demonstrates a good knowledge and understanding of the importance of involving

		<ul style="list-style-type: none"> • spread the workload / make the campaign more sustainable • tap into further sources of funding to develop the campaign. 	<p>other people, businesses and organisations in taking a campaign forward</p> <ul style="list-style-type: none"> • applies this to the source material using at least two points from the 'answer' column or elsewhere to support their explanation <p>Level 1 (1–2 marks) Some understanding of the importance of launching the task force</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • demonstrates a basic application of knowledge and understanding of why the task force was a good idea. • applies this in a basic way to the case-study using at least one point from the 'answer' column or elsewhere to support their explanation. <p>For 1 mark</p> <ul style="list-style-type: none"> • Limited application of knowledge and understanding from Fig 8 or their own studies or experience to make one limited but valid point. <p>Level 0 (0 marks) No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
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9	a	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the foodbank case study (AO2).</p> <p>Any two responses including but not limited to:</p> <ul style="list-style-type: none"> • explaining the foodbank's importance / raising awareness • accept examples to show how this might be done – posters, case studies, social media, talks, visits, etc. (Two such relevant examples can both be awarded a mark.) • suggesting practical ways of helping such as donating spare food and raising funds. • Rewarding students who help 	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>
9	b	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the foodbank case study (AO2).</p> <p>Any two reasons why it will be important to ask the organiser of the local food bank for their advice and support before planning your action including:</p> <ul style="list-style-type: none"> • the organiser may be able to provide additional information about the foodbank • the organiser may be able to highlight the foodbank's current needs • the organiser may be able to offer advice on what is already being done locally to avoid duplication of effort 	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>

		<ul style="list-style-type: none"> the organiser may be unhappy if they find out about your campaign once you're underway the organiser may be able to steer you away from making mistakes / upsetting people, infringing confidentiality / privacy, etc. / the organiser may be able to advise you about what would be most helpful. 		
9	c	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the foodbank case study (AO2).</p> <p>Any two examples of elected representatives or community leaders whose support might be useful including:</p> <ul style="list-style-type: none"> Member of Parliament (MP) local councillor (accept 'council') Mayor religious leaders celebrities community workers social workers youth leaders school / college leaders doctors / health workers 	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>
9	d	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the case study in Fig. 8 (AO2).</p> <p>Candidates should describe methods to increase engagement with the campaign including:</p>	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p>

		<ul style="list-style-type: none"> • use of social media • use of print media • sponsorship • eliciting business support • meetings with local school leaders • celebrity endorsement • community 'events' / information stalls <p>Candidates should identify strategies to engage different sections of the community. For example:</p> <ul style="list-style-type: none"> • older people may be more easily reached via print media • people with hearing and sight impairment may benefit from large-print, visual information • young parents with children may best be reached at the school gate • younger people/middle aged may respond best to a social media campaign. • elected representatives and community leaders will need to see a well-argued case and a plan before pledging their support. • contacting faith groups may engage people across the community • focusing on people living in all housing types and making it easy for them to contribute 	<p>Level 2 (3–4 marks) A clear application of their knowledge and understanding in comprehensive description of how best to engage all sections of the community.</p> <p>Candidates may focus on engaging the recipients of the food. If so, award a maximum of 2 marks.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • demonstrates an excellent knowledge and understanding of the ways to engage others in a campaign using at least three different points from the 'answer' column or elsewhere to outline their strategy • applies their strategy with precision to the needs of all sections of the community. <p>For 3 marks</p> <ul style="list-style-type: none"> • demonstrates a good knowledge and understanding of the ways to engage others in a campaign using at least two different points from the 'answer' column or elsewhere to outline their strategy • applies their strategy to the needs of at least two sections of the community. <p>Level 1 (1–2 marks) Some understanding of how best to engage all sections of the community.</p>
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				<p>For 2 marks</p> <ul style="list-style-type: none">• demonstrates a basic application of knowledge and understanding of campaigning to describe an appropriate strategy in outline• applies this to the needs of a least one group <p>For 1 mark</p> <ul style="list-style-type: none">• demonstrates a limited application of knowledge and understanding by describing some features of the campaign which are relevant to the issue of encouraging engagement. <p>Level 0 (0 marks) No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
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9	e	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the foodbank case study (AO2).</p> <p>Any two examples of how a team can stay safe including:</p> <ul style="list-style-type: none"> • providing school-based contact details rather than personal ones • divulging first names only / don't give out personal information • don't persist in asking for a response if people decline • do not carry heavy boxes or other health and safety dangers (masks, hand protection, allergies) in context • sharing all plans with a teacher before implementation • following school policy on safeguarding • obtaining appropriate permissions • carrying official school-based id • carrying a short written description of your campaign when working outside the school premises • letting parents know if working outside school premises • being precise about times and locations when working outside the school premises • being in groups of three when working outside the school premises / having an adult with you • obtaining an emergency number to summon help 	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>
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		<ul style="list-style-type: none">• avoid using personal web chat pages to promote the campaign• making sure all members of the team carry a mobile phone• campaign at safe times / use safe areas / avoid suspicious people• wear PPE as appropriate		
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9	f	<p>This item is designed to test candidates' ability to apply their knowledge and understanding of citizenship to the case study of the foodbank campaign.</p> <p>Candidates should be given credit for any two actions that should be taken to respect people's privacy including:</p> <ul style="list-style-type: none"> • taking photographs / citing examples / using case studies only with permission • respect people's right to non-engagement (no harassment of following them around, etc.) • not identifying recipients of aid • only sharing information about the foodbank if the organiser gives their consent • making sure members of your team do not share their personal details with anyone • keeping the source of donations private unless donors agree to publicity • avoiding public criticism of anyone linked to the campaign or of those you approach for help or advice. 	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>
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>This item also enables examiners to reflect on:</p> <ul style="list-style-type: none"> • candidates' achievements and the outcomes of their action • how candidates overcame any difficulties 	12	<p>Use annotations L1, L2, L3 and L4 and EG next to examples.</p> <p>Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>Do not use ✓ or ✗</p> <p>A maximum total of 12 marks can be awarded.</p> <p>No marks can be awarded for answers that are not related to the citizenship action undertaken or actions that would have been undertaken had it been possible</p>	

	<ul style="list-style-type: none"> • how outcomes could have been improved • the extent to which candidates are able to use examples from other people's experience of action 	<p>Level 4 (10–12 marks) Excellent knowledge and understanding of their achievements and of the outcomes of their action together with excellent reflection.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • excellent description of what was achieved and the outcomes of the action • excellent description of how difficulties were overcome • excellent description of how outcomes could have been improved or extended • examples of citizenship action with which the candidate is familiar to support the candidate's reflective account of their own action. <p>Level 3 (7–9 marks) Good knowledge and understanding of their achievements and of the outcomes of their action together with some relevant reflection.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • good description of what was achieved and the outcomes of the action • good description of how difficulties were overcome • some limited description of how outcomes could have been improved or extended <p>Level 2 (4–6 marks)</p>
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		<p>Basic knowledge and understanding of their achievements and of the outcomes of their action.</p> <p>Features must include:</p> <ul style="list-style-type: none">• basic description of what was achieved or the outcomes of the action• basic description of how difficulties were overcome• some limited description of how outcomes could have been improved or extended <p>Level 1 (1–3 marks) A limited response to the task including a description of their action but with little or no reflection.</p> <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>
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