



Oxford Cambridge and RSA

**GCSE (9–1)**

**Citizenship Studies**

**J270/02: Citizenship in action**

General Certificate of Secondary Education

**Mark Scheme for Autumn 2021**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**Annotations**

<b>Annotation</b>	<b>Meaning</b>
✓ and ✘	For correct and incorrect responses
<b>BOD</b>	benefit of doubt
<b>VG</b>	vague
<b>IRRL</b>	irrelevant
<b>REP</b>	repetition
<b>NAQ</b>	not answering question
<b>EG</b>	example given
<b>L1</b>	Level 1
<b>L2</b>	Level 2
<b>L3</b>	Level 3
<b>L4</b>	Level 4

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

## MARK SCHEME – SECTION A

Question		Answer	Marks	Guidance
1	a	<p>Only accept:</p> <p>Either a statement that the case is civil or that it is not criminal, <b>or</b> that the police only get involved in criminal / not civil cases.</p>	1	<p>Use ✓ or ✗</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p> <p>Do not accept any other response.</p>
1	b	<p>Any three of the following:</p> <ul style="list-style-type: none"> <li>• gender / sex</li> <li>• gender reassignment</li> <li>• disability</li> <li>• sexual orientation</li> <li>• belief / religion</li> <li>• race / ethnicity</li> <li>• marriage / civil partnership</li> <li>• pregnancy / maternity</li> </ul>	3	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn.</p> <p>Each of three examples can be awarded a maximum of 1 mark.</p> <p>The response can be awarded a maximum of 3 marks.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>Do not accept 'age' as this is covered in the source.</p> <p>Do not credit any repetition of points.</p>
1	c	<p>Any two examples of individuals or organisations that might provide support in this case:</p> <ul style="list-style-type: none"> <li>• Equality Advisory Support Service</li> <li>• Equality and Human Rights Commission</li> <li>• Trade union or employee association</li> <li>• Citizens Advice</li> <li>• a solicitor / lawyer</li> </ul>	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn.</p> <p>Each of the two examples can be awarded a maximum of 1 mark.</p> <p>The response can be awarded a maximum of 2 marks.</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>This item is designed to assess candidates' understanding of the importance of the government protecting rights and equalities.</p> <p>Candidates could offer some of the following reasons:</p>	4	<p>Use annotations L1 and L2 and EG next to examples.</p> <p>Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>Do not use ✓ <b>or</b> ✗</p> <p>A maximum total of 4 marks can be awarded.</p>

	<ul style="list-style-type: none"> <li>• they have a duty under national legislations such as the Equality Act or Human Rights Act</li> <li>• they have a duty under international legislation such as the European Convention on Human Rights or the Universal Declaration of Human Rights</li> <li>• rights and equalities are essential in a democracy</li> <li>• if people are discriminated against they become demoralised / angry</li> <li>• it's important that everyone has the chance to use their talents for the good of the community as a whole</li> <li>• the government needs to set a standard of acceptable behaviour (or similar)</li> </ul>	<p><b>Level 2 (3–4 marks)</b> A clear conceptual understanding of the term 'rights and equalities' including an accurate and convincing explanation of why the government should protect 'rights and equalities'.</p> <p><b>For 4 marks</b> Gives a detailed and convincing explanation of why the government should protect 'rights and equalities', <b>differentiating between the two</b> and giving at least two clear and valid reasons in outline or one in depth.</p> <p><b>For 3 marks</b></p> <ul style="list-style-type: none"> <li>• Gives an accurate explanation of why the government should protect 'rights and equalities' giving at least two clear and valid reasons in outline or one in depth.</li> </ul> <p><b>Level 1 (1–2 marks)</b> A basic or implied understanding of the term 'rights and equalities' and valid statements showing why the government should protect 'rights and equalities'.</p> <p><b>For 2 marks</b> States <b>two</b> basic but valid reasons.</p> <p><b>For 1 mark</b> States <b>one</b> basic but valid reason.</p> <p><b>Level 0 (0 marks)</b> 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 the democratic process to the example in Fig. 2.</p> <p>In this context candidates may mention any two of:</p> <ul style="list-style-type: none"> <li>• consult / discuss with civil servants' trade union / professional association (accept any two)</li> <li>• discuss / consult with cabinet / government ministers</li> <li>• seek approval from parliament</li> <li>• set out the ideas in a Green Paper or White Paper</li> </ul>	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 role of the civil service.</p> <p>In this context candidates may point out:</p> <ul style="list-style-type: none"> <li>• civil servants are supposed to be impartial</li> <li>• civil servants serve the crown not a particular political party</li> <li>• the opposition needs to trust the civil service</li> <li>• the civil service has to be prepared to steer a government away from impractical policies</li> <li>• after an election, the civil service may have to serve a different government.</li> </ul>	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 any repetition of points.</p>
2	c	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of democracy to the prime minister's desire to make sure the civil service implements government policy effectively.</p> <p>Explanations of the prime minister's position may include:</p> <ul style="list-style-type: none"> <li>• an elected government has a right to implement its manifesto</li> <li>• voters have the right to expect implementation of the policies for which they voted</li> <li>• democracy is undermined if promises are not kept</li> </ul>	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><b>Level 2 (3–4 marks)</b></p> <p>A clear conceptual understanding of 'democracy' including an accurate and convincing explanation of the reasons why an elected government should expect the civil service to implement its policies effectively.</p>

		<ul style="list-style-type: none"> <li>• civil servants are not elected and so have no right to obstruct or delay a government</li> <li>• Boris Johnson's government had a significant majority</li> </ul>		<p><b>For 4 marks</b></p> <ul style="list-style-type: none"> <li>• refers explicitly to the concept 'democracy'</li> <li>• explains at least two ways in which the prime minister's proposals will safeguard democracy as part of an <b>accurate and convincing explanation</b>.</li> </ul> <p><b>For 3 marks</b></p> <ul style="list-style-type: none"> <li>• explains at least two ways in which the prime minister's proposals will safeguard democracy as part of an <b>accurate explanation</b>.</li> </ul> <p><b>Level 1 (1–2 marks)</b> A basic understanding of the term 'democracy' at least implied by showing why the prime minister wants the civil service to implement government policy.</p> <p><b>For 2 marks</b> Explains at least one basic but accurate reason why the prime minister's proposals will help to safeguard democracy.</p> <p><b>For 1 mark</b> States one basic reason why the proposals will help to safeguard democracy.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p> <p>Do not credit any repetition of points.</p>
2	d	<p>Any two reasons why government ministers <b>usually agree</b> with their prime minister on policy matters:</p> <ul style="list-style-type: none"> <li>• they helped to choose the prime minister</li> <li>• the prime minister appoints ministers</li> <li>• ministers and prime minister usually belong to the same</li> </ul>	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p>

		<p>political party</p> <ul style="list-style-type: none"> <li>• ministers and the prime minister are usually bound by the same manifesto</li> <li>• ministers and the prime minister have the chance to discuss policy in cabinet meetings</li> </ul>		<p>A maximum total of 2 marks can be awarded. Do not credit any repetition of points.</p>
3	a	<p>This item is designed to assess candidates' knowledge of the court system.. Accurate responses are likely to include and are limited to the courts mentioned below:</p> <ul style="list-style-type: none"> <li>• Magistrates' Court</li> <li>• Crown Court</li> <li>• High Court</li> <li>• Court of Appeal</li> <li>• Supreme Court</li> </ul>	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>
3	b	<p>This item is designed to test candidates' understanding of why crime rates <b>may</b> increase. Responses may include the following:</p> <ul style="list-style-type: none"> <li>• more crimes are being recorded</li> <li>• more crime is being reported</li> <li>• the government / PCCs are not using appropriate strategies</li> <li>• increase in drug-taking</li> <li>• police are less effective / too stretched / under strength</li> <li>• Police funding cuts/frozen budgets under austerity</li> <li>• people feel that they can 'get away' with criminal actions</li> <li>• punishment is insufficiently severe</li> <li>• people care less about their community / neighbours</li> <li>• people care less about other people's rights / property</li> <li>• more poverty / unemployment</li> <li>• competition between gangs</li> <li>• more drug taking</li> <li>• less parental control</li> </ul>	2	<p>Use ✓ or ✗ Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. A maximum total of 2 marks can be awarded. Do not credit any repetition of points.</p>



		<ul style="list-style-type: none"> <li>• poor schooling</li> <li>• more young people excluded / marginalised</li> <li>• more people frustrated that they can't realise their ambitions</li> </ul>		
3	c	<p>This item is designed to test candidates' knowledge of the differences between youth courts and adult courts.</p> <p>Candidates may decide to describe ways in which youth courts are different to adult courts or <b>vice versa</b> .</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• youth courts are less formal</li> <li>• in youth courts, defendants are called by their first name</li> <li>• court officials and staff sit on the same level as the defendant in a youth court</li> <li>• court officials and staff do not wear wigs, gowns or uniforms in a youth court</li> <li>• defendants can have their parents with them in a youth court</li> <li>• parents of the defendant can contribute to discussions in a youth court</li> <li>• members of the public are not allowed to observe in a youth court without permission</li> <li>• the media are not permitted to report on youth court proceedings except in exceptional circumstances</li> <li>• young people's support workers attend youth court hearings rather than probation officers</li> </ul>	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>
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>	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>

		<ul style="list-style-type: none"> <li>• authoritarian</li> <li>• one party state</li> <li>• non-democratic</li> <li>• indirect election system</li> <li>• communist</li> </ul>		<p>Do not accept 'republic', any type of 'democracy' or 'dictatorship'.</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 <b>reasons</b> why human rights may be at risk in Satunia. Their answer should be supported with reference to the source (Fig.4) and with examples from other types of government such as different versions of democracy.</p> <p>Reasons why human rights may be at risk in Satunia include and are limited to:</p> <ul style="list-style-type: none"> <li>• judges are appointed by the government</li> <li>• citizens vote only for local government representatives</li> <li>• there is one main political party</li> <li>• the national congress is not directly elected</li> <li>• the president is not directly elected</li> <li>• opposition is not tolerated</li> <li>• media is controlled by the government</li> <li>• minority groups are tightly controlled</li> </ul>	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><b>Level 2 (3–4 marks)</b> A clear, detailed and accurate conceptual understanding of possible threats to human rights in a non-democratic state. Good use of examples of how democracies may be more likely to safeguard human rights.</p> <p><b>For 4 marks</b></p> <ul style="list-style-type: none"> <li>• shows an excellent understanding of why human rights may be at risk in the context of Fig. 4 with reference to at least three examples</li> <li>• uses examples from democratic countries.</li> </ul> <p><b>For 3 marks</b></p> <ul style="list-style-type: none"> <li>• shows a good understanding of why human rights may be at risk in the context of Fig. 4 with reference to at least two examples.</li> <li>• uses examples from democratic countries.</li> </ul> <p><b>Level 1 (1–2 marks)</b> A basic understanding of non-democratic, and of human rights.</p> <p><b>For 2 marks</b> Describes at least one clear, accurate and valid reason</p>

				<p>why human rights may be at risk in the context of Fig. 4.</p> <p><b>For 1 mark</b> Uses an appropriate example from Fig. 4 but without explaining why human rights may be at risk.</p> <p><b>Level 0 (0 marks)</b> 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	<p>This item is designed to assess candidates' ability to analyse and interpret information.</p> <p>Any one explanation including:</p> <ul style="list-style-type: none"> <li>• could form a government</li> <li>• Didn't need support from any other party / was the majority party</li> <li>• had most MPS</li> <li>• had more than half / more than 325 MPs</li> </ul>	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>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.</p> <p>One answer only.</p> <ul style="list-style-type: none"> <li>• These parties received the most votes / received more votes than the other parties (or similar)</li> </ul>	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>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 should be given credit for identifying any two of:</p> <ul style="list-style-type: none"> <li>• Conservatives</li> </ul>	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p>

		<ul style="list-style-type: none"> <li>• SNP</li> <li>• Sinn Fein</li> <li>• SDLP</li> </ul>		A maximum total of 2 marks can be awarded.
<b>5</b>	<b>d</b>	<p>This item is designed to assess candidates' ability to analyse and interpret information to explain whether or not there is a case for <b>Wales and Scotland</b> to become independent nations.</p> <p>There should be two aspects to candidates' responses:</p> <p><u>Aspect 1</u>  <b>Selecting</b> appropriate evidence from Fig. 5.1 and Fig. 5.2 that is relevant to the question asked.</p> <p><u>Aspect 2</u>  <b>Analysing</b> that evidence to compose a valid explanation.</p> <p>Relevant evidence:</p> <p><u>Fig. 5.1</u></p> <ul style="list-style-type: none"> <li>• Plaid Cymru won only 4 seats out of 40 in Wales</li> <li>• Plaid Cymru received only 10% of the vote share in Wales</li> </ul> <p><u>Fig. 5.2</u></p> <ul style="list-style-type: none"> <li>• The SNP won 48 seats out of 59 in Scotland</li> <li>• The SNP received 45% of the vote share in Scotland.</li> </ul>	<b>4</b>	<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><b>Level 2 (3–4 marks)</b>  A selection of relevant evidence from across the sources is 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><b>For 4 marks</b></p> <ul style="list-style-type: none"> <li>• selects at least three pieces of relevant evidence from Fig. 5.1 and Fig. 5.2</li> <li>• analyses and interprets the evidence thoroughly. as a result, provides an excellent explanation of why there is a poor case for Wales becoming an independent but a stronger case for Scotland. For full marks, the candidate should point out that, even in Scotland, the nationalist party did not get the majority of votes.</li> </ul> <p><b>For 3 marks</b></p> <ul style="list-style-type: none"> <li>• selects at least two pieces of relevant evidence from Fig. 5.1 and Fig. 5.2</li> <li>• analyses and interprets the evidence well</li> <li>• as a result, provides a good explanation of why Wales has a weaker case than Scotland for becoming an independent nation or vice versa.</li> </ul>

			<p><b>Level 1 (1–2 marks)</b> A response with an accurate statement in relation to Wales or Scotland with some evidence used in support..</p> <p><b>For 2 marks</b></p> <ul style="list-style-type: none"> <li>• selects at least one piece of valid evidence from the sources</li> <li>• as a result, provides a basic but valid explanation of why Wales or Scotland should or should not become an independent nation.</li> </ul> <p><b>For 1 mark</b> Identifies one piece of relevant evidence <b>or</b> states a basic but valid response to the question.</p> <p><b>Level 0 (0 marks)</b> 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>
<b>5</b>	<b>e*</b>	<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"> <li>• analyse the viewpoint accurately</li> <li>• draw upon their own understanding of the terms ‘election’ and ‘government’</li> <li>• select relevant evidence from Table 5, and</li> </ul>	<p><b>8</b></p> <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 ✓ <b>or</b> ✗ A maximum total of 8 marks can be awarded.</p> <p><b>Level 4 (7–8 marks)</b></p> <p>An excellent evaluation which is a relevant, coherent, logically structured and <b>substantiated</b> response to the viewpoint,</p>

		<p>Fig. 5.1 and Fig 5.2</p> <ul style="list-style-type: none"> <li>• select relevant evidence from their studies</li> <li>• show an appreciation of the issue's complexity and present arguments on both sides of the case</li> <li>• reach a substantiated conclusion.</li> </ul> <p>Throughout their answer, candidates should demonstrate ability to:</p> <ul style="list-style-type: none"> <li>○ evaluate evidence for the purpose of responding to the viewpoint</li> <li>○ evaluate the viewpoint to make a substantiated judgement.</li> </ul> <p>Reasons why a first-past-the post general election can be seen to be fair:</p> <ul style="list-style-type: none"> <li>• the result is often decisive</li> <li>• each constituency has a definite representative in parliament</li> <li>• in 2019, the party with the most votes formed a government</li> </ul> <p>Reasons why a first-past-the post general election can be seen to be unfair:</p> <ul style="list-style-type: none"> <li>• in 2019, the government did not win the majority of votes / did not have the support of the majority of voters</li> <li>• smaller parties with votes relatively evenly spread across the country may end up with very few MPs</li> <li>• many electors may feel it is only worth voting for a candidate who can win in their constituency</li> <li>• some electors may not vote if they think their</li> </ul>		<p>“The electoral system used for UK general elections is very fair. Citizens get a government that most of them support and political parties can have few complaints.’</p> <p>Features must include:</p> <ul style="list-style-type: none"> <li>• an excellent <b>evaluation</b> of relevant evidence selected from the sources and their studies</li> <li>• an understanding of the issue's complexity using a sustained line of argument</li> <li>• specific and accurate references to evidence from the sources on the extent to which ‘first-past-the-post’ delivers fair outcomes</li> <li>• reference to citizens and political parties</li> <li>• how changes to the system could make general elections more democratic.</li> </ul> <p><b>Level 3 (5–6 marks)</b> 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"> <li>• a good evaluation of appropriate evidence selected from the sources</li> <li>• largely accurate references to the fairness of the ‘first-past-the-post electoral system</li> <li>• reference to citizens and political parties</li> </ul> <p><b>Level 2 (3–4 marks)</b> A valid but basic response to the viewpoint.</p> <p>Features must include:</p>
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		<p>vote will not count</p> <p><b>Most appropriate conclusion: The viewpoint is incorrect.</b></p> <p>The electoral system used for UK general elections rarely gives citizens a government that most of them support and did not do so in 2019</p> <p>Political parties do have complaints about the first-past the post system – particularly the smaller parties and all parties except the SNP in Scotland.</p>		<ul style="list-style-type: none"> <li>• a basic evaluation of relevant evidence drawn from the sources</li> <li>• largely accurate references to the current system for UK general elections <ul style="list-style-type: none"> <li>• a basic but specific response concerning the system's fairness</li> </ul> </li> </ul> <p><b>Level 1 (1–2 marks)</b> A limited response.</p> <p>Features must include:</p> <ul style="list-style-type: none"> <li>• implied understanding of the viewpoint in the question</li> <li>• limited but valid points linked to the sources or study of the specification.</li> </ul> <p><b>Level 0 (0 marks)</b> 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>
<b>6</b>	<b>a</b>	<p>This item is designed to assess candidates' ability to analyse information relating to the citizenship issue of representation in the House of Commons (AO3).</p> <p>Selecting appropriate information from Fig. 6.1 and interpreting it in ways that are relevant to the question asked.</p>	<b>4</b>	<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><b>Level 2 (3–4 marks)</b> A thorough and accurate analysis of a range of</p>

	<p>In particular, candidates should explain why the information in Fig. 6.1 might affect people's confidence that they have a 'voice' in parliament.</p> <p><b>Data tending to suggest that some citizens may feel well-represented:</b></p> <ul style="list-style-type: none"> <li>• Women may be encouraged by the increase in female representation</li> <li>• LGBTQ people may be encouraged that they are 'over-represented'</li> <li>• BAME people may be encouraged by the extent of their representation and that it is increasing.</li> <li>• Oxford and Cambridge graduates are over-represented</li> <li>• People educated at independent schools are over-represented</li> <li>• Lawyers and journalists are over-represented</li> </ul> <p><b>Data tending to suggest that some citizens may feel poorly-represented:</b></p> <ul style="list-style-type: none"> <li>• Young people are massively under-represented</li> <li>• Working class people / manual workers are massively under-represented</li> <li>• People educated at state schools are under-represented</li> <li>• Non-graduates are under-represented.</li> </ul> <p>Candidates may argue that citizens should feel well represented because most MPs are educated to degree level. (Give credit at Level 1.)</p>	<p>information from Table 6.1 to identify the implications of the information shown in the data for deciding how representative parliament is of the population as a whole.</p> <p><b>For 4 marks</b></p> <ul style="list-style-type: none"> <li>• demonstrates an excellent analysis of a range of information in Fig. 6.1</li> <li>• links the information explicitly to implications for different groups feeling that they are well or poorly represented.</li> </ul> <p><b>For 3 marks</b></p> <ul style="list-style-type: none"> <li>• demonstrates a good analysis of evidence in Fig. 6.1 to include accurate references to at least two appropriate examples</li> <li>• links the information explicitly to implications for different groups feeling that they are well or poorly represented.</li> </ul> <p><b>Level 1 (1–2 marks)</b> Use of relevant information from Fig. 6.1 to identify the possible implications for people feeling whether or not they feel represented.</p> <p><b>For 2 marks</b></p> <ul style="list-style-type: none"> <li>• demonstrates a basic analysis of at least one piece of specific and relevant information from Fig. 6.1 <b>and</b> refers in outline to the implications for at least one group of citizens feeling that they are well or poorly represented.</li> </ul> <p><b>For 1 mark</b></p> <ul style="list-style-type: none"> <li>• demonstrates a limited analysis of at least one</li> </ul>
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				<p>piece of relevant information from Fig. 6.1 <b>or</b> makes an accurate general point about the implications for citizens feeling that they are well or poorly represented.</p> <p><b>Level 0 (0 marks)</b> 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>
<b>6</b>	<b>b</b>	<p>This item is designed to assess candidates' ability to analyse information to describe how the government or parliament might respond. (AO3).</p> <p>Candidates' responses should rely on their analysis and interpretation of information from Fig. 6.2.</p> <p>Fig. 6.2 The information shows:</p> <ul style="list-style-type: none"> <li>• Research showing that female MPs receive frequent on-line abuse</li> <li>• An MP being confronted as she tries to enter parliament.</li> <li>• A personal statement from an MP mentioning discrimination and abuse., and calling for more empathy and sensitivity.</li> </ul> <p>Candidates should list four actions government or parliament could take in response:</p> <ul style="list-style-type: none"> <li>• Support MPs wishing to take action against offenders</li> <li>• Change the law to make offences against public representatives carry a harsher punishment or make new laws to cover offences against MPs</li> </ul>	<b>4</b>	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the four points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>

		<ul style="list-style-type: none"><li>• Improve security outside parliament (accept one example)</li><li>• Work with social media companies to tackle on-line abuse</li><li>• Encourage MPs to show each other more respect</li><li>• Improve citizenship education</li><li>• Promote the important role of MPs</li></ul>		
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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"> <li>• analyse the viewpoint accurately</li> <li>• select relevant evidence from across the specification</li> <li>• show an appreciation of the issue’s complexity and present arguments on both sides of the case</li> <li>• make a substantiated and coherent response.</li> </ul> <p>Throughout their answer, candidates should demonstrate ability to:</p> <ul style="list-style-type: none"> <li>• evaluate evidence from across the specification for the purpose of responding to the viewpoint</li> <li>• evaluate the viewpoint to make a substantiated judgement.</li> </ul> <p>Points that candidates could make include but are not limited to:</p> <p><u>Citizenship participation in the UK</u></p> <ul style="list-style-type: none"> <li>• the rights to become involved as an active citizen by becoming a special constable, school governor, local councillor, magistrate, volunteer, etc.</li> <li>• the potential to initiate or contribute to local projects and campaigns.</li> </ul> <p><u>Rights, the law and the legal system in England and Wales</u></p> <ul style="list-style-type: none"> <li>• Citizens have legal rights under the Universal</li> </ul>	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><b>Level 4 (10–12 marks)</b> An excellent response which is relevant, coherent, logically structured and substantiated response to the viewpoint - “If UK citizens want to ‘make a difference’, they should contribute to their local communities. Participating in national politics and worrying about global issues is largely a waste of time.’</p> <p>Features must include:</p> <ul style="list-style-type: none"> <li>• an excellent <b>evaluation</b> of a range of evidence selected from across the specification</li> <li>• an understanding of the issue’s complexity using a sustained line of argument</li> <li>• specific and accurate references to <b>all three</b> of the following: <ul style="list-style-type: none"> <li>○ the importance of contributing to local communities</li> <li>○ the significance of participation in national politics as a voter, party member, candidate, consultee, pressure group member, etc.</li> <li>○ the impact of global issues such as climate change and international human rights on life in the UK</li> </ul> </li> <li>• specific examples used to validate points</li> <li>• a substantiated and coherent response.</li> </ul>

	<p>Declaration of Human Rights and the European Convention on Human Rights, the Human Rights Act and the Equality Act to participate actively in their local communities.</p> <ul style="list-style-type: none"> <li>• Citizens can seek to uphold their rights and promote their opinions through the legal system.</li> </ul> <p><u>Democracy and government</u></p> <ul style="list-style-type: none"> <li>• Within UK democracy, citizens have the right to representation and to protest.</li> <li>• Citizens have a right to petition parliament.</li> <li>• Voting in elections and referendums can affect outcomes</li> <li>• Citizens have the right to form or join political parties, trade unions and pressure groups. Such groups can affect outcomes.</li> <li>• Democratic processes constrain the power of government.</li> <li>• Citizens can take action against the government through the courts.</li> </ul> <p>Global events affect communities in the UK</p> <ul style="list-style-type: none"> <li>• International trade deals affect people's wealth, employment and quality of life</li> <li>• wars, famine and abuses of human rights overseas affect rates of immigration</li> <li>• climate change affects weather patterns and the environment in UK communities.</li> </ul>		<p><b>Level 3 (7–9 marks)</b> 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"> <li>• a good <b>evaluation</b> of appropriate evidence selected from across the specification</li> <li>• largely accurate references to <b>at least two</b> of the following: <ul style="list-style-type: none"> <li>○ the importance of contributing to local communities</li> <li>○ the significance of participation in national politics as a voter, party member, candidate, consultee, pressure group member, etc.</li> <li>○ the impact of global issues such as climate change and international human rights on life in the UK</li> </ul> </li> <li>• examples</li> <li>• a substantiated response.</li> </ul> <p><b>Level 2 (4–6 marks)</b> A valid but basic personal response to the viewpoint. Features must include:</p> <ul style="list-style-type: none"> <li>• a basic evaluation of relevant evidence drawn from their studies across the specification</li> <li>• an understanding of the concept, 'democracy'</li> <li>• references to <b>both</b> of the following: <ul style="list-style-type: none"> <li>○ the importance of contributing to local communities</li> <li>○ the significance of participation in national politics as a voter, party member, candidate, consultee, pressure group member, etc.</li> </ul> </li> <li>• a basic but specific response to the viewpoint.</li> </ul>
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		<p><b>Level 1 (1–3 marks)</b> A valid but limited response. Features must include:</p> <ul style="list-style-type: none"><li>• implied understanding of the viewpoint in the question</li><li>• limited but valid reference to at least <b>one</b> of the following:<ul style="list-style-type: none"><li>○ the importance of contributing to local communities</li><li>○ the significance of participation in national politics as a voter, party member, candidate, consultee, pressure group member, etc.</li></ul></li></ul> <p><b>Level 0 (0 marks)</b> 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>Candidates should show their understanding of why <i>Craftivism</i> (<b>Fig. 8.1</b>) might attract people who are not be able or willing to join an <i>Extinction Rebellion</i> protest (<b>Fig. 8.2</b>).</p> <p>Reasons include but are not limited to:</p> <ul style="list-style-type: none"> <li>• personal circumstances such as immobility, care of dependent relatives or employment may limit people's involvement in long-term protest</li> <li>• people may be unwilling to break the law</li> <li>• people may be fearful of crowds</li> <li>• people may wish to avoid confrontation</li> <li>• inconveniencing / alienating others may be a concern</li> <li>• people may think that mass protests are counter-productive</li> <li>• people may think that persuasion is a better route to take</li> <li>• people may wish to show respect to each other</li> </ul>	4	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the four points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>

8	b	<p>Any two responses including but not limited to:</p> <ul style="list-style-type: none"> <li>• they have engaged decision-makers in new ways</li> <li>• campaigns have been respectful / peaceful</li> <li>• campaigns have been unthreatening</li> <li>• campaigns have brought people together</li> <li>• campaigns have been inclusive</li> </ul>	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>
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. 8.2 (AO2).</p> <p>Candidates should explain the extent to which Extinction Rebellion's methods can be justified.</p> <p>Reasons to justify the campaign could include:</p> <ul style="list-style-type: none"> <li>• it received widespread publicity</li> <li>• it raised awareness</li> <li>• it engaged thousands of people</li> <li>• it showed the strength of feeling on the issue</li> <li>• the government could not ignore it</li> <li>• there is evidence that politicians shifted their agendas in favour of climate action</li> <li>• there is an urgent climate emergency</li> </ul> <p>Reasons not to justify the campaign include:</p> <ul style="list-style-type: none"> <li>• people were inconvenienced</li> <li>• damage occurred</li> <li>• people were alienated from the cause</li> <li>• it was expensive for the authorities to police and manage</li> <li>• some people broke the law</li> </ul>	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><b>Level 2 (3–4 marks)</b></p> <p>A clear application of their knowledge and understanding in comprehensive <b>explanation</b> of how far the campaign can be justified using points on both sides of the case.</p> <p><b>For 4 marks</b></p> <ul style="list-style-type: none"> <li>• demonstrates an excellent knowledge and understanding of the ways in which direct action can be justified and criticised</li> <li>• applies this with precision to the source material using <b>at least three</b> different points from the 'answer' column or elsewhere to explain their point of view</li> </ul> <p><b>For 3 marks</b></p> <ul style="list-style-type: none"> <li>• demonstrates a good knowledge and understanding of the ways in which direct action can be justified and criticised</li> <li>• applies this to the source material using <b>at least</b></li> </ul>

			<p><b>two</b> points from the 'answer' column or elsewhere to support their viewpoint</p> <p><b>Level 1 (1–2 marks)</b> Some understanding of how far Extinction Rebellion's campaign can be justified</p> <p><b>For 2 marks</b></p> <ul style="list-style-type: none"> <li>• demonstrates a basic application of knowledge and understanding of points for or against direct action</li> <li>• applies this in a basic way to the case-study using <b>at least one</b> point from the 'answer' column or elsewhere to explain their viewpoint.</li> </ul> <p><b>For 1 mark</b></p> <ul style="list-style-type: none"> <li>• Limited application of knowledge and understanding from Fig 8.2, their own studies or experience to make one limited but valid point.</li> </ul> <p><b>Level 0 (0 marks)</b> 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 test candidates' ability to apply their knowledge and understanding of citizenship to the case study of the bandstand restoration.</p> <p>Candidates should be given credit for any two relevant questions they may wish to ask the local authority before going ahead.</p> <p>Relevant questions may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• What happens after the five years are up?</li> <li>• Who is responsible for cleaning?</li> <li>• Who is responsible for repair and maintenance?</li> <li>• How far will the local authority seek to monitor and support the group?</li> <li>• Will the local authority continue to own the shelter?</li> <li>• What are the limits on use?</li> <li>• What are the limits on times of operation?</li> </ul>	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to <b>valid</b> questions <b>that could asked of a local authority (not central government or the local police and crime commissioner)</b> 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 local bandstand case study (AO2).</p> <p>Reasons for seeking advice and support from the police include but are not limited to:</p> <ul style="list-style-type: none"> <li>• They may be able to improve levels of night-time supervision</li> <li>• They may be able to advise on the best ways to keep the bandstand safe from damage</li> <li>• They may be able to advise on how best to</li> </ul>	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>

		operate the bandstand safely or without public nuisance.		
<b>9</b>	<b>c</b>	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the local bandstand case study (AO2).</p> <p>Methods of engaging all sections of the community in fundraising for the shelter include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Publicity to schools and local businesses.</li> <li>• Inviting sponsorship</li> <li>• Involving local print and social media</li> <li>• Involving local radio and TV</li> <li>• Using crowdfunding or similar</li> <li>• Holding fundraising events</li> <li>• Posters and leaflets</li> <li>• Attending meeting of local churches and community groups</li> <li>• Approaching grant-giving charities</li> </ul>	<b>4</b>	<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><b>Level 2 (3–4 marks)</b> A clear application of their knowledge and understanding of citizenship action with appropriate application to this case.</p> <p><b>For 4 marks</b></p> <ul style="list-style-type: none"> <li>• demonstrates an excellent knowledge and understanding of the process of engaging <b>all sections</b> of the community</li> <li>• applies this with precision to this case using <b>at least three</b> points from the 'answer' column or elsewhere</li> <li>• as a result, provides a comprehensive description of a suitable process for engagement which goes beyond a list of different methods.</li> </ul> <p><b>For 3 marks</b></p> <ul style="list-style-type: none"> <li>• demonstrates a good knowledge and understanding of the process of engagement</li> <li>• applies this to this case using <b>at least two</b> points from the 'answer' column or elsewhere (This may include a list of relevant methods.)</li> <li>• as a result, provides a satisfactory description of a suitable process for engagement in this case.</li> </ul>

				<p><b>Level 1 (1–2 marks)</b> Some understanding of the types of research ways to engage the community in this case.</p> <p><b>For 2 marks</b></p> <ul style="list-style-type: none"> <li>• demonstrates basic knowledge and understanding of engagement</li> <li>• applies this to the case study using <b>at least one</b> point from the 'answer' column</li> <li>• as a result, provides a simple description of a strategy appropriate in this case.</li> </ul> <p><b>For 1 mark</b></p> <ul style="list-style-type: none"> <li>• At least one limited point stated to demonstrate some knowledge of engagement.</li> </ul> <p><b>Level 0 (0 marks)</b> 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>
9	d	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the bandstand restoration case study (AO2).</p> <p>Candidates should make points to show their knowledge and understanding of how to make the project a long-term success. Points may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• continue fund-raising</li> </ul>	4	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the four points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 4 marks can be awarded. Do not credit any repetition of points.</p>

		<ul style="list-style-type: none"> <li>• set up a management group</li> <li>• establish a charity</li> <li>• keep good relationships with the local authority</li> <li>• update local people with news of progress, events, etc.</li> <li>• engage some good bands</li> <li>• keep the bandstand clean and tidy</li> <li>• hold high-profile events such as an annual music festival</li> <li>• partner with other groups in the town</li> <li>• attend to security</li> </ul>		
<b>10*</b>	<p>This item is designed to assess candidates' ability to apply knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• citizenship action from across the whole specification</li> <li>• and citizenship action taken by other learners in their school or college.</li> </ul> <p>This item also enables examiners to reflect on:</p> <ul style="list-style-type: none"> <li>• candidates' understanding of the purpose and importance of research <b>and</b> consultation</li> <li>• methods used by candidates in their own research <b>and</b> consultation and how these could have been improved and extended (AO2).</li> </ul> <p>The response should include:</p> <ul style="list-style-type: none"> <li>• an explanation of the purposes of good research and consultation</li> <li>• a description of the methods used research and consult</li> </ul>	<b>12</b>	<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. <b>No marks can be awarded for answers that are not related to the citizenship action undertaken.</b></p> <p><b>Level 4 (10–12 marks)</b> Excellent knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's account. Features must include:</p> <ul style="list-style-type: none"> <li>• excellent explanation of the <b>purpose</b> of research <b>and</b> consultation which should include comprehensive references to <b>three or more</b> of the following: <ul style="list-style-type: none"> <li>○ developing knowledge and understanding of the issues</li> <li>○ searching out and evaluating appropriate</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>• a description of how research and consultation could have been more effective with reference to their own campaign or project.</li> </ul>	<ul style="list-style-type: none"> <li>○ strategies for their campaign or project</li> <li>○ learning from other people's successes and mistakes</li> <li>○ seeking advice from people with greater experience / understanding of the issue or of taking action</li> <li>○ obtaining appropriate consents</li> <li>○ checking any health and safety, legal or safeguarding issues</li> <li>○ getting timings right</li> <li>○ developing greater knowledge and understanding of how to determine team roles, manage the team and deliver an outcome</li> <li>• an excellent description of how research and consultation could have been improved: or extended, citing other examples of citizenship action with which the candidate is familiar</li> <li>• relevant examples used to validate points.</li> </ul> <p><b>Level 3 (7–9 marks)</b>  Good knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's account.  Features must include:</p> <ul style="list-style-type: none"> <li>• good explanation of the <b>purpose</b> of research and consultation which might include coherent references to <b>at least three</b> of the point listed at Level 4.</li> <li>• a good description of how research and consultation could have been improved or extended, citing other examples of citizenship action with which the candidate is familiar</li> <li>• mostly relevant examples used to validate points.</li> </ul>
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**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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