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Oxford Cambridge and RSA

GCSE (9-1)

Examiners' report

CITIZENSHIP STUDIES

J270

For first teaching in 2016

J270/03 Summer 2024 series

Contents

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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Paper 3 series overview

This paper constitutes the final component of the J270 GCSE in Citizenship Studies and comprises of a mixture of short and longer questions. As in previous series the majority of candidates attempted most or all of the questions on the paper. The trend of fewer candidates omitting questions has continued, leading to a mean score on the paper that was slightly higher than in 2023. The majority of candidates were well prepared and engaged positively with all questions on the paper.

This year saw another increase in the overall percentage of candidates attempting the longer questions (2 (e), 3 (b) and 4(b)) recognising that these comprise 56% of the total marks on the paper. These questions also allowed more successful candidates to demonstrate their advocacy skills and their ability to evaluate a viewpoint, showing an appreciation of the nuanced factors that inform citizenship debates.

Again, this year certain elements of the specification for this paper were answered more successfully than others. Candidates were well prepared for Section A and were able to consider inequality in both the judiciary and wider society competently. As with previous series this section was the one most candidates answered in full, with fewer questions omitted. Section B focused on the topic of national identity and the advantages of migration to the UK. Candidates struggled a little with the elements that may hinder the development of a UK or British national identity and some were unclear on the concept of national identity. Candidates engaged well with Section C and the topic of global climate change is clearly one that is very much a matter of concern to them. However, candidates were less successful on the longer question in this section, often due to not correctly responding to the viewpoint. Section D explored International Humanitarian Law, and given the recent conflicts that candidates see reported in the media, they were often able to give some very good examples to support their responses to the final 'essay' question. This year saw a reduction in evidence of planning this response before writing it. Where the response had been planned, with evidence of key points being identified and organised before writing began, the final response often scored more highly.

An unfortunate trend that has continued from the 2023 series was a deterioration in handwriting among a smaller number of candidates that made some of their responses very difficult to read. Under the pressure of examinations some candidates clearly rushed their writing and while every attempt was made to read all responses, some were very difficult to decipher. Where possible centres may wish to explore support for candidates who struggle with writing at speed, such as word processing or scribes.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- had prepared fully for the examination and were familiar with the style of questions - read the questions carefully and ensured they responded to the full wording of the question, including using detail from sources on the paper - used the response guidance that can be found in bullet points above the answer space on the paper - gave relevant examples to support their arguments and answers, demonstrating greater understanding of the complexities of key issues - allocated their time appropriately and were able to attempt all questions.	- had misread questions and gave response that did not include relevant information from the sources despite this being clear in the question - gave overly general responses that did not provide examples to support their points - mis-interpreted or misread data from the sources provided when this was required to answer some of the short questions on the paper - omitted questions or had clearly run out of time on the final question - relied on sources to answer longer questions 3 (b) and 4 (b), copying chunks from the sources without any evaluation or commentary.

| Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:

Section A overview

In this section candidates were required to engage with two sources and their own knowledge to respond to three short response questions on the topic of diversity within the judiciary and wider society.

Question 1 (a)

1   Study **Fig. 1** and **Source 1** and answer questions **1(a)–1(b)**.

Fig. 1

Percentage of legal positions held by women in England and Wales in 2020
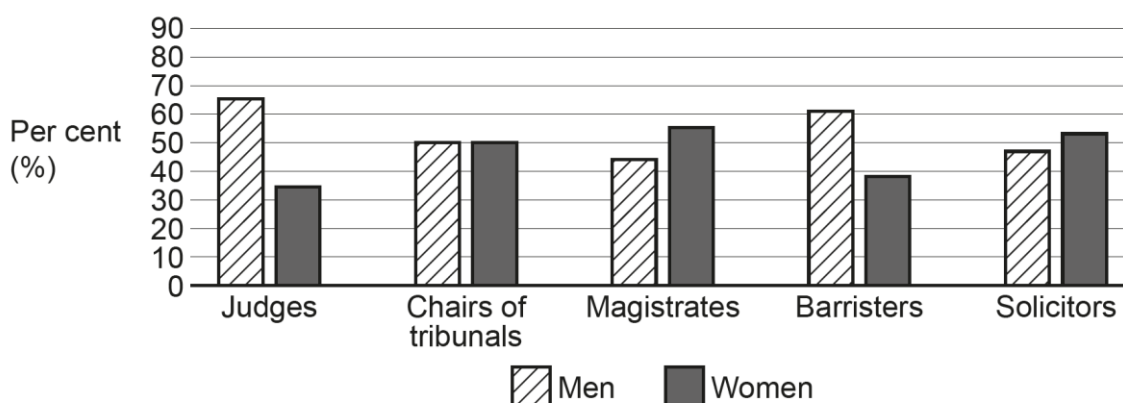
Adapted from: Gov.UK Diversity of the judiciary: 2020 statistics

Source 1

Some statistics on diversity in the judiciary in 2019 and 2022

By 2019, judges still did not represent wider society, as the government statistics below show:

- 32% of all judges were women
- 1% of magistrates were under 30 years of age
- 8% of court judges came from ethnic minority groups
- 11% of new judges came from ethnic minority groups.

As of 1 April 2022, women still only represented 35% of all court judges. This was less than 2% higher than in 2021, but 11% higher than in 2014.

Also in 2022:

- 6% of new magistrates were under 30 years of age
- 10% of court judges came from ethnic minority groups
- 12% of new judges came from ethnic minority groups.

Adapted from: HM Government and Magistrates' Association statistics 2019 and 2022

(a) Using **Fig. 1** and **Source 1**, state **two** pieces of evidence which show that women are **not** equally represented in legal positions.

1 ....

....

2 ....

....

[2]

Most candidates answered this question correctly, they were able to draw two figures from Fig 1 and/or Source 1 to demonstrate unequal representation of women in legal positions. Responses that identified that women are more highly represented in some roles were rare, but these were acceptable points.

Question 1 (b)

(b) Describe the ways in which the representation of wider society in the legal system has improved since 2019. Use evidence from **Source 1** to support your description.

....

....

....

....

....

.... **[4]**

Most candidates were able to score some marks here, using information from Fig 1 and/or Source 1 to support their response. Where marks were lost it was often that they used a figure stating participation without mentioning that this represented an increase in participation by groups from the wider society.

Question 1 (c)

Study the viewpoint below and answer question **1(c)**.

> In society in general, gender and ethnicity are the **only** areas of inequality in 2024.

(c) State **four** different points that could be used as part of a reasoned case **against** the viewpoint above.

1 ....

....

2 ....

....

3 ....

....

4 ....

....

[4]

Many candidates responded well to this question, accurately identifying key areas of inequality. Common responses included age, religion, sexuality, disability, wealth and regional inequalities. While some candidates made reference to protected characteristics this alone was not sufficient for credit as gender and ethnicity from the viewpoint are also protected characteristics. Other common errors included repeating gender and ethnicity given in the viewpoint and trying to link this question to the responses candidates had given for 1 (a) and 1 (b).

Section B overview

This section looks at the issues of changing identities and individuals' perceptions of themselves as having either a British or UK national identity. The shorter questions required candidates to consult the sources, selecting relevant information from these and interpret them correctly. The longer responses gave candidates the opportunity to use their own knowledge to respond to viewpoints and demonstrate skills of argument and advocacy.

Question 2 (a)

2   Study **Fig. 2** and **Source 2** and answer questions **2(a)–2(c)**.

Fig. 2

Residents of England and Wales born outside the United Kingdom (UK) in 2011 and 2021 Top ten non-UK countries of birth
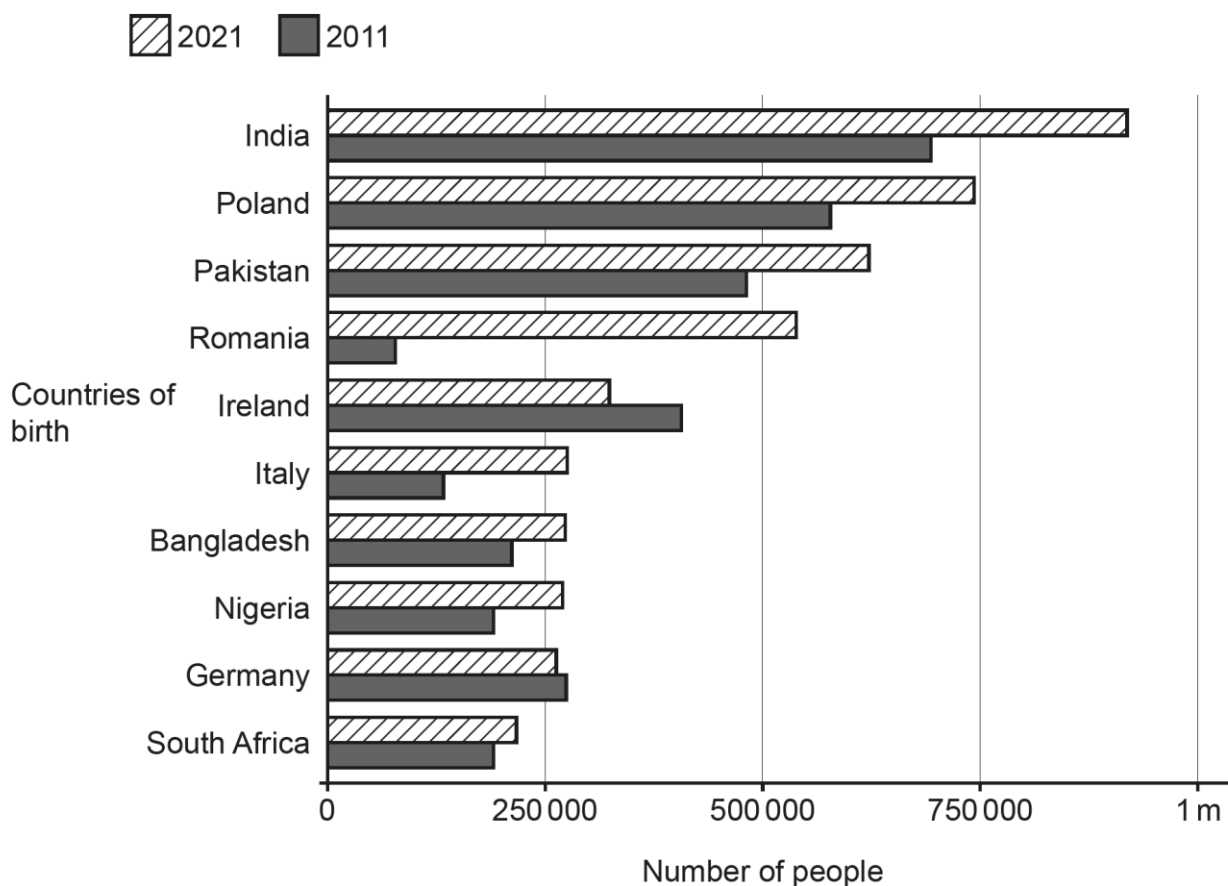
Taken from: ONS

Source 2

An interview with the deputy director of the census

The Office for National Statistics has published a review of the ethnic group, national identity, language and religion of people in England and Wales from the census of 2021. The results are based on everyone's own view of their cultural identity.

He said:

'The census data highlights the increasingly multicultural society we live in. The percentage of people saying their ethnic group is "White: English, Welsh, Scottish, Northern Irish or British" continues to fall.

'While it is still the most common response to the census question on ethnic group, the number of people identifying with another ethnic group continues to increase.

'Despite this change in ethnic origin, 9 in 10 people across England and Wales still say they have a UK national identity.'

Adapted from https://www.ons.gov.uk/news/news/census2021ethnicgroupnationalidentitylanguageandreligion

(a) Using **Fig. 2**, state **one** piece of evidence to show that the number of residents of England and Wales born abroad has **not** increased for all non-UK countries of birth between 2011 and 2021.

.... **[1]**

Most candidates could correctly identify either Ireland or Germany to gain this mark.

Question 2 (b)

(b) State **one** reason why more residents of England and Wales were born in non-UK countries in 2021 than in 2011.

....

.... **[1]**

This question was mostly well answered by candidates. The most common error was to simply explain this as a result of migration without providing a reason for increasing levels of migration within the period 2011 to 2021.

Question 2 (c)

(c) Using **Fig. 2** and **Source 2**, state **two** reasons why residents of England and Wales may **not** identify themselves as having a UK national identity.

1 ....

....

2 ....

....

[2]

> As often happens on such questions, candidates who did not gain marks on this question did not gather their response from the identified sources. In such cases relying on their own knowledge does not help candidates.

Question 2 (d)

Study the viewpoint below and answer question **2(d)**.

> UK residents who were born outside the UK might find it difficult to feel a sense of British identity.

(d) State **four** different points that could be used to **support** the viewpoint above.

1 ....

....

2 ....

....

3 ....

....

4 ....

....

[4]

> This question allowed the majority of candidates to score one or two marks, but only a small percentage scored full marks. Very few candidates appreciated that being born outside the UK does not mean someone does not have UK citizenship. British identity being linked to ethnicity and dependent on people 'being white' was also a common misconception.

Question 2 (e)*

Study the viewpoint below and answer question **2(e)**.

> Immigration brings economic and social benefits to the UK.

(e)* Write a detailed case **supporting** the viewpoint above.

In your answer, you must:

- State **four** examples of economic **and/or** social benefits from immigration to the UK.   **[8]**

This year we saw the majority of candidates respond well to this question and correctly argue in support of the viewpoint. Candidates were able to provide a range of examples of the benefits of migration, and at the higher levels were required to give examples of both economic and social benefits. The inclusion of the additional guidance asking for 4 examples helped higher attaining candidates to score into the top level on this question. Where candidates could give specific examples to support their argument, they scored more highly in each of the levels of response available on this question.

Disappointingly a small number of candidates responded to the viewpoint with discriminatory language and arguments against immigration based on personal belief and not a misread of the question. While holding opposing viewpoints and respecting these is part of living in a healthy democracy, it was unfortunate that candidates chose this paper as the outlet for their opinions, losing marks in the process.

Misconception

? Candidates talked about the value of diversity and wealth of cultures in the UK. A misconception that we noticed is that more diversity in an area automatically produces greater levels of community cohesion. While multi-cultural communities can be very cohesive, this is not always the case, nor is it a case that diversity produces community cohesion automatically. This may be a nuanced point, but some candidates were assuming a cause-and-effect relationship between diversity and community cohesion, in some cases going so far as to state that less diverse communities inherently lack cohesion.

Exemplar 1

I agree with the statement that immigration brings economic benefits to the UK, as many migrants are skilled workers. This means they can get high paying jobs like becoming lawyers and doctors, and help to contribute to the economy by providing services and buying goods. This would also reduce the number of skilled workers we need to train. For example, it costs £250,000 to train a doctor, but if more doctors came from abroad, the UK wouldn't need to spend as much taxpayer money on immigration can also help reduce labour shortages. Even unskilled workers provide vital labour to ~~the economy~~ industries like fruit picking and construction, which the UK heavily relies upon. The tax contributions of all migrants regardless of income is hugely beneficial to the UK, as this money can be spent on improving infrastructure and ~~to~~ investing in the NHS. EU migrants in 2011 contributed £2 billion more to the economy in taxes than what they took out in benefits, showing how migration brings economic benefits to the UK.

Immigration can also bring social benefits to the UK. Migrants bring over different customs, traditions and cultures, such as by celebrating different festivals and opening clubs and restaurants. This leads to a greater cultural mix in the UK, which means there is greater community cohesion in areas a with lots of migrants. This can help people to become less prejudice against different cultures and learn more about different places, which increases tolerance and respect (which are British values). This shows the social benefits of immigration.

*1 Migrants can help improve employment by taking up low-paying jobs which are essential but few British people want to do, ensuring our country, economy and services can still continue to run. Additionally,

This is a good example of a response that scored full marks. The candidate has clearly identified both economic and social benefits of immigration to the UK. While the points are more convincing regarding economic benefits, there is sufficient accuracy in the discussion of social benefits for full marks. They use accurate examples to support all of their points, although only two specific examples were required for full marks. In the discussion of the social benefits of immigration the candidate makes the comment that 'there is greater community cohesion in areas with lots of migrants' this is an example of the misconception discussed above and while the candidate is not penalised for this, the statement is not consistently accurate for all communities. If this had been the only comment the candidate had made on the social benefits of immigration, they would not have gained any credit and as such lost 4 marks on this question.

Section C overview

This section focused on the issue of preventing further climate change and the role of both national governments and international organisations in responding to this. Question 3 a requires candidates to identify how effectively preventing climate change may lead to an improvement in living standards around the work, using Source 3.1 to support their response. Question 3 (b) was designed to assess the skills underpinning AO3. Effective written advocacy should include supporting the viewpoint, selecting appropriate evidence and utilising convincing examples from Sources 3.1, 3.2 and their own knowledge.

Question 3 (a)

3   Study **Source 3.1** and answer question **3(a)**.

Source 3.1

Some climate action facts from the United Nations (UN)

1.   Warming beyond 1.5°C will substantially increase the risk of some types of plants and animals becoming extinct.
2.   The ocean is already warmer and more acidic, and produces less food.
3.   Around 7 million people die every year from breathing polluted air.
4.   Confident and immediate climate action could lead to $26 trillion in economic benefits by 2030.
5.   Renewable energy is getting cheaper all the time.
6.   Switching to a clean economy could create over 65 million new low-carbon jobs.
7.   Investing $1.8 trillion from 2020 to 2030 in adapting to climate change could produce $7.1 trillion in total net benefits.

Adapted from: https://www.un.org/en/climatechange/un-secretary-general-speaks-state-planet

(a)   State **two** pieces of evidence in **Source 3.1** that could be used to **support** the following viewpoint.

> Action on climate change is needed to improve living standards around the world.

1 ....

....

2 ....

....

[2]

This question was well answered with most candidates scoring full marks. The nature of Source 3.1 as a list seemed to support even marginal candidates in identifying appropriate evidence to include in their response.

Question 3 (b)*

Study **Source 3.1** and **Source 3.2** and answer question **3(b)**.

Source 3.2

A Canadian broadcaster's report on a speech by the Secretary-General of the UN at international climate change conference (COP 27) in 2022

> **We're on a 'highway to climate hell' UN chief Guterres says**
>
> Key points:
>
> - 'We are in the fight of our lives, and we are losing' António Guterres tells the COP27 climate change summit.
>
> - The world must phase out the use of coal as a fuel, he says.
>
> - 'Greenhouse gas emissions keep growing, global temperatures keep rising, and our planet is fast approaching tipping points that will make climate chaos irreversible' he adds.
>
> - 'We are on a highway to climate hell with our foot still on the accelerator' Guterres says.
>
> Adapted from CNBC website, published 7th November 2022

(b)* Use information from **Source 3.1** and **Source 3.2** and information from your own studies to **support** the following viewpoint.

> International organisations and national governments need to do more to **prevent** further global warming.

In your answer you must:

- use information from **Source 3.1** and **Source 3.2** and your own studies

- include **at least three** examples of actions international organisations **and** governments could be taking to prevent further global warming.

[8]

In contrast to 2 (e) this question was less well answered this year. It was clear that many candidates are very well-informed and passionate about the need to prevent further climate change, with some giving very detailed responses outlining very clearly <u>why</u> more needs to be done by international organisations and national governments. Unfortunately, this is not what the question asked for, and the responses as a whole focused on what could be done to prevent further global warming without being specific as to how international organisations or national governments could do this. For example, 'stopping deforestation' or 'not using coal and using more renewable energy' will help prevent global climate change, but how international organisations or national governments would achieve this was something candidates struggled to express clearly.

Exemplar 2

More is needed to prevent Climate Change. For my From the Source 3.1 States that the ocean is becoming more acidic and warmer, producing less food. This is a huge issue as because with overpopulation always being a danger for governments around the world, a lack of food may lead to Starvation. To

prevent this, international organisations and governments can work to stop dumping rubbish in the ocean - which kills sea life and makes oceans more acidic if toxic waste is dumped. Governments can also work to ban short, cross-country flights by plane to reduce pollution into the oceans and atmosphere. Also, in Source 3.2 it states we must stop using "coal as a fuel." From my own knowledge, I know that many countries still use coal as a main fuel which is greatly damaging the earth. To combat this, governments could adopt more green policies - like that of the UK green party to make 70% of our energy wind fueled by 2030. International organisations can also set rules on their member states on how much coal they can use per year - to decrease the amount of carbon emissions. Also, Source 3.1 states around 7 million people die to pollution each year. This supports the idea that governments and international organisations must put a limit on the amount of carbon emissions used by countries, to reduce our carbon footprints and reduce the deaths per year from pollution - especially in greater industrial countrys such as China.

This candidate has engaged well with the viewpoint and has taken into account the guidance from the bullet points in their response. They have clearly used both sources, making good use of 3.1 to support their suggestions of actions national governments and international organisations could be taking. This is also a rare example of a response where the candidate has considered the difference in the scope and nature of actions that can feasibly be taken by governments compared with those within the remit of international organisations. The candidate here has been clear on the actions needed for example 'ban short, cross-country flights', this was the level of clarity we were looking for in response to the viewpoint in this question.

Section D overview

This section explores the role and purpose of International Humanitarian Law and how effective this can be considered to be. This year only one source supported this section of the paper, Source 4 provides a reminder of the key tenets of International Humanitarian Law and stresses that this applies to protect civilians who are caught up in conflict.

Question 4b asks candidates to evaluate a viewpoint, allowing candidates the opportunity to argue both sides and form an argument supporting their own opinion. The marking guidance for this question requires assessment criteria AO3 (a) and AO3 (c) to be considered separately although recorded as a joint mark. Given the inclusion of only Source 4 in this section the mark scheme for AO3 (a) was amended to reflect the reduction from 2 to only one stimulus source.

Question 4 (a) (i)

4　　Study **Source 4** and answer questions **4(a)(i)** and **4(a)(ii)**.

Source 4

International humanitarian law

International Humanitarian Law (IHL) is a set of rules which seek, for humanitarian reasons, to limit the effects of armed conflict. It protects persons who are not or are no longer participating in the hostilities, and restricts the means and methods of warfare.

IHL sets out agreed rules for how wars are to be fought to protect civilians. It is built on principles including: Distinction, Proportionality and Precautions.

- Distinction means civilians must never be attacked directly.
- Proportionality means that attacks on military targets cannot take place if they cause the death of too many civilians.
- Precautions means that armies must take all feasible precautions to avoid and to minimise incidental loss of civilian life, injury to civilians and damage to civilian objects.

Adapted from 'International humanitarian law' from an international charity website

(a)
(i)　State **one** international conflict where nations have been at risk of breaking International Humanitarian Law.

　.. **[1]**

Most candidates were able to correctly identify an international conflict where IHL had been/was at risk of being breached. Common mistakes included candidates giving examples of countries where human rights are breached, but not necessarily IHL, and civil wars as the question clearly states, 'international conflict'.

Question 4 (a) (ii)

(ii) State **one** international organisation that seeks to enforce International Humanitarian Law.

.... **[1]**

> This was another question most candidates answered successfully. Where there were mistakes it was often due to a lack of awareness of the difference between enforcing IHL and simply organisations being in support of this.

Question 4 (b)*

(b)* Using information from **Source 4** and evidence from your studies, evaluate the following viewpoint.

> International Humanitarian Law does not work.

You must consider:

- evidence from **Source 4** as well as your own knowledge to **support** this view

- evidence from **Source 4** as well as your own knowledge to **oppose** this view

- the benefits which effective international humanitarian law could give to the people of the world.

[12]

> Where candidates were familiar with International Humanitarian Law and had clearly studied this, they were able to respond well to the viewpoint and address all three of the guidance bullet points. Some candidates knew the background to IHL and its connection to the Geneva Convention following the impact on civilian life of World War 2, and could link this discussion to the three principles listed in Source 4. Candidates who were not as familiar with IHL were often able to use Source 4 to form a less convincing response to the first bullet point, with arguments opposing the viewpoint being typically less secure. Most candidates could give examples of how IHL is at risk of not being followed in the conflicts in Ukraine and in Palestine, with higher scoring candidates able to cite examples such as Kosovo where organisations attempted to enforce IHL and preserve civilian life in the midst of conflict. Many candidates did not address the final bullet point in the guidance and as such unintentionally limited the credit they could gain for their response to this question.

Exemplar 3

International Humanitarian law is necessary to limit effects of armed conflict. It has had lots of success, but it is not always effective, leading to a lot more destruction.

International humanitarian law aims to protect innocent civilians, however, this is not the case in Gaza. Over 30,000 innocent, unarmed civilians have been killed, showing that these rules have not protected their lives whatsoever.

However, its aims and intentions are a step forward to ending unnecessary destruction. Source 4 states the international humanitarian law's principles. This makes a great guide on how to behave, in times of war, showing its intentions.

On the other hand, international humanitarian law is not properly upheld. As much as there are rules, not everyone listens to them, and no one is doing much about this problem. This shows how ineffective international humanitarian law is, lots of people die annually due to war.

In contrast to that, international organisations do everything in their power to resolve unlawful warfare. For example, Russia got sanctioned for invading Ukraine. This shows that international humanitarian law is effective as countries get punished for acting unlawfully.

However, allowing war in the first place is completely unethical. Source 4 states 'to minimuse incidental loss of civilian life', but it's extremely difficult to come to a conclusion whether a war crime took place or not. By trying to stop conflict altogether, death would be completely reduced, showing international humanitarian law does not work as lots of less still happens.

On the positive side, lots of conflict has been reduced and taken care of because of these rules. Despite it not being completely effective, places like Kosovo have had intervention which upheld the international humanitarian law. This shows its positive effect.

In conclusion, I believe that the international humanitarian law needs a lot more work. It's a great guide to end loss of life, however, we need to make sure countries listen and abide.

This is an example of a response to this question that scored full marks with the candidate meeting all the criteria for both AO3 (a) and AO3 (c). The candidate has responded well to the viewpoint, making convincing arguments and supporting these with both a range of relevant examples and Source 4. Although the candidate does go a little off track talking about the need to prevent war altogether in order to protect civilian life, there is enough within this response to award the full marks available. Typically, candidates found arguing for the viewpoint easier than against, and this response contains a sustained argument, supported by an example, for how IHL can be considered to 'work'. While the final paragraph that forms the official conclusion may be considered simple rather than substantiated, this candidate concludes each of their points as they go through the essay, reaching a short but valid final conclusion to summarise their thoughts at the end.

Copyright information

Question 1, Fig 1: Percentage of legal positions held by women in England and Wales in 2020. https://publications.parliament.uk/pa/ld201719/ldselect/ldconst/32/3207.htm; https://www.magistrates-association.org.uk/News-and-comments/statistics-published-on-diversity-in-the-magistracy; https://www.gov.uk/government/statistics/diversity-of-the-judiciary-2022-statistics/diversity-of-the-judiciary-legal-professions-new-appointments-and-current-post-holders-2022-statistics.

Question 1, Source 1: Some statistics on diversity in the judiciary in 2019 and 2022. Courts and Tribunals Judiciary, Judicial Diversity Statistics, individual years 2005-2013 ; https://www.judiciary.uk/guidance-and-resources/diversity-statistics-and-general-overview-2013/, © Judicial diversity statistics and general overview 2013, judiciary.uk. Republished under the Open Government licence for public sector information

Question 2, Fig.2: Graph of Top Ten non-UK countries of birth based on ONS. https://www.bbc.co.uk/news/uk-63485073, © Source: Office for National Statistics licensed under the Open Government Licence v.3.0

Question 2, Source 2: An interview with the deputy director of the census. https://www.ons.gov.uk/news/news/census2021ethnicgroupnationalidentitylanguageandreligion, © Source: Office for National Statistics licensed under the Open Government Licence v.3.0

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