

**GCSE (9-1)**

**Examiners' report**

# **CITIZENSHIP STUDIES**

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**J270**

For first teaching in 2016

**J270/02 Summer 2024 series**

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## 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 2 series overview

This year's paper proved more challenging than last year's.

Question 10 was more demanding than in previous years as it asked candidates to think a little more carefully about the overall benefits of citizenship action for the wider community and for personal growth. Many candidates rose to the challenge and showed an impressive understanding of the importance of citizen participation for communities. Others found it difficult to move beyond a description of their own school-based action.

Question 6 (a) did not elicit the quality of response that examiners had anticipated. On reflection, it was a tough question requiring a little too much understanding of the ways in which governments gather data to inform social and economic policy. Many candidates struggled to make a positive response.

These are the main reasons why the mean mark was significantly lower at 43.4 compared to 47.3 in 2023.

While the paper's demand was greater than last year, more candidates seemed to be discouraged by the requirement to write in detail with up to 15% bypassing essay questions. Some also had difficulty applying their knowledge and understanding to the contexts featured in this year's exam.

Significantly more candidates scored 12 marks or less than in previous years (7.2% compared to 0.7% in 2023). This is a significant mark threshold as it represents the average total mark likely to be reached by candidates if they selected options for their responses randomly.

Nevertheless, examiners were impressed by many well-constructed, interesting and thoughtful responses by candidates who had benefitted hugely from studying the specification.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>had a comprehensive knowledge and understanding of the specification content</li> <li>read questions thoroughly and responded clearly</li> <li>analysed source material with care and interpreted it with precision</li> <li>planned essay questions well and often made a list of points before starting or highlighted key points in the source material</li> <li>when writing essays, took note of the guidance available and structured their responses accordingly</li> <li>used examples from the source material and from their wider studies to support their arguments</li> <li>applied their knowledge and understanding of citizenship action to the contexts used in Questions 8 and 9</li> <li>recognised the complexity of the issues introduced in Questions 5 (e) and 7</li> </ul>	<ul style="list-style-type: none"> <li>were satisfied with vague, superficial or generalised responses to questions</li> <li>spent insufficient time planning their essays and so often included irrelevant or repetitive statements</li> <li>answered source-based questions with insufficient regard to the content of the sources (this was a particular problem on Question 8)</li> <li>missed key parts of the question guidance and so reduced their potential for credit (this was a particular problem for Questions 5 (d), 5 (e), 7 and 10)</li> <li>wrote responses that were illegible</li> <li>wrote responses that were very similar to others by candidates from the same centre. This made it difficult for examiners to identify each candidate's personal contribution to citizenship action for Question 10.</li> </ul>

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"><li>discussed the implications of personal citizenship action for community cohesion and personal growth in Question 10.</li></ul>	

## Section A overview

This section assesses candidates' knowledge and understanding of rights, the law and the legal system in the United Kingdom. This year, more topical issues were included. These proved popular with many candidates.

Many candidates performed strongly on this section overall and particularly on questions 1, 2 and 4. Candidates experienced some difficulty with Question 2 (e) and aspects of Question 3.

### Question 1 (a)

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

#### Source 1

##### **Brits back nursing strikes as walkout branded a 'badge of shame' for the Prime Minister**

Nurses tomorrow begin their first-ever strike with most of the public supporting them, a poll shows. Fed-up staff, who were described as heroes by the Government during the Covid-19 pandemic, are now protesting at the Prime Minister's refusal even to discuss their pay.

Pat Cullen, the General Secretary of their union, the Royal College of Nursing, said nurses protesting outside hospitals was 'a sign of failure on the part of government' as patients face cancelled operations and delayed treatments. But she insisted the strike was as much about saving the National Health Service (NHS) from the Conservative government's policies as it was about pay.

(Other public sector workers were either striking or considering strike action in the same month, December 2022. These included: Border Force workers, ambulance drivers and teachers.)

- (a) Apart from those mentioned in **Source 1**, state **three other** ways that public sector trade unions can influence government decision-making.

1 .....

2 .....

3 .....

**[3]**

Most candidates identified at least one way in which public sector unions can influence government decision-making. Popular correct responses included lobbying and organising petitions. Some candidates knew of the link between trade unions and the Labour Party and suggested ways in which that relationship could be useful. Unfortunately, a significant minority of candidates ignored the guidance that their responses should not repeat those already mentioned in Source 1 (protests and strikes). No credit was given for these responses.

Few candidates gained the maximum three marks.

## Question 1 (b)

**(b)** State **one** source of National Health Service (NHS) funding.

..... [1]

This was a straightforward test of candidates' knowledge. Most mentioned 'taxes' or 'government' while others knew that the NHS is also supported by fees, bequests and donations. Examiners decided not to allow 'council tax' as a valid response. Most candidates gained credit for their response.

## Question 1 (c)

**(c)** State **two** reasons why a government may **not** want to increase public sector pay.

1 .....

.....

2 .....

.....

[2]

This was a more demanding question but around many candidates gave at least one correct response. Popular responses included references to the possibility of increased taxation, the threat of further public sector wage demands and pressure on the funding of other public services. Some candidates showed a good understanding of the relationship between public sector pay increases and the wider implications for the economy in terms of both inflationary pressure and increased borrowing. Examiners decided not to reward vague references to the government not being able to afford it or similar.



## Question 1 (d)

(d) Explain why public sector strikes might cause problems for citizens **and** the government.

.....

.....

.....

.....

.....

..... [4]

Candidates found it relatively straightforward to explain why public sector strikes were likely to cause problems for citizens. Most cited delayed health care and the inconvenience of transport strikes. A minority confused the impact of public sector strikes with protests by pressure groups such as 'Just Stop Oil' to warn of widespread disorder.

Many candidates completed their response at that point and so capped their mark at a maximum of two out of the four available. Those who went on to mention possible problems for government often mentioned unpopularity or problems connected to the economy. Candidates needed to include at least three problems across citizens and government to be given a full four marks. Such responses also needed to be valid, clear and convincing.

An overwhelming majority were given at least one mark on this question. Some gained full marks.

## Exemplar 1

The public sector strikes may cause problems for citizens as if teachers strike then many children will not receive an education.

Another way the strikes can cause problems for citizens is because if nurses strikes are leading to cancelled operation then this can lead to the deaths of many terminal patients.

One way the strikes cause problems for the government is that it can lead to decreasing support for the government.

Another way the strikes cause problems for governments is that if people don't work then there is less money earned and thus less tax taken to fund government policies. [4]

This response gained full marks. Note that it is 'valid, clear and convincing' and includes examples of the problems public sector strikes may cause for citizens and government.

## Question 2 (a)

2 Study **Source 2** and answer Questions **2(a)–2(e)**.

### Source 2

#### **Meta's oversight board order Instagram to restore drill music video posts**

Drill music is a type of rap music from Chicago. It contains words that some say encourage violence. United Kingdom (UK) drill music originated in disadvantaged inner-city London and appeals to young people who grow up in deprived areas.

Instagram had removed a drill music post at the request of London's police force, the Metropolitan Police. The police had asked for the post to be taken down because they claimed it could encourage gang violence. Over 200 other posts had been removed following requests from the police force.

Instagram is part of Meta. In November 2022, Meta's oversight board ruled that the post should be reinstated. They found that all Metropolitan Police requests to remove music posts had been for drill music.

Meta's oversight board pointed out that all Meta's companies must have a system for users to appeal against decisions to remove content. They also stated that governments and their agencies must provide proper evidence to show that posts were harmful before they were taken down.

(a) State **one** reason why the actions of the Metropolitan Police might have been discriminatory.

..... [1]

Many candidates were knowledgeable about drill music and were able to interpret the source well to offer a correct response. Popular responses included that drill music had been singled out or the lack of evidence that it generated violence. More sophisticated responses pointed out that drill music was favoured by disadvantaged groups of ethnic minorities. The majority of candidates gave a valid response.

## Question 2 (b)

- (b) State **two** valid reasons for social media companies deciding that a post might be 'harmful' and removing it.

1 .....

.....

2 .....

.....

[2]

Most candidates gave at least one valid response to this question. Popular responses included encouraging violence, discrimination and hatred. Other candidates explored the intimidation of individuals, false allegations, explicit images or the desire of social media companies to protect their reputation. Some candidates repeated themselves or offered a response that was too vague. Answers to do with causing offence fell into this latter category.

## Question 2 (c)

- (c) State **one** control on the **UK government's** power that would normally prevent it from censoring the media.

.....

..... [1]

Most candidates attempted this question, but many responses lacked precision. For example, examiners required the 'right to free speech' as a valid response as this refers to a legal control, whereas 'free speech' written in isolation does not. Some candidates validly mentioned the independence of media from government while others explored issues around the power of the judiciary. Many candidates were given credit but others would have been given a mark if their responses had been more specific.

## Question 2 (d)

(d) State **two** ways Members of Parliament (MPs) might use social media to help them carry out their duties.

- 1 .....
- .....
- 2 .....
- .....

[2]

Examiners expected candidates to describe the particular ways in which MPs could use social media to help them carry out their duties. Thus showing an understanding of what MP's duties are. General responses that could apply to anyone or were unconnected with MP's duties were not given credit.

Good responses included references to both the need to promote ideas and policies while also finding out about constituency issues. Over half of candidates gained full marks for two valid 'ways'.

## Question 2 (e)

(e) Explain why the UK government might sometimes find it difficult to promote personal freedom.

- .....
- .....
- .....
- .....
- .....
- .....

[4]

This was a potentially challenging question. While most candidates gained at least one mark, only a few were rewarded with all four marks. Too many responses were vague, making one point (often repeatedly) and discussing issues for citizens rather than government. Such responses were capped at Level 1 (1 or 2 marks). Good responses explored the issue of rights in conflict focusing clearly on the problems a government may have in achieving an acceptable balance.

## Question 3 (a)

3 Study **Source 3** and answer Questions **3(a)–3(c)**.

### Source 3

#### Reforming the House of Lords

The Labour Party may make changes to the House of Lords if they form a government after the next general election.

They are likely to keep the UK's bicameral parliament, so there will still be a 'second chamber' in addition to the House of Commons.

One suggestion made by the Labour Party is that the 'second chamber' will be elected and will have representatives from the nations and regions of the UK.

(a) State the **main** role of the House of Lords.

..... [1]

Examiners were looking for clear statements from candidates about either the Lords' role in scrutinising proposed legislation or revising bills. Often candidates' statements were clear and valid, but this was not always the case. Some candidates mentioned relatively minor roles such as the House of Lords' role on state occasions or its law-making function. Neither of these were given credit as a 'main role'. Over half of candidates made a valid response.

## Question 3 (b)

(b) State **two** UK nations that could be represented in a reformed second chamber.

1 .....

2 .....

[2]

Almost all candidates made a valid response to this question. A small minority misread the question and thought it referred to 'organisations' rather than 'nations'. Those that mentioned 'Ireland' rather than 'Northern Ireland' did not gain credit. Nevertheless, most candidates scored two marks.

### Question 3 (c)

- (c) State **two** ways in which a reformed second chamber might be seen as **more** democratic than the House of Lords.

1 .....

.....

.....

2 .....

.....

.....

[2]

This question relied on candidates to analyse and interpret the information from Source 3. Many read the source and were able to discover that a reformed second chamber would be elected and contain representatives of the UK's nations and regions, making it more democratic. A significant minority did not appear to analyse or interpret Source 3, preferring to make vague generalisations about how a reformed second chamber could be made more democratic. Few of these responses received any credit. Nevertheless, over half of candidates gained at least one mark for their response.

#### Assessment for learning



Candidates should practice analysing and interpreting source material throughout their course to prepare adequately for this examination paper.

## Question 4 (a)

4 Study **Source 4** and answer Questions **4(a)** and **4(b)**.

### Source 4

#### Government and politics in Estaria\*

Estaria adopted a new constitution over 30 years ago. This followed a democratic model of government with a bicameral parliament, a separation of powers and regular elections. Estarian citizens have their rights guaranteed by the constitution.

Estaria has over 70 different political parties. Elections to the Estarian parliament are by proportional representation but a political party needs at least 7% of the vote for any of its members to be elected. This makes it impossible for smaller parties to enter parliament.

Estaria has an elected president who has responsibility for all major decisions. He was first elected in 2003 with 53% of the total vote but gained 77% in the most recent election. Other candidates broadly supported the president.

Estaria's regions have their own governments. All regional leaders are appointed by the president.

Estaria's main TV channels are controlled by the government. There is increasing government monitoring of the internet.

In 2015, Estaria's opposition leader was shot dead. Others have been poisoned and imprisoned.

Video cameras in polling stations record voting.

**\*Estaria is not a real country**

(a) State **one** example of a country with an **authoritarian regime**.

..... [1]

Most candidates understood the term 'authoritarian regime' and were able to give one example. Popular choices were China, Russia and North Korea. Many candidates made a valid choice.



## Question 4 (b)

- (b) Explain why Estaria (**Source 4**) could be described as a **non-democratic** country. Support your answer by describing **two** differences between Estaria and the UK.

[4]

Examiners were looking for a valid explanation of why Estaria could be described as a non-democratic country and at least two differences between Estaria and the UK. Some candidates listed features of Estaria's government and politics without explaining why that helped to make the country non-democratic while others made no comparisons between Estaria and the UK.

Most candidates avoided these pitfalls to select appropriate examples from Source 4 and make valid comparisons with the UK. For full marks, candidates needed to submit a 'valid, clear and convincing' explanation that included at least three examples covering Estaria's non-democratic nature and difference with the UK.

Most candidates received some credit for their response with around half scoring full marks.

## Exemplar 2

Estaria's polling stations record voting by the use of video cameras whereas the UK's polling stations don't have video cameras. Estaria is a non-democratic as its voting citizens don't have a guarantee of confidentiality due to their voting being recorded. Another difference is that Estaria's main TV channels are controlled by the government whereas in the UK there is independent TV channels. Estaria is non-democratic as the citizens don't get a say in the main TV channels.

Although it features some vagueness in the final sentence, this is a good example of a 'valid, clear and convincing response' worth four marks.

Section B overview

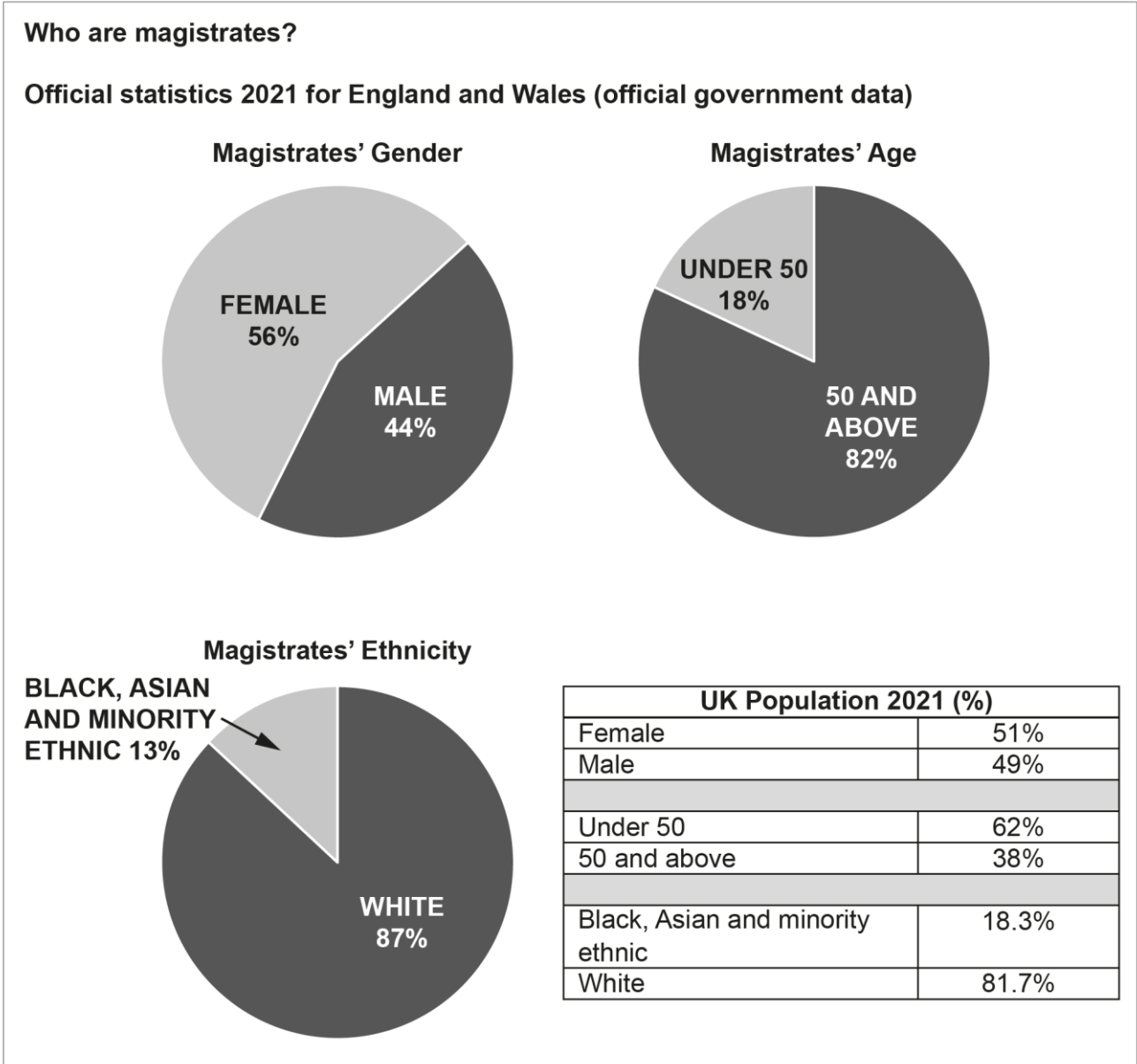
This section assesses candidates' knowledge and understanding of democracy and government in the UK and elsewhere.

Many candidates performed strongly on the short-answer questions and on Question 6 (b) which relied on them interpreting a statistical map of the UK. Viewpoint evaluations in questions 5 (d) and 5 (e) were less well-executed. Question 6 (a) proved difficult for most candidates as it turned out, on reflection, to have been rather too opaque.

Question 5 (a)

5 Study **Source 5a** and **Source 5b** and answer Questions **5(a)–5(e)**.

Source 5a



**Source 5b**

Item removed due to third party copyright restrictions

- (a) State **one** piece of evidence from **Source 5a** to suggest that **female** defendants, witnesses or victims might feel confident in a magistrates' court.

.....  
..... [1]

Almost all candidates answered this question correctly by pointing out that 56% of magistrates are female.

## Question 5 (b)

- (b) State **one** piece of evidence from **Source 5a** to show that magistrates are **not** fully representative of the population in England and Wales.

.....  
..... [1]

Most candidates quoted evidence accurately to show the underrepresentation of either males or people from ethnic minority groups. A significant number of candidates gained the one mark available. Unsuccessful candidates quoted evidence from Source 5a incorrectly and/or drew an invalid conclusion from the statistics.

## Question 5 (c)

- (c) Using evidence from both **Source 5a** and **Source 5b**, state **two** reasons why victims and defendants might feel let down by the justice system.

1 .....  
.....  
2 .....  
..... [2]

Candidates were asked to use evidence from Source 5 (a) and 5 (b). Many missed out on a mark because they quoted evidence from only one of the sources. Others copied information from Source 5 (b) about the reduction in magistrate numbers without explaining why victims and defendants may be 'let down' as a result.

Other responses were sufficiently detailed to explain why victims and defendants may feel let down with reference to evidence from each source.

Almost half of candidates provided such detail from both sources and were given with two marks.

## Question 5 (d)

- (d) Using evidence from **Source 5a** and **Source 5b**, and **information from your studies**, describe how you might recruit more citizens to take up magistrates' roles and responsibilities.

In your answer you must explain the importance of:

- diversity in the justice system
- citizen participation in the justice system.

.....

.....

.....

.....

.....

..... [4]

Examiners were expecting candidates to apply their knowledge of magistrates' status to the question of recruitment and to explain the importance of diversity in the justice system. Many candidates responded to one part of this task but not the other. Their mark was capped at Level 1.

A minority of candidates (20%) were able to explain the importance of diversity in the justice system well and had sufficient understanding of magistrates' current position to suggest valid means of increasing numbers. Good suggestions included: targeted advertising; in-school campaigns, work experience and the use of role models in minority communities.

### Misconception



Many candidates were uncertain about magistrates' professional status believing them to be full-time salaried employees and that the recruitment problem could be solved simply by increasing pay.

## Question 5 (e)

(e)\* Use information from **Source 5a** and **Source 5b**, and **information from your studies** to evaluate the following viewpoint:

The legal and justice system is in crisis.  
More must be done to make sure that skilled, experienced magistrates deal with crimes and civil disputes fairly and effectively.  
This is the most important change to make if we want less crime and anti-social behaviour.

You must consider:

- magistrates' skills and experience
- the causes of crime and anti-social behaviour, including problems in the legal and justice system
- how to reduce crime and anti-social behaviour.

[8]

This was a demanding question where candidates had to respond to a controversial viewpoint using a three-point framework to help them do so.

Many candidates made a clear response to the viewpoint at the start of their essay, giving them a platform around which they were able to organise their response. Others annotated the question to help them stay on track while some made brief notes in the first lines of the answer space. These strategies often seemed helpful.

Less organised candidates typically omitted any observations about the causes of crime, other than an ineffective justice system and did not make recommendations about how best to reduce crime and anti-social behaviour. Such responses were limited to a Level 2 mark.

More successful responses agreed that the justice system is 'in crisis' by drawing evidence from sources 5 (a) and 5 (b) but then challenged the viewpoint arguing that problems in the justice system should not be seen as the main cause of crime and anti-social behaviour. A few candidates offered such responses to earn credit at Levels 3 or 4.

### Assessment for learning



Candidates will benefit from practice writing well-structured, carefully substantiated and valid responses to the longer questions that are a feature of this examination paper.

By studying the mark scheme, young people can gain valuable insight into what examiners expect. They may then be asked to use that mark scheme to assess each other's responses.

## Question 6 (a)

6 Study **Source 6a** and answer Question 6(a).

### Source 6a

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(a) State **four** census questions that would help the government plan public services.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

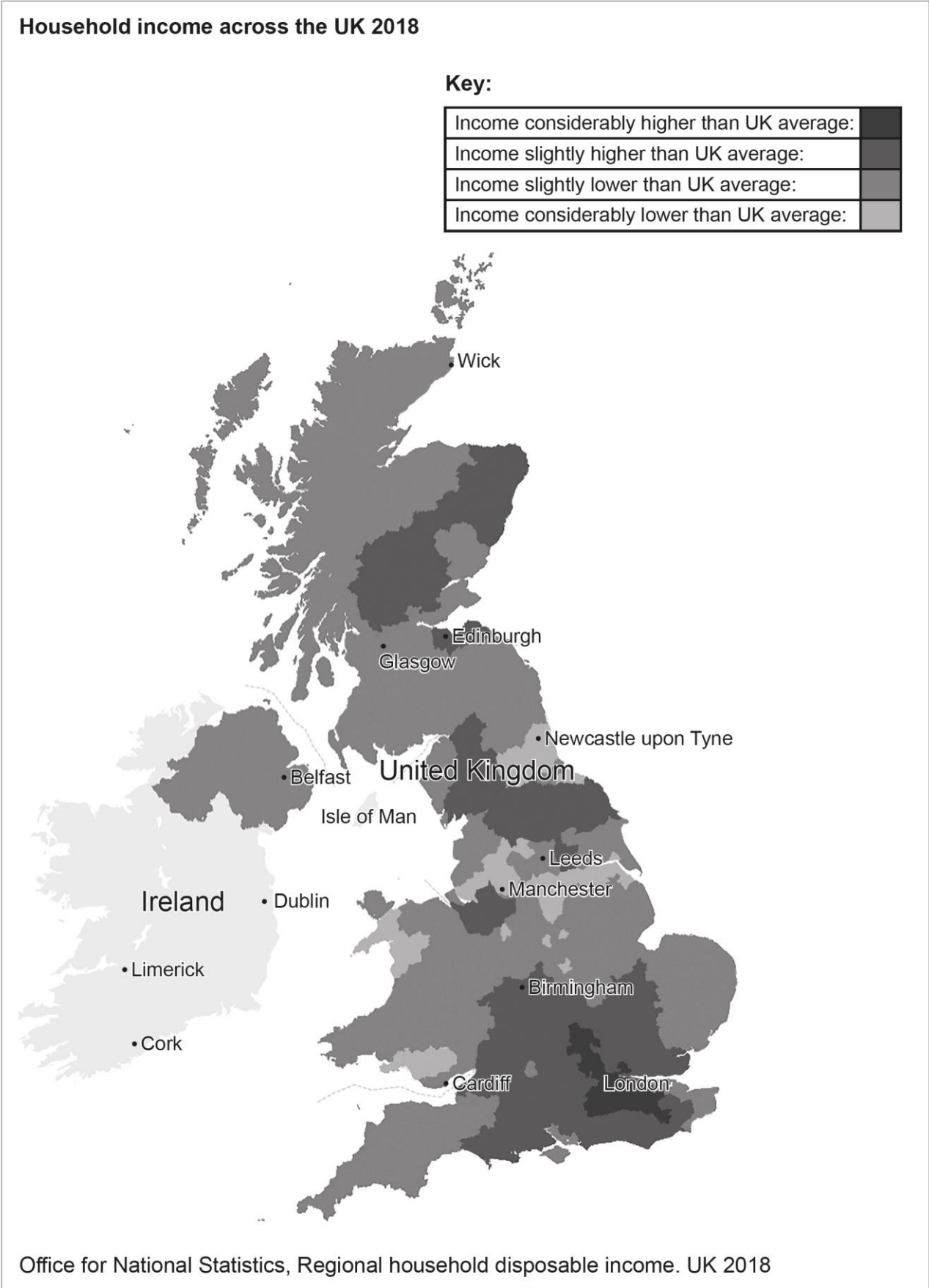
[4]

Responses to this question were sometimes vague and speculative. Only some candidates found themselves able to make a valid point.

Question 6 (b)

Study **Source 6b** and answer Question **6(b)**.

**Source 6b**





**(b)** Explain why politicians might be concerned about the information shown in **Source 6b**.

In your answer you must:

- state what information is shown in **Source 6b**
- explain why politicians might be concerned about the information in **Source 6b**.

.....

.....

.....

.....

.....

..... [4]

Candidates were asked to state what information is shown in Source 6 (b). Most did so successfully and many with a level of detail that would potentially qualify them for a mark at Level 2. However, to reach Level 2, candidates were also required to explain why politicians might be concerned about the information contained in the source. While many candidates struggled with this, most were able to express politicians' concerns with references to the 'north-south divide', unequal opportunity, issues likely to be caused by migration to the south-east and poverty in the regions. Some candidates did this and achieved a mark of 3 or 4 at Level 2.

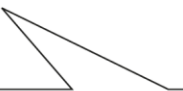
## Section C overview

Section C comprises a single high-tariff, synoptic, long-essay question where candidates are asked to evaluate a viewpoint and to apply their knowledge and understanding from across the whole specification content.

Overall, candidates performed much as expected on Question 7, but a worrying 19% made no response to this question. This was an issue for most of the essay questions this year.

### Question 7\*

- 7\* Use your knowledge and understanding from across the whole citizenship course to evaluate the following viewpoint:



Government policies over the last 30 years have focused on the rights, needs and opinions of pensioners and older voters rather than those of younger people. Older people simply have more rights, power and influence. This is bad for democracy.

Your response must include reference to:

- examples of age-related inequalities in the UK
- the political and legal rights of younger and older people
- differences in the political activity of older and younger people and the impact of these differences on democracy.

[12]

This was another question where careful reading of the viewpoint and guidance was the key to potential success.

Candidates who responded well to this question applied their knowledge and understanding of the specification content to explore: rights; levels of political engagement; the priorities of different political parties and age difference in access to power. All this was linked to clear statements about the implications for democracy. Such candidates were in the minority with only some reaching Levels 3 or 4.

Nevertheless, most other candidates were able to make some clear and valid points about how older people benefit from government policies on pensions and home ownership as well as the relatively high voting age for young people in UK general elections. Many of these candidates also made some astute observations about the implications for democracy. So, many candidates gained some credit for their response.

## Exemplar 3

The ~~govermen~~ government has a rule that once you're 18+ you can vote and do many things that children / underage people cannot do because when you're 18 you're a legal ~~adutt~~ adult. Older people have more choice than the younger generation and I think this should change. I think they should change this rule as even though kids are immature it is their future people are voting and debating for, therefore I think people aged 16 should have a say in what they want and should be able to vote.

This response has a clear statement in its opening paragraph and the candidate quickly includes evidence in support of their points. The response continues in a similar vein to a clear and valid conclusion. Above all, the candidate appreciates the complexity of the issue and reaches Level 3.

It's likely that this candidate's achievement rests on learning how to construct a good argument as well as good overall knowledge and understanding of the specification content.

## Section D overview

This section gives candidates an opportunity to describe and evaluate their own citizenship action project (Question 10) and to comment on other examples (questions 8 and 9).

Most candidates responded well to the questions in this section although the quality of their responses depended on the quality of their experience in their centre and their ability to apply their knowledge and understanding of active citizenship and community engagement to the three questions in the section.

Again, this year, a significant minority of candidates lacked agency in their choice of action or had been allowed to embark on projects that were unrealistic or unmanageable. Some had rehearsed responses to year group or class projects and presented these without adapting them to be more congruent with the question asked. However, others blossomed to give passionate accounts of the outcomes of their personal action and astute reflections on the general importance of community engagement. High marks in this section often more than made up for more modest achievements in other parts of the paper.

## Question 8 (a)

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

### Source 8

#### Asda's equal pay dispute

Item removed due to third party copyright restrictions

- (a) State **two** reasons why the supermarket workers would want **public** support as well as the support of their trade union.

1 .....

.....

2 .....

.....

[2]

Candidates achieved best when they analysed and interpreted Source 8 carefully before drawing on their own knowledge from the specification content.

There were many vague responses about public support being important but omitting to explain why. Some responses focused on pressuring the government even though the source refers to a dispute with a business.

However, many candidates were able to cite at least one valid explanation. Acceptable explanations included putting pressure on ASDA through boycotting or petitions, joining in with aspects of the trade unions campaign and canvassing MPs.

## Question 8 (b)

- (b) Explain why **trade union** support is helpful to the Asda supermarket workers.

.....

.....

.....

.....

.....

.....

[4]

A significant number of candidates gained some credit for their response to this question with some being awarded at Level 2.

More successful responses to this question included references to ASDA workers' case and were based on a thorough analysis and interpretation of the information in Source 8. References to legal advice and support, the pay justice campaign and financial support all received credit. There were vague references to striking, protest or anti-government campaigns where were not given any credit as they were unrelated to the ASDA workers' circumstances as described in Source 8 and therefore not appropriate or relevant.

## Question 8 (c)

(c) State **two** reasons why it is taking so long to get equal pay for supermarket workers.

1 .....

.....

2 .....

.....

[2]

The best responses extracted appropriate information from the source to guarantee a valid and well-targeted response. Many candidates offered legitimate responses. The remainder provided vague responses connected with the apparently dubious motives and actions of the workers, trade unions or ASDA management.

## Question 9 (a)

- 9 Use information from **Source 9**, your knowledge of the whole citizenship course and your experience of citizenship action to answer Questions **9(a)–9(f)**.

### Source 9

#### Winter lights for the neighbourhood?

#### What happened last December?

There had always been winter lights in the neighbourhood, but last year there was nothing. The streets were unattractive for shoppers. By late afternoon everything looked dull. People complained on social media, saying that the winter lights used to 'lift their spirits' and 'tempted them to spend more in local shops, cafes and bars'.

The local council stated that the old lights needed replacing but that no money was available.



#### The future

People would like winter lights back for 2024 (see photo above).

With friends, you discuss how you might help make this happen.

You start a neighbourhood campaign.

#### Staying safe

Whatever you do, it's important for the public, you and your friends to stay safe.



(a) State **two** problems campaigners would need to overcome for the winter light campaign to be successful.

- 1 .....
- .....
- 2 .....
- .....

[2]

Candidates seemed to enjoy the idea of a campaign to save winter lights and so related well to this question. Many cited valid problems outlined in Source 9 including the need for funding, the importance of encouraging community support and the potential unhelpfulness of the local council. The majority of candidates made at least one valid response.

### Question 9 (b)

(b) State **two** groups or organisations whose advice and support will be useful.

- 1 .....
- .....
- 2 .....
- .....

[2]

This straightforward question also elicited a good response from most. A popular and valid example of a source for possible advice and support was the local council. Credit was also given for references to business groups, schools, churches, the police and electric light manufactures among others.

Some responses were considered too vague for credit. These included references to 'the community' or 'residents'. Well over half of candidates offered at least one valid response.

## Question 9 (c)

(c) State **two** ways in which you might encourage **young people** and **families** to visit the winter lights.

- 1 .....
- .....
- 2 .....
- .....

[2]

This question was well-answered with most candidates offering at least one valid response. There were a range of interesting and appropriate ideas including linking an event to the lights, arranging shopping discounts and providing children's games.

## Question 9 (d)

(d) Describe how different groups in the community could be encouraged to join your campaign.

[4]

Some candidates misinterpreted this question to extend their response to Question 9 (d) describing further ways to secure good attendances rather than increased membership of a campaign group. Those candidates who understood the question came up with good ideas for encouraging engagement for different groups in the community. Candidates who gave examples only of methods for engagement without differentiating them for each target group had their mark capped at two out of four. Over half the responses were given some credit but few candidates reached Level 2.

## Question 9 (e)

(e) State **two** actions your team should take to keep everyone safe.

- 1 .....
- .....
- 2 .....
- .....

[2]

The more successful responses to this question were by candidates who gave examples relevant to the context described in Source 9. These included getting professionals to install the lights, carrying out frequent checks, wearing high-vis jackets and conducting a safety audit. Some candidates ignored the context to advise not staying out after dark and conducting protests peacefully. Such responses were not given credit. Over half of candidates gave at least one valid response.

## Question 9 (f)

(f) State **two** actions your team should take to make sure there are winter lights in the neighbourhood again over the next two winters.

- 1 .....
- .....
- 2 .....
- .....

[2]

There was some good thinking here with most candidates offering at least one valid idea for ensuring sustainability. Most of these ideas depended on keeping the campaign going throughout the year and getting the local council onside. Some candidates felt it important to make an impact in the first winter, conduct an evaluation and use this to attract future support. This demonstrated good thinking by candidates.

## Question 10\*

**10\*** Using **your own** experience of citizenship action, explain why it's important for local people to contribute to the development of their school, college, workplace or community.

Your response must:

- describe how a school, college, workplace or community may be **improved** by local people participating in development projects and decision-making
- explain why local people may **benefit** from contributing to the development of their school, college, workplace or community
- describe the positive outcomes of **your own** citizenship action.

You should also use **examples** from **your own** experience and from citizenship action that you have studied or know about.

[12]

Question 10 was refocused slightly this year, candidates were still asked to describe the outcomes of their personal citizenship action or of other actions with which they were familiar. The difference this year was that candidates were also asked to apply that knowledge to comment on the importance of local engagement for community engagement and personal growth. Most achieved this competently with many championing the benefits of local action with reference to their own experiences in Citizenship Studies.

Unfortunately, candidates from some centres seem to have rehearsed a response based on past papers. This caused many to simply write that response without reference to the question asked. In such cases, candidates struggled to move beyond Level 1.

Other candidates made no mention of their personal citizenship action or of action they knew about. No marks were given in such cases. A few candidates gained good marks at Level 3 or 4 with most gaining some credit for their response.

In common with some other essay questions there was a concerning 'no response' rate for Question 10.

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Question 5, Source 5a: The author drew the images. Data derived from official statistics.  
<https://www.gov.uk/government/statistics/diversity-of-the-judiciary-2020-statistics/diversity-of-the-judiciary-legal-professions-new-appointments-and-current-post-holders>

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<https://www.gov.uk/government/statistics/diversity-of-the-judiciary-2020-statistics/diversity-of-the-judiciary-legal-professions-new-appointments-and-current-post-holders>

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<https://www.gov.uk/government/statistics/diversity-of-the-judiciary-2020-statistics/diversity-of-the-judiciary-legal-professions-new-appointments-and-current-post-holders>

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