

GCSE (9-1)

Examiners' report

CITIZENSHIP STUDIES

J270

For first teaching in 2016

J270/01 Summer 2024 series

Contents

Introduction	4
Paper 1 series overview	5
Section A overview	6
Question 1	6
Question 2	7
Question 3	8
Question 4	9
Question 5	10
Question 6	11
Question 7	12
Question 8	12
Question 9	13
Question 10	13
Question 11 (a)	14
Question 11 (b)	15
Question 11 (c)	15
Section B overview	16
Question 12	16
Question 13	17
Question 14	18
Question 15	19
Question 16	19
Question 17 (a)	20
Question 17 (b)	21
Question 18	21
Question 19	22
Question 20	23
Question 21	23
Question 22	24
Question 23	25
Section C overview	26
Question 24	26
Question 25	27
Question 26	28

Question 27 29

Question 28..... 30

Question 29..... 30

Question 30..... 31

Question 31..... 32

Question 32..... 33

Question 33 (a) 34

Question 33 (b) 35

Question 33 (c) 35

Copyright information 36

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. 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.

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

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Paper 1 series overview

This 'objective test' paper is designed to assess candidate's knowledge and understanding across the whole of the specification content, and to gauge their ability to apply that knowledge and understanding to unfamiliar contexts.

While the paper's demand was similar to that of last year, the mean mark was higher than in 2023 suggesting that candidates were more knowledgeable. Candidates were slightly favoured this year because several questions related to issues that had been 'in the news' at the time of the exam.

There were also fewer candidates scoring 12 marks. This indicates that levels of motivation were higher than in the past. 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.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • had a good knowledge and understanding of the specification content • were able to apply their knowledge and understanding to unfamiliar citizenship contexts • read questions carefully noting any points highlighted in bold • analysed source materials with care • took time to consider the available options and excluded any unlikely options by annotating their question paper • clearly identified their choice of option using capital letters and, where they changed their mind, wrote their new response separately in an adjacent blank space. 	<ul style="list-style-type: none"> • had insufficient knowledge and understanding of the specification content • spent too little time analysing the source material • spent too little time reading and understanding the questions and options • were insufficiently precise when identifying their choice of option making it difficult for examiner to decide what had been intended.

Section A overview

This section assessed candidates' knowledge and understanding of rights, the law and the legal system.

Candidates' responses were a little better than expected on issues to do with human rights and the law but slightly less positive on the legal system.

Question 1

- 1 What is the most accurate definition of the term **human rights**?
- A a framework of international legal responsibilities
 - B important entitlements that apply to everyone
 - C personal characteristics that are protected from discrimination
 - D the foundations of common law in England

Your answer

[1]

An overwhelming majority stated correctly that human rights are 'important entitlements that apply to everyone.' Those who chose incorrectly tended to select option C.

Question 2

2 Which of the rights or protections below were introduced by the **Magna Carta**?

P	protection from false imprisonment
Q	right to prompt justice
R	right to trial by other citizens

- A** P and Q
- B** P, Q and R
- C** Q and R
- D** R only

Your answer

[1]

This question proved more challenging with many choosing the correct option (B). Many thought incorrectly that the Magna Carta offered protection against 'false imprisonment'.

Question 3

3 Study the two statements. Choose option **A**, **B**, **C** or **D** to describe their accuracy.

First statement: The Equality Act of 2010 protects people against discrimination.

Second statement: The police are responsible for upholding the Equality Act.

A	both statements are false
B	both statements are true
C	the first statement is false, but the second statement is true
D	the first statement is true, but the second statement is false

Your answer

[1]

Less than half chose the correct option (D). Many thought, incorrectly, that the police are responsible for upholding the 2010 Equality Act. In fact, those who feel they have been discriminated against must take action through the civil courts.

Misconception



The provisions of the Equality Act are managed through civil law rather than criminal law. So, enforcement of the Act is not a police responsibility.

Question 4

4 Why is law so important in a **democracy**?

P	prevent strikes and protests
Q	protect rights and freedoms
R	resolve conflicts

- A** P and Q
- B** P, Q and R
- C** Q and R
- D** R only

Your answer

[1]

When candidates sat this paper, strikes and protests were very much in 'the news'. It's understandable that many felt the prevention of such actions was a main purpose of the law in a democracy. Many candidates rejected this idea by selecting option C as the correct response. In a democracy, the main purpose of law is to 'protect right and freedoms' and 'resolve conflicts'.

Question 5

- 5 Study the two statements. Choose option **A**, **B**, **C** or **D** to describe their accuracy.

First statement: Most laws are proposed by Supreme Court judges.

Second statement: Parliament decides whether to approve new laws.

A	both statements are false
B	both statements are true
C	the first statement is false, but the second statement is true
D	the first statement is true, but the second statement is false

Your answer

[1]

Most candidates chose option C to state correctly that 'Parliament decides whether to approve new laws' and that Supreme Court judges do not propose 'most laws'. A substantial minority did not fully understand the role of judges in this context.

Question 6

6 Study the image and answer the question that follows.

A statue of 'Justice'

This female image is often seen in or around court buildings. She is blindfolded and carries a sword, and a set of balances or scales.



Which **two** important principles does 'Justice' represent?

- A defendants and their accusers must have an equal chance to make their case
- B identities of defendants and witnesses must be protected
- C judges should not communicate with juries
- D nobody should argue with or criticise a judge
- E once a verdict is reached, the matter is closed
- F there must be no favouritism

Your answer

[2]

Candidates performed very well on this question with almost all choosing at least one 'important' principle from the list. Option A was the most popular choice, followed by F. Over half chose both correct options.

Question 7

- 7 Identify **three** ways in which a **youth** court is different from an **adult** court.
- A cases are heard by a social worker rather than a magistrate
 - B jury members must have experience working with young people
 - C lawyers and court officials do not wear wigs, gowns or uniforms
 - D only community sentences can be imposed on offenders
 - E only first offenders are allowed trial in a youth court
 - F parents or carers can be fined by the court if they have failed in their duties
 - G parents or carers can contribute to the discussions
 - H the public are not allowed to attend without special permission
 - I witnesses cannot appear in person

Your answer

[3]

An overwhelming majority of candidates were able to identify at least one difference between a youth court and an adult court. Most chose either options C or H, but many were unaware that parents or carers can contribute to discussions in a youth court (option G). Many thought, incorrectly, that parents or carers can be fined by a youth court 'if they have failed in their duties'. Some candidates chose all three correct options.

Question 8

- 8 Whose responsibility is it to take a **civil law** case to court?
- A Citizens Advice
 - B the claimant or their lawyer
 - C the Crown Prosecution Service (CPS)
 - D the police

Your answer

[1]

Candidates showed a good knowledge of civil law with two out of three choosing the correct response (B). Many thought, incorrectly, that 'Citizens Advice' have responsibility for taking a civil case to court.

Question 9

9 Which of the cases below would be heard in a **County Court**?

P	business owners trying to recover money they are owed
Q	motorists accused of traffic offences
R	people seeking compensation for injuries

- A** P and Q
- B** P and R
- C** Q and R
- D** R only

Your answer

[1]

This proved a challenging question for many candidates who thought, incorrectly, that traffic offences were a matter for the civil courts. The correct answer (B) was identified by some candidates.

Question 10

10 Identify **two** requirements for anyone wishing to volunteer as a **lay magistrate** in England and Wales.

- A** able to take part in training
- B** aged 18 or over
- C** be in full or part-time work **or** education when they make an application
- D** be recommended by someone who is already serving as a magistrate
- E** have at least basic legal qualifications **or** experience
- F** have no criminal record (including traffic offences)

Your answer

[2]

Most candidates knew that lay magistrates must be aged 18 or over but fewer realised that lay magistrates must also be prepared to take part in training. A substantial minority thought that only people already employed or in education could volunteer.

Few candidates were given two marks, but many achieved one mark.

Question 11 (a)

11 Study **Source 11** and answer questions **11(a)**, **11(b)** and **11(c)** that follow.

Source 11

Arrested!

17-year-olds Jane and Kobe are taking part in a town-centre demonstration. It turns violent, windows are broken and both are arrested by the police on suspicion of criminal damage.

Both are unsure of their rights and are worried in case they are questioned.

(a) Identify **two** of Jane and Kobe's rights following their arrest.

- A** fast-track referral to a court
- B** keeping hold of their personal possessions
- C** legal advice
- D** release – if their parents or carers collect them and return them later
- E** release within 48 hours
- F** support from an appropriate adult

Your answer

[2]

There was a good response to this question on young people's rights if arrested. Almost all candidates were able to identify one of these rights. Option F (support from an appropriate adult) was the most popular choice but fewer candidates knew that legal advice was also an entitlement (option C).

Question 11 (b)

(b) Study the two statements. Choose option **A**, **B**, **C** or **D** to describe their accuracy.

First statement: If questioned, Jane and Kobe's answers will be recorded.

Second statement: Jane and Kobe must tell the police everything they know about the incident.

A	both statements are false
B	both statements are true
C	the first statement is false, but the second statement is true
D	the first statement is true, but the second statement is false

Your answer

[1]

Many candidates were uncertain about young people's rights when being questioned by the police. Most knew that answers would be recorded but many thought, incorrectly that young people must tell the police everything they know. 40% of candidates correctly chose option D.

Question 11 (c)

(c) If it is decided to prosecute Jane or Kobe, where would their case **most likely** be heard?

- A** in a magistrates' court
- B** in a small claims court
- C** in a tribunal
- D** in a youth court

Your answer

[1]

Almost all candidates knew that young people under 18 would be likely to have their case heard in a youth court.

Section B overview

This section assessed candidates' knowledge and understanding of government and politics, including the economy and the media.

Most candidates performed well on this section. On most questions significantly over half of the responses were correct. However, there was evident uncertainty about the two questions on the economy. This should be a focus for centres next year.

Many candidates were also unclear about the civil service's role and importance.

Question 12

12 Why is **equal opportunity** so important in a **democracy**?

- A** so that all citizens feel valued and empowered to help make decisions
- B** so that citizens are confident that everyone will be subject to the same laws
- C** so that the media treats everyone with respect
- D** so that there is little crime and people feel safe

Your answer

[1]

This question focused on one of the key democratic values, so it was pleasing that most chose option A as the correct response. Some confused the 'rule of law' with 'equal opportunity' and so incorrectly chose option B.

Question 13

13 Why have so few **national referendums** been held in the United Kingdom (UK)?

P	Members of Parliament (MPs) feel that referendums are usually unnecessary as the UK is a representative democracy
Q	people avoid voting in national referendums
R	referendums have been used to decide important constitutional matters, but such decisions are not made very often

A P, Q and R

B P and R

C Q and R

D R only

Your answer

[1]

Just under half of candidates understood the reasons why so few referendums have been held in the UK (option B). Many understood that referendums have been used to decide important constitutional matters and that such decisions are not made very often. Fewer realised the relevance of the point about representative democracy made in statement P. Very few candidates were distracted by statement Q which claimed that people avoid voting in national referendums.

Question 14

14 Choose which row in the table best describes a **UK parliamentary election**.

	electorate	purpose
A	citizens aged 16 or over	select constituency representatives
B	citizens aged 18 or over	select constituency representatives
C	citizens aged 16 or over	select a prime minister
D	citizens aged 18 or over	select a prime minister

Your answer

[1]

Over half of candidates understood that, in a UK parliamentary election, citizens aged 18 or over select constituency representatives. A significant minority thought, incorrectly, that electors vote to select a prime minister.

Misconception



The prime minister is not selected by the electorate. General elections help citizens to elect Members of Parliament. It is the leader of the majority party who normally becomes prime minister.

Question 15

15 What does the **Leader of the Opposition** do in the UK parliament?

P	makes sure their political party can take over if the government fails
Q	questions the prime minister and holds them to account
R	works with the prime minister to run the country inclusively

- A** P and Q
- B** P, Q and R
- C** Q and R
- D** R only

Your answer

[1]

Many candidates understood the Leader of the Opposition's role by selecting statements P and Q as correct. A significant minority were somewhat optimistic in supposing that the Leader of the Opposition 'works with the prime minister to run the country exclusively'.

Question 16

16 Select **one** reason why many MPs **oppose** proportional representation.

- A** fewer MPs will be elected to the House of Commons
- B** it may weaken the link between electors and their local MP
- C** it will lead to fewer general elections
- D** more people will feel that their vote has been wasted

Your answer

[1]

This question proved challenging with most candidates overlooking the correct option (B). D was a popular choice, perhaps because the concept of a 'wasted vote' is a feature of any discussion of proportional representation.

Question 17 (a)

17 Study **Source 17** and answer questions **17(a)** and **17(b)** that follow.

Source 17

UK Parliament suspended

In autumn 2019, the prime minister advised the Queen to suspend or 'prorogue' the UK Parliament. MPs were sent home to their constituencies for five weeks. They were to return just a few days before the UK was due to leave the European Union (EU).

Many MPs were angry. They accused the prime minister of silencing them and trying to hide from scrutiny.

A Scottish MP, Joanna Cherry, challenged the prime minister's decision in the courts. As a result, the Supreme Court ruled that the prorogation of the UK Parliament was unlawful. MPs returned and continued to ask questions about leaving the EU.

(a) What **constitutional principle** was at risk in this case?

- A** judicial independence
- B** parliamentary sovereignty
- C** separation of powers
- D** the unwritten constitution

Your answer

[1]

Over half of candidates understood that parliamentary sovereignty was the constitutional principle at stake in this 2019 example of a prime minister attempting to exceed his powers.

Question 17 (b)

(b) What **valid argument** could the prime minister use for suspending parliament?

- A a referendum vote had supported leaving the EU and parliament should not have tried to challenge that decision
- B MPs should not have been wasting government time by asking questions
- C the government cannot be dictated to by MPs
- D the prime minister had the right to suspend parliament as his political party was the largest in the House of Commons

Your answer

[1]

This question continued the theme of 'suspending' parliament by asking for a valid justification. Although this was a challenging question, many responses were correct (A). However, a significant minority of candidates assumed that a prime minister is able to suspend parliament as long as his or her party is the largest in the House of Commons.

Question 18

18 Why might a government **cut** income tax?

P	to increase spending on welfare and pensions
Q	to renew public assets such as hospitals and schools
R	to stimulate economic growth

- A P and Q
- B P, Q and R
- C P and R
- D R only

Your answer

[1]

Just under half of responses were correct (option D) demonstrating that most candidates were unclear about the relationship between levels of taxation and other aspects of the economy. A significant minority chose option B, believing, incorrectly, that tax cuts would offer scope for increasing welfare and renewing public assets.

Question 19

19 Study the two statements. Choose option **A**, **B**, **C** or **D** to describe their accuracy.

First statement: Welfare payments and social care costs take the largest share of local and national government spending.

Second statement: Local authorities and national government spend only a small proportion of their money on overseas aid, refugees and asylum seekers.

A	both statements are false
B	both statements are true
C	the first statement is false, but the second statement is true
D	the first statement is true, but the second statement is false

Your answer

[1]

This second of two questions on the economy proved even more challenging with only some candidates choosing option B to claim a mark. While most agreed that social care costs take the largest share of local and national government spending, many also agreed with the incorrect second statement that only a 'small proportion' of public money is spent on overseas aid, refugees and asylum seekers'. This is a common misconception that centres should address.

Misconception



Many candidates are unclear about the proportion of public spending allocated to overseas aid, refugees and asylum seekers, believing it to be much higher than it is. Given the sensitivities involved, it is important for centres to address this misconception.

Question 20

20 Which **two** of the following reasons are strong arguments for **more devolution** in the UK?

- A** it encourages a greater sense of British identity
- B** it's easier to engage in decision-making
- C** local people know what's best for their area
- D** national planning saves money
- E** people are more likely to trust central government
- F** tax cuts will be more likely

Your answer

☐☐

[2]

Many candidates understood the concept of devolution and were able to identify at least one strong argument for more. A significant number chose both correct options (B and C).

Question 21

21 Why are **civil servants** important?

- A** They advise and support government ministers
- B** They help MPs to keep in touch with constituents
- C** They make sure parliamentary debates are orderly and fair
- D** They organise elections

Your answer

☐

[1]

This proved to be a challenging question with many candidates answering correctly by choosing option A. It was clear that most candidates were unsure about the role and importance of civil servants with some believing that they kept order and ensured fairness in parliamentary debates.

Question 22

22 Study the two statements. Choose option **A**, **B**, **C** or **D** to describe their accuracy.

First statement: UK media tend to promote free speech.

Second statement: UK media have a legal duty to give equal weight to both sides of every argument.

A	both statements are false
B	both statements are true
C	the first statement is false, but the second statement is true
D	the first statement is true, but the second statement is false

Your answer

[1]

Almost all candidates agreed with the statement that UK media tend to promote free speech, but many wrongly assumed that the media also have a legal duty to 'give equal weight to both sides of every argument'. Nevertheless, over half of candidates showed a precise understanding of the situation by choosing option D.

Question 23

23 Which **three** indicators below show that citizens support **democracy** as a system of government for their country?

- A economic growth is rapid
- B membership of political parties is increasing
- C more people are joining illegal protests
- D more people are registering to vote
- E more young people are attending university
- F most people support the monarchy
- G opinion polls show that people prefer strong leadership
- H petitions to parliament are increasing
- I there have been three different prime ministers in one year

Your answer

[3]

The majority of candidates were able to correctly identify one indicator showing that citizens support democracy. Popular choices were option B, 'membership of political parties is increasing' and option D, 'more people are registering to vote'. Fewer candidates considered option H, 'petitions to parliament are increasing' to be correct in this context. Nevertheless, many candidates chose all three correct options.

Section C overview

This section assessed candidates' knowledge and understanding of the United Kingdom as an entity, the importance of community cohesion in a culturally mixed society, the challenges of migration, and international cooperation, conflict and governance.

Many candidates were unsure of the nature of UK identity, citizenship rights and the causes of migration.

However, candidates performed well on the 'wider world' part of this section with many drawing on their knowledge and understanding of conflicts in the Middle East and Ukraine. They were asked about International Humanitarian Law which had been very much 'in the news' at the time of the exam. Understandably, many candidates answered well.

Question 24

24 Which **two local authority** actions would be most likely to **increase** community cohesion?

- A** encourage voter registration
- B** improve roads and pavements
- C** involve local people in decision-making
- D** reduce council tax
- E** refuse planning applications for 'takeaways' and charity shops
- F** take legal action against anti-social residents

Your answer

[2]

Most candidates correctly identified at least one of the two local authority actions most likely to increase community cohesion (options C and F). The need to 'involve local people in decision-making' was the more popular choice. Many candidates were attracted by option B – improving roads and pavements, rather than the correct option F – taking action against anti-social residents.

Question 25

25 Which **additional rights** do people gain when they become British citizens?

P	live in the UK without facing immigration controls
Q	vote in UK general elections
R	work in the UK

A P, Q and R

B P and Q

C P and R

D R only

Your answer

[1]

This proved to be a challenging question. Many candidates were unclear about the additional rights conferred by UK citizenship. The right to work in the UK is not one of those additional rights as people with permission to stay in the UK for a limited time are able to work here. However, the right to vote and the right to be 'free' of immigration controls are both benefits of UK citizenship. A significant number of candidates answered correctly.

Question 26

26 Which factors might contribute to UK residents feeling a complex sense of **identity**?

P	ten percent (10%) of households in England and Wales include people from different ethnic groups
Q	almost 50% of UK residents see themselves as English, Welsh, Scottish or Northern Irish as well as British
R	almost 20% of English and Welsh citizens were born outside the UK

A P, Q and R

B P and Q

C P and R

D R only

Your answer

[1]

Slightly less than half of all candidates made the correct choice on this question showing understanding that all the three listed factors contribute to UK residents feeling a complex sense of identity. Many candidates overlooked the significance of statement Q, 'almost 50% of UK residents see themselves as English, Welsh, Scottish or Northern Irish as well as British'.

Question 27

27 Study the two statements. Choose option **A**, **B**, **C** or **D** to describe their accuracy.

First statement: Over the last 60 years, most immigrants to the UK have come here so they can claim welfare benefits.

Second statement: There are very few jobs in the UK for new arrivals.

A	both statements are false
B	both statements are true
C	the first statement is false, but the second statement is true
D	the first statement is true, but the second statement is false

Your answer

[1]

Candidates who performed well on the rest of the paper succeeded on this question. They realised that both statements were false, and that option A was correct. There were many candidates who chose correctly.

Misconception



Many candidates thought, incorrectly, that most immigrants come to the UK to claim welfare benefits rather than to work, be educated or join immediate members of their family. Significant numbers also believed that 'there are very few jobs in the UK for new arrivals'. These misconceptions should be addressed by centres.

Question 28

28 Since 2022 what has been the major **new** reason for more **immigration** to the UK?

- A** a strong UK economy
- B** free health care
- C** people-smuggling
- D** seeking refuge from war, famine and threats to human rights

Your answer

☐

[1]

A significant majority answered this question correctly by choosing option D, but others thought that 'free health care' had been the major new reason for more immigration to the UK.

This is a similar misconception as that described for Question 27 above.

Question 29

29 What is one of the main aims of the **World Trade Organisation**?

- A** encourage free trade
- B** encourage countries to protect their economies by taxing imports
- C** prevent another European war
- D** promote democracy

Your answer

☐

[1]

This question was a straightforward test of candidates' knowledge of one of the international organisations included in the specification content. A significant number chose the correct option (A).

Question 30

30 Study **Source 30** and answer the question that follows.

Source 30

What is the Council of Europe (CoE)?

The Council of Europe is Europe's prime human rights organisation. It also promotes democracy and the rule of law.

There are 46 member countries from across Europe including the UK. All have signed up to the European Convention on Human Rights. This convention is enforced by the European Court of Human Rights acting on behalf of the CoE.

Item removed due to
third party copyright
restrictions

How does the organisation described in **Source 30** benefit **UK citizens**?

P	the UK government would be held to account if it acted undemocratically
Q	citizens can appeal against government decisions that threaten their human rights
R	the CoE can change English laws that it considers to be unfair

A P, Q and R

B P and Q

C Q and R

D R only

Your answer

[1]

The Council of Europe is perhaps one of the lesser-known international organisations of which the UK is a member but many responses were correct (option B). A minority of candidates thought, incorrectly, that the Council had the power to 'change' English laws.

Question 31

31 Study the two statements. Choose option **A**, **B**, **C** or **D** to describe their accuracy.

First statement: The UK continues to trade with the EU.

Second statement: The UK is a permanent member of the United Nations (UN) Security Council.

A	both statements are false
B	both statements are true
C	the first statement is false, but the second statement is true
D	the first statement is true, but the second statement is false

Your answer

[1]

Most candidates were correct in supposing that the UK continues to trade with the EU and that it is a permanent member of the UN security council (option B).

Question 32

32 Which **four** of the following statements are aims of the United Nations (UN)?

- A** boost world trade
- B** encourage member states to set climate change targets
- C** encourage the use of electric vehicles
- D** gradually remove national borders
- E** increase global economic growth
- F** increase taxation on rich nations
- G** limit China's global influence
- H** make sure everyone has enough to eat
- I** oppose non-democratic governments
- J** protect civilians in global conflicts
- K** reduce child death rates
- L** regulate the internet

Your answer

☐☐☐☐

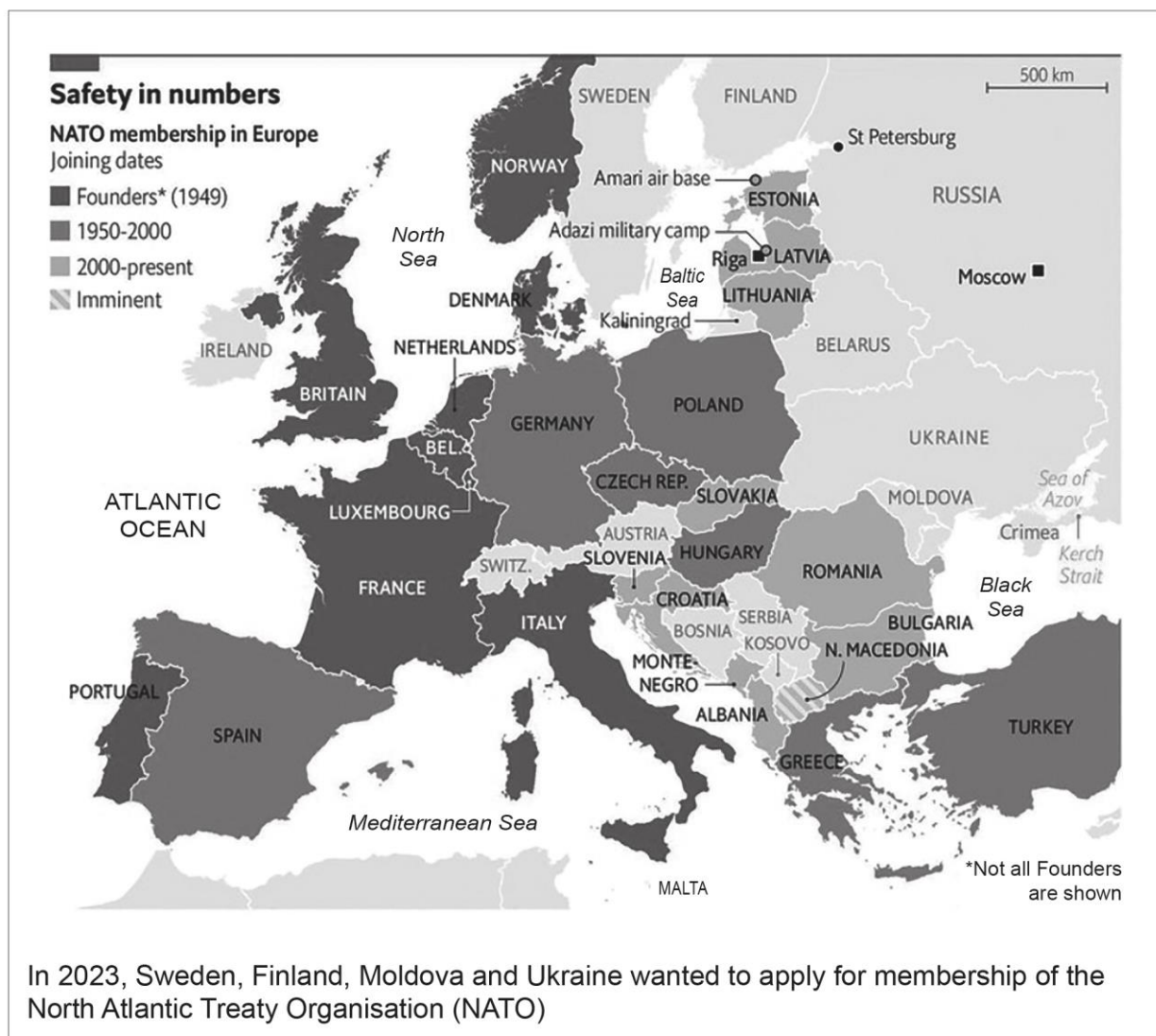
[4]

Almost all candidates were able to identify at least one of the UN's aims. The most popular options were J – 'protect civilians in global conflicts' and K – 'reduce child death rates'. However, relatively few candidates correctly identified 'encourage members states to set climate change targets' as one of the UN's aims. So only a few candidates selected all four correct options (B, H, J, K).

Question 33 (a)

33 Study **Source 33** and answer questions 33 (a), (b) and (c) that follow.

Source 33



(a) Apart from those in Source 33, which other countries are members of NATO?

- A Australia and New Zealand
- B Canada and the United States of America (USA)
- C India and the People's Republic of China (PRC)
- D Saudi Arabia and the United Arab Emirates (UAE)

Your answer

[1]

A significant majority of candidates realised that Canada and the USA were members of NATO. A minority thought, incorrectly that Australia and New Zealand were members, perhaps confusing NATO with the Commonwealth.

Question 33 (b)

- (b) Which row in the table best describes how **NATO** and the **United Nations (UN)** support member nations?

	NATO	UN
A	controls immigration from non-member nations	promotes free trade
B	promotes free trade	sends armed forces into war zones to stop the fighting
C	protects members against attack by other nations	promotes international cooperation and security
D	shares resources and expertise in IT, industry and agriculture	shares resources to promote health and reduce global warming

Your answer

[1]

A significant number answered correctly by choosing option C and demonstrating understanding the roles of both NATO and the UN.

Question 33 (c)

- (c) Study the two statements. Choose option **A**, **B**, **C** or **D** to describe their accuracy.

First statement: NATO has expanded into eastern Europe since 1949.

Second statement: The European Union (EU) feels threatened by this expansion.

A	both statements are false
B	both statements are true
C	the first statement is false, but the second statement is true
D	the first statement is true, but the second statement is false

Your answer

[1]

While responses to this question tended to be correct, option D, some candidates were uncertain about the veracity of the second statement perhaps as a result of confusing the EU with the Russian Federation.

Copyright information

Question 6: Image of 'Justice', Alamy Image ID CECTDW, © Dinga / Alamy Stock Photo

Question 33 (a), Source 33: Outline map of Europe, Alamy image ID EGHP3Y, © Peter Hermes Furian / Alamy Stock Photo

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Access to Scripts

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular professional development courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

[ExamBuilder](#) is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an [Interchange](#) account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

[Find out more](#).

Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals (examined units only).

[Find out more](#).

You will need an Interchange account to access our digital products. If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk


For more information visit


 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **facebook.com/ocrexams**

 **twitter.com/ocrexams**

 **instagram.com/ocrexaminations**

 **linkedin.com/company/ocr**

 **youtube.com/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2023 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.