

GCSE

Citizenship Studies

J270/02: Citizenship in action

General Certificate of Secondary Education

Mark Scheme for June 2024

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

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

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

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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

MARKING

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

Rubric Error Responses – Optional Questions

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

Multiple Choice Question Responses

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

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

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

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

Award Zero '0' if:

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

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

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
✓ or X	For correct and incorrect responses
BOD	benefit of the doubt
VG	vague
IRR	irrelevant
REP	repetition
NAQ	not answering question
EG	example given
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4

12. Subject Specific Marking Instructions

An * next to a question indicates that account should be taken of the quality of written communication in allocating the response to an appropriate level or sub-level.

Question			Answer	Mark	Guidance
1	(a)		<p>Any three of the following methods to influence government decision-making:</p> <ul style="list-style-type: none"> • petition • boycotts • lobbying / putting forward ideas • campaign (accept one example, but not 'protest') • give evidence to a parliamentary committee • use print, broadcast or social media • elicit support from other organisations, political parties, MPs or trade unions • industrial action short of strike action such as an overtime ban, working to rule, etc. • holding them to account 	3	<p>Use ✓ or ✕</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>Examiners must assess each of the points in turn. Each of three examples can be awarded a maximum of 1 mark.</p> <p>A maximum total of 3 marks can be awarded.</p> <p>Do not credit any repetition of points.</p> <p>Do not accept 'protesting' or 'strike' as these are mentioned in the source.</p>
1	(b)		<p>Any one of the following sources of NHS funding:</p> <ul style="list-style-type: none"> • taxation (accept a relevant example). Also accept 'government funding' or similar) • national insurance • income from private or overseas patients, concessions, parking, etc. • donations, bequests or grants 	1	<p>Use ✓ or ✕</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p>
1	(c)		<p>Any two reasons why a government may not want to increase public sector pay:</p> <ul style="list-style-type: none"> • it would take money away from the provision of equipment, updating resources, etc. • it would cause wage inflation, cause others to ask for a pay rises or similar • it might lead to redundancy / staff reduction, etc. 	2	<p>Use ✓ or ✕</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>Examiners must assess each of the points in turn. Each of two reasons can be awarded a maximum of 1 mark.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> there would be pressure on other areas of government spending or unfair to other sectors or similar not increasing public sector pay would allow the government to keep taxes low / the same it could lead to greater borrowing giving in might make the government appear weak or similar 		Do not accept 'cannot afford it' or similar – too vague
1	(d)		<p>A valid and convincing explanation why public sector strikes might cause problems for citizens and the government.</p> <p>Problems for citizens might include:</p> <ul style="list-style-type: none"> lack of an important service consequent inconvenience risks to health and safety stress extra expenditure / loss of income <p>Problems for the government might include:</p> <ul style="list-style-type: none"> loss of public support bad publicity the prospect of having to spend more on higher wages spending money to support service provision via agency workers, etc. fall in worker morale pressure on the economy or similar 	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗ A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A valid, clear and convincing explanation of why public sector strikes might cause problems for citizens and government.</p> <p>For 4 marks At least three examples of problems covering each of citizens and government.</p> <p>For 3 marks At least one example of problems for each of citizens and government.</p> <p>Level 1 (1–2 marks) A valid but basic explanation of why public sector strikes might cause problems for citizens and / or government.</p> <p>For 2 marks States two basic but valid reasons why problems might be caused for citizens and/or government.</p>

Question			Answer	Mark	Guidance
					<p>For 1 mark States one basic but valid problem for citizens or government.</p> <p>Level 0 (0 marks) No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>

Question			Answer	Mark	Guidance
2	(a)		<p>Any one of the following reasons why the actions of the Metropolitan Police might have been discriminatory:</p> <ul style="list-style-type: none"> • only drill music was targeted • young people from disadvantaged communities are known to like drill music • young people from disadvantaged communities or like drill music are more likely to be from minority ethnic backgrounds (or similar) • there was no definite evidence that drill music stimulated violence • 	1	<p>Use ✓ or ✕</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p>
2	(b)		<p>Any two valid reasons for social media companies deciding that a post might be ‘harmful’ and removing it.</p> <ul style="list-style-type: none"> • encouraging dangerous behaviour • encouraging illegal behaviour • promoting hatred or discrimination • libel • targeted on people who are too young or vulnerable • promote misleading information • shows explicit images • avoid reputational damage for the platform <p>(Accept one valid example in each of the above categories)</p>	2	<p>Use ✓ or ✕</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>Examiners must assess each of the points in turn.</p> <p>Each of two reasons can be awarded a maximum of 1 mark.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p> <p>Do not accept ‘causing offence’ or similar.</p> <p>Do not accept ‘causing harm’ as that’s in the stem.</p>
2	(c)		<p>Any one control on the United Kingdom (UK) government’s power that would normally prevent it from censoring the media.</p> <ul style="list-style-type: none"> • parliament / MPs • judiciary / law • power / independence of the media 	1	<p>Use ✓ or ✕</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • pressure groups • public protest • electorate / voters • international pressure (from other democracies) 		
2	(d)		<p>Any two ways Members of Parliament (MPs) might use social media to help them carry out their duties.</p> <ul style="list-style-type: none"> • keep the electorate informed • gauge public opinion • find out about problems in their area / keep them up to date • find out other people's views • promote ideas • be easily accessible • maintain a public presence • elicit support 	2	<p>Use ✓ or ✗</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>Examiners must assess each of the points in turn.</p> <p>Each of two ways can be awarded a maximum of 1 mark.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>
2	(e)		<p>A valid and convincing explanation why the UK government might find it difficult to promote personal freedom.</p> <p>Problems for the government in promoting personal freedom might include:</p> <ul style="list-style-type: none"> • There would be considerable opposition in parliament if personal freedom for some meant disadvantages for others. • National and international law promotes rights and would need to be changed in the face of considerable opposition or similar 	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks)</p> <p>A valid, clear and convincing explanation of why the government may have problems promoting personal freedom.</p> <p>For 4 marks</p> <p>At least two examples of problems the government may have promoting personal freedom as part of a valid, clear and convincing explanation.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> The government would become unpopular if the promotion of personal freedom caused significant disadvantages for citizens. Citizens would protest if they no longer enjoyed government protection from the unreasonable exercise of freedom by others. The government would face greater division in society as powerful groups exercised personal freedom in their own interests. There would be threats to democratic values such as tolerance and respect for diversity. Society would become less cohesive as vulnerable groups feel exploited by the more powerful. A less cohesive society would be less economically productive and would be riven by crime. <p>Resultant problems experienced by groups or individuals might include:</p> <ul style="list-style-type: none"> Exploitation Exclusion Discrimination Bullying Higher levels of crime Mental health problems 		<p>For 3 marks At least one example of a problem the government may have promoting personal freedom as part of a valid, clear and convincing explanation.</p> <p>Level 1 (1–2 marks) A valid but basic statement of why the government may have difficulty promoting personal freedom. This might be expressed in terms of problems being experienced by groups or individuals.</p> <p>For 2 marks States two basic but valid reasons why problems might be caused for groups of citizens and/or government. if personal freedom is promoted without sufficient care.</p> <p>For 1 mark States one basic but valid problem for groups of citizens or government if personal freedom is promoted without sufficient care.</p> <p>Level 0 (0 marks) No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>

Question			Answer	Mark	Guidance
3	(a)		The main role of the House of Lords is a revising chamber or similar. Also accept scrutiny of the House of Commons or similar.	1	Use ✓ or ✗ Give credit to the valid point wherever it appears in the response space. A maximum total of 1 mark can be awarded.
3	(b)		Any two nations from the following: <ul style="list-style-type: none"> • England • Wales • Scotland • Northern Ireland or Ulster 	2	Use ✓ or ✗ Give credit to the valid point wherever it appears in the response space. Examiners must assess each of the points in turn. Each of two nations can be awarded a maximum of 1 mark. A maximum total of 2 marks can be awarded. Do not credit any repetition of points. Do not accept the United Kingdom, UK or Ireland
3	(c)		Two ways in which a reformed second chamber might be seen as more democratic than the House of Lords are: <ul style="list-style-type: none"> • it will be elected / members will not inherit their position or be selected by the prime minister • it will give a voice to (represent) the UK's nations and regions 	2	Use ✓ or ✗ Give credit to the valid point wherever it appears in the response space. Examiners must assess each of the points in turn. Each of two ways can be awarded a maximum of 1 mark. A maximum total of 2 marks can be awarded. Do not credit any repetition of points. Do not accept anything other than the points in the answer column.

Question			Answer	Mark	Guidance
4	(a)		One valid example from the following: Russia, China (PRC), Afghanistan, Syria, Myanmar, North Korea, Cuba, Angola, Congo, Azerbaijan, Bahrain, Belarus, Burundi, Cambodia, Cameroon, Djibouti, Egypt, El Salvador, Equatorial Guinea, Gabon, Iran, Jordan, Kazakhstan, Laos. Morocco, Montenegro, Nicaragua, Oman, Palestine, Qatar, Rwanda, Saudi Arabia, Singapore, Serbia, South Sudan, Tajikistan, Thailand, Togo, Turkmenistan, UAE, Uganda, Uzbekistan, Venezuela, Vietnam, Zimbabwe	1	Use ✓ or ✕ Give credit to the valid example wherever it appears in the response space. A maximum total of 1 mark can be awarded. Do not accept answers not listed in the answer column without checking.
4	(b)		<p>Explanations of why Estaria could be described as a non-democratic country include:</p> <ul style="list-style-type: none"> • smaller political parties are unlikely to gain a foothold / the system of proportional representation disadvantages smaller parties • the main presidential candidates have similar policies • the president has substantial power • the same man has held power for over 20 years • regional leaders are appointed by the president • the main TV channels are controlled by the government • the internet is monitored • opposition leaders are persecuted or similar • voting is scrutinised / videoed <p>Differences between Estaria and the UK include:</p>	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✕ A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A valid, clear and convincing explanation of why Estaria could be described as a non-democratic country and a clear description of differences with the UK.</p> <p>For 4 marks Describes at least three reasons covering each of why Estaria can be described as a non-democratic and differences between Estaria and the UK.</p> <p>For 3 marks Describes at least one reason why Estaria can be described as a non-democratic and at least one difference described between Estaria and the UK.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> proportional representation in UK national and regional elections is advantageous to smaller parties / reflects voters' preferences elections to the UK Parliament are 'first-past-the-post' political parties have different ideas and are competitive with one another / people have more choice in elections the prime minister relies on other elected politicians for support the prime minister usually holds power for less than 10 years regional leaders are elected regional government is less well developed there is a free media opposition leaders are supported by the state ballots are secret 		<p>Level 1 (1–2 marks) A valid but basic explanation of why Estaria can be described as a non-democratic country and / or a clear description of differences with the UK.</p> <p>For 2 marks States one basic but valid reason why Estaria can be described as a non-democratic country and a clear statement of differences with the UK.</p> <p>For 1 mark States one basic but valid reason why Estaria can be described as a non-democratic country or a clear statement of differences with the UK.</p> <p>Level 0 (0 marks) No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>

Question			Answer	Mark	Guidance
5	(a)		<p>One piece of evidence from Source 5a, to suggest that female defendants, witnesses or victims might feel confident in a magistrates' court might include:</p> <ul style="list-style-type: none"> • 56% (over half) of magistrates are female • there are more female than male magistrates • there is a very good chance of a female magistrate hearing your case 	1	<p>Use ✓ or ✗</p> <p>Give credit to the valid evidence wherever it appears in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p>
5	(b)		<p>One piece of evidence from Source 5a to show that magistrates are not fully representative of the population in England and Wales might include:</p> <ul style="list-style-type: none"> • ethnic minorities are under-represented (there's 'not a lot of them' or similar is acceptable. Also accept supporting evidence without interpretation e.g. only 13% of magistrates are from ethnic minorities. • men are under-represented (accept supporting evidence without interpretation e.g. only 44% of magistrates are male). • young people are under-represented (accept supporting evidence without interpretation e.g. only 18% of magistrates are under 50). 	1	<p>Use ✓ or ✗</p> <p>Give credit to the valid evidence wherever it appears in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p>
5	(c)		<p>Two reasons from both Source 5a and Source 5b why victims and defendants might feel let down by the justice system are:</p> <ul style="list-style-type: none"> • the composition of magistrate benches does not reflect the composition of the general population, or a person should be judged by their peers but this may not happen or similar (accept references to under-representation with regard to males or young people or ethnic minorities) 	2	<p>Use ✓ or ✗</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>Examiners must assess each of the reasons in turn. Each of two reasons can be awarded a maximum of 1 mark.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> justice is delayed or there are too few magistrates to do the job properly 		Do not accept anything other than the reasons that emerge from the sources and are listed in the answer column.
5	(d)		<p>Two aspects should be included:</p> <ol style="list-style-type: none"> Clarity about how to improve diversity with reference to the under-represented groups in the sources: <ul style="list-style-type: none"> firstly, younger people secondly ethnic minorities (with a need to differentiate between minority groups) thirdly, men <p>Candidates may also comment on under-representation from those without a university education or from a manual working-class background. Both such groups are significantly under-represented. (Social background is mentioned in Source 5b,)</p> <p>Candidates should then make some valid suggestions about how to improve diversity with reference to the targeting of the under-represented groups they may choose, for example, extending citizenship classes in schools, inviting magistrates into school or arranging court visits.</p> <ol style="list-style-type: none"> A description about how to promote citizen participation in the justice system. Candidates should be expected to know that magistrates are part-time volunteers, who retire at 70, receive training and expenses, and are entitled to paid time off work. Look 	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗ A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A valid, clear and convincing explanation of the importance of diversity in the justice system and a description of how to promote citizen participation in the justice system.</p> <p>For 4 marks Explains the importance of diversity in the justice system and develops at least two valid suggestions about how to promote citizen participation in the justice system.</p> <p>For 3 marks Explains the importance of diversity in the justice system and develops at least one valid suggestion about how to promote citizen participation in the justice system.</p> <p>Level 1 (1–2 marks) A valid but basic statement of the importance of diversity and / or a statement of how to promote citizen participation in the justice system.</p>

Question			Answer	Mark	Guidance
			<p>out for valid suggestions about how to promote or enhance the current arrangements.</p> <p>Candidates might also describe ways to encourage this type of active citizenship amongst adults and about the need to stress the importance of citizen engagement in the justice system.</p>		<p>For 2 marks States one basic but valid point about the importance of diversity in the justice system and a clear statement about how to promote citizen participation in the justice system.</p> <p>For 1 mark States one basic but valid point about the importance of diversity or a clear suggestion about how to promote citizen participation in the justice system.</p> <p>Level 0 (0 marks) No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
5	(e)	*	<p>This item is designed to assess the skills underpinning AO3. (Evaluate a range of evidence relating to citizenship issues, debates and actions [including different viewpoints] to make substantiated judgements.)</p> <p>Candidates should:</p> <ul style="list-style-type: none"> analyse the viewpoint accurately draw upon their own understanding of the terms 'legal and justice system', 'magistrates', 'crime and anti-social behaviour' select relevant evidence from Sources 5a and 5b select relevant evidence from their studies 	8	<p>Use annotations L1, L2, L3 and L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗ A maximum total of 8 marks can be awarded.</p> <p>Level 4 (7–8 marks) An excellent evaluation which is a relevant, coherent, logically structured and substantiated response to the viewpoint – “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.”</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> show an appreciation of the issue's complexity and suggest that some parts of the viewpoint may be more accurate than others. reach a substantiated conclusion. <p>Throughout their answer, candidates should demonstrate ability to:</p> <ul style="list-style-type: none"> evaluate evidence for the purpose of responding to the viewpoint evaluate the viewpoint to make a substantiated judgement. <p>Most appropriate conclusion: The viewpoint is partly correct. The sources do show that a critical part of the legal and justice system is in crisis i.e. there are insufficient magistrates to provide timely justice where citizens are judged by their peers. It is true to say that 'dealing with crimes and civil disputes fairly and effectively' may have some part to play in reducing crime but there are other more important factors such as the police effectiveness, better strategies to reform with young offenders and policies to enhance community cohesion.</p>		<p>Features must include:</p> <ul style="list-style-type: none"> an excellent evaluation of relevant evidence selected from the sources and their studies an understanding of the issue's complexity using a sustained line of argument specific and accurate references to evidence from the sources and elsewhere on the extent to which 'the legal and justice system is in crisis'. a convincing account, using evidence from their studies, of how far 'dealing with crimes and civil disputes fairly and effectively' will reduce crime. an understanding of the causes of crime and anti-social behaviour <p>Do not accept a list of points at this level.</p> <p>Level 3 (5–6 marks) A good evaluation which is coherent and relevant response to the viewpoint maintaining a sustained line of argument.</p> <p>Features must include:</p> <ul style="list-style-type: none"> a good evaluation of appropriate evidence selected from the sources largely accurate references the extent to which 'the legal system is in crisis'. a good response about the causes of crime and anti-social behaviour.

Question			Answer	Mark	Guidance
					<p>Level 2 (3–4 marks) A valid but basic response to the viewpoint.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • a basic evaluation of relevant evidence drawn from the sources • largely accurate references to the extent of crisis in the legal and justice system • a basic response considering the causes of crime. <p>Level 1 (1–2 marks) A limited response.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • implied understanding of the viewpoint in the question • limited but valid points linked to the sources or study of the specification. <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>

Question		Answer	Mark	Guidance
6	(a)	<p>This item is designed to assess candidates' ability to analyse and interpret information from the introduction to the 2021 census at a basic level. (AO3).</p> <p>Candidates should devise questions that could be asked by the national statistician to reveal information that would help governments to plan public services. Source 6a indicates that information is needed in the areas of:</p> <ul style="list-style-type: none"> • transport • education • health care <p>Appropriate areas for questioning might include:</p> <ul style="list-style-type: none"> • number of people in your household • ages of the people in your household • gender of people in your household • where you live • car or van ownership • size and condition of your home e.g. whether it has central heating • your health i.e. disability • any carer responsibilities you may have • the work you do • where you work • how you travel to work • your qualifications • whether you are in full time education • your sexual orientation <p>what gender you identify as if this has changed since birth</p>	4	<p>Use ✓ or ✕</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>Examiners must assess each of the questions in turn. Each of four reasons can be awarded a maximum of 1 mark.</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Do not credit any repetition of points.</p> <p>Only credit points from the answer column</p>

Question		Answer	Mark	Guidance
6	(b)	<p>This item is designed to assess candidates' ability to analyse information to explain why politicians might be concerned. (AO3).</p> <p>Candidates' responses should rely on their analysis and interpretation of information from Source 6b.</p> <p>Source 6b The map shows average levels of household income across the UK. (Do not expect candidates to refer in detail to the map but, rather, to offer a general statement about income inequality in the UK with some valid examples. The two descriptive paragraphs below are for assessors' own guidance only.)</p> <p>Average income is significantly higher in some parts of the UK than others, London and the south tend to have higher incomes as do, the midlands, the area around Manchester, parts of northern England and in parts of Scotland (Edinburgh and the northeast),</p> <p>Household income tends to be lower in the southwest, East Anglia, Wales, Lincolnshire and Humberside, northeast England, the Scottish Borders and western Scotland, and Northern Ireland.</p> <p>Reasons why politicians might be concerned include:</p> <ul style="list-style-type: none"> • there is a wealth divide in the UK 	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗ A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A valid, clear and convincing explanation of why politicians might be concerned by the information contained in Source 6b</p> <p>For 4 marks There is a clear and valid description about what the map shows. This must include specific detail some general but accurate references to identifying areas of the UK with higher and lower levels of household income. And at least three valid reasons about why politicians might be concerned.</p> <p>For 3 marks As above but with at least two valid reasons for politicians' concern.</p> <p>Level 1 (1–2 marks) A valid but basic statement about what the map shows and / or limited reasons for politicians' concern.</p> <p>For 2 marks A basic but valid statement of what the map shows and at least one clear reason why politicians might be concerned.</p> <p>For 1 mark A basic but valid statement of what the map shows or at least one clear reason why politicians might be concerned.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • low-income areas may lack good jobs and opportunities • people with below average incomes may become resentful and demoralised • there may be problems of overcrowding and pressure on resources in high income areas • people may want to move to the more prosperous areas reducing the capacity for growth in the poorer areas • there may be a reduction in support for the government in the poorer areas 		<p>Level 0 (0 marks) No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>

Question			Answer	Mark	Guidance
7		*	<p>This item is designed to assess the skills underpinning AO3. (Evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to make substantiated judgments.)</p> <p>Candidates should:</p> <ul style="list-style-type: none"> analyse the viewpoint accurately select relevant evidence from across the specification show an appreciation of the issue's complexity and present arguments on both sides of the case make a substantiated and coherent response. <p>Throughout their answer, candidates should demonstrate ability to:</p> <ul style="list-style-type: none"> evaluate evidence from across the specification for the purpose of responding to the viewpoint evaluate the viewpoint to make a substantiated judgement. <p>Points candidates could make include but are not limited to:</p> <ul style="list-style-type: none"> younger people have problems with low incomes, financing education and affordable housing. older people have pensions largely protected against inflation and have had special help with fuel costs younger people's needs may not be understood or represented adequately by political parties and politicians dominated by the middle aged and elderly 	12	<p>Use annotations L1, L2, L3 and L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ticks or crosses A maximum total of 12 marks can be awarded.</p> <p>Level 4 (10–12 marks) An excellent response which is relevant, coherent, logically structured and substantiated response to the viewpoint – “Government policies over that 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.”</p> <p>Features must include:</p> <ul style="list-style-type: none"> an excellent evaluation of a range of evidence selected from across the specification an understanding of the issue's complexity using a sustained line of argument specific and accurate references to all three of the following: <ul style="list-style-type: none"> <i>examples of age-related inequalities in the UK</i> <i>the political and legal rights of younger and older people</i> <i>⊖ differences in the political activity of older and younger people and the impact of these differences on democracy</i> specific examples used to validate points a substantiated and coherent response including reference to the implications for democracy.

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • young people often do not have a settled address and so are less likely to register to vote • young people cannot vote in UK parliamentary elections until they are 18 • the justice and legal systems are dominated by the middle aged and elderly • legal action can be expensive making it difficult for younger people to use the justice system effectively • the police have been accused of discrimination against particular groups including the young • all these factors may be 'bad' for democracy as young people see political and legal processes as irrelevant to their lives and find other ways of getting what they want. 		<p>Level 3 (7–9 marks) A good response which is mostly relevant, coherent, logically structured and offers a substantiated response to the viewpoint. Features must include:</p> <ul style="list-style-type: none"> • a good evaluation of appropriate evidence selected from across the specification • largely accurate references to at least two of the following: <ul style="list-style-type: none"> ○ <i>examples of age-related inequalities in the UK</i> ○ <i>the political and legal rights of younger and older people</i> ○ <i>differences in the political activity of older and younger people and the impact of these differences on democracy</i> • examples • a substantiated response including a reference to the implications for democracy. <p>Level 2 (4–6 marks) A valid but basic personal response to the viewpoint. Features must include:</p> <ul style="list-style-type: none"> • a basic evaluation of relevant evidence drawn from their studies across the specification • an understanding of the concept, 'democracy' • references to two of the following: <ul style="list-style-type: none"> ○ <i>rights or wealth</i> ○ <i>power / influence</i> ○ <i>implications for democracy</i> • a basic but specific response to the viewpoint.

Question			Answer	Mark	Guidance
					<p>Level 1 (1–3 marks) A valid but limited response. Features must include:</p> <ul style="list-style-type: none"> • implied understanding of the viewpoint in the question • limited but valid reference to at least one of the following: <ul style="list-style-type: none"> ○ <i>rights or wealth</i> ○ <i>power / influence</i> ○ <i>implications for democracy</i> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>

Question			Answer	Mark	Guidance
8	(a)		<p>Any two valid reasons for Asda supermarket workers wanting public support as well as the support of their trade union. These reasons might include:</p> <ul style="list-style-type: none"> • Such support will include that of Asda shoppers • Public support may help supermarket bosses to change their mind • Public support may persuade politicians also to support the campaign • Supermarket workers might feel under pressure themselves if their customers didn't support them • The public can help with the campaign e.g. signing a petition or boycotts (accept examples) 	2	<p>Use ✓ or ✗</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>Examiners must assess each of the points in turn. Each of two points can be awarded a maximum of 1 mark.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p> <p>Do not credit 'raise awareness'</p>
8	(b)		<p>This item is designed to assess candidates' ability to analyse information and draw upon their own studies to explain why workers may find trade union support helpful (AO3).</p> <p>Candidates' responses should include evidence of an analysis and interpretation of information from Source 8.</p> <p><i>Points that emerge from the source are in italics below.</i></p> <p>Reasons why Asda workers might find trade union support helpful include:</p> <ul style="list-style-type: none"> • Trade unions have experience of getting workers better pay 	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks)</p> <p>A valid, clear and convincing explanation of why the supermarket workers might find trade union support helpful.</p> <p>For 4 marks</p> <p>Strong evidence of analysis and interpretation of information from the source (<i>refer to points in italics from the answer column</i>)</p> <p>And at least three valid reasons about why the supermarket workers will find trade union support helpful in this case.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • The trade union can ‘put their case forward’ / act as their advocates or similar. • this is a long legal process / there are many court hearings • this is a complex case • a trade union can stage publicity events • as the employer has opposed the workers’ claim, professional support is needed • campaign organisation / coordination is needed • the trade union keeps workers informed • a trade union can more easily liaise with the media • trade union support can balance the employers’ power • the trade union can afford legal advice 		<p>For 3 marks As above but with at least two valid reasons about why the supermarket workers will find trade union support helpful in this case.</p> <p>Level 1 (1–2 marks) Limited analysis and interpretation of information from the source (<i>refer to points in italics from the answer column</i>) and / or limited reasons for supermarket workers to find trade union support helpful.</p> <p>For 2 marks Limited analysis and interpretation of information from the source and at least one limited reason why supermarket workers might find trade union support helpful.</p> <p>For 1 mark At least one clear reason why supermarket workers might find trade union support helpful.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>

Question		Answer	Mark	Guidance
8	(c)	<p>Any two valid reasons why it is taking so long to get equal pay for supermarket workers.</p> <p>These reasons might include:</p> <ul style="list-style-type: none"> • It is likely to be expensive for supermarkets if the workers win • supermarket bosses have appealed against court judgements / the case has to go through more than one court (or similar) • It's difficult to implement • It takes time to prepare a case • The case will create a precedent • It was first necessary to establish that the supermarket and distribution centre workers had the same terms of employment • The courts have now to rule on issues of equal value • Issues of equal value are complex 	2	<p>Use ✓ or ✕</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>Examiners must assess each of the reasons in turn. Each of two reasons can be awarded a maximum of 1 mark.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>

Question			Answer	Mark	Guidance
9	(a)		<p>Any two valid problems campaigners would need to overcome for the winter light campaign to be successful.</p> <p>These problems might include:</p> <ul style="list-style-type: none"> • Lack of finance • Health and safety or similar • Lack of support / objections • Lack of participation • Local authority opposition • Scepticism or similar • Safe installation • Damage / vandalism 	2	<p>Use ✓ or ✗</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>Examiners must assess each of the problems in turn. Each of two problems can be awarded a maximum of 1 mark.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>
9	(b)		<p>Any two valid groups or organisations for advice and support might include:</p> <ul style="list-style-type: none"> • Local authority / council • Business owners / shopkeepers • Fire service • Police • Local charities such as the Lions, Rotary Club, etc. • Local schools / colleges 	2	<p>Use ✓ or ✗</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>Examiners must assess each of the groups or organisations in turn.</p> <p>Each of two valid groups or organisations can be awarded a maximum of 1 mark.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p> <p>Do not accept MP, Headteacher, etc. Only accept groups or organisations</p>

Question		Answer	Mark	Guidance
9	(c)	<p>Any two valid two ways in which you might encourage young people and families to visit the winter lights. These might include:</p> <ul style="list-style-type: none"> • Organise events or ‘stunts’ attractive to families and children • Encourage shops to stay open / make the shopping experience more attractive / offer discounts or special offers. • Provide market stalls or similar • Free parking • Adequate policing/marshalling/first aid • Organise a competition • Make sure refreshments are available • Add music • Hire a ‘father or mother Xmas’ • Advertise in schools, nurseries, etc. Accept one example of advertising such as posters or leaflets or social media 	2	<p>Use ✓ or ✕</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>Examiners must assess each of the ways in turn. Each of two valid ways can be awarded a maximum of 1 mark.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>

Question		Answer	Mark	Guidance
9	(d)	<p>This item is designed to assess candidates' ability to analyse information and draw upon their own studies to describe how the whole community could be encouraged to join your campaign. (AO3).</p> <p>Candidates' responses might include evidence of an analysis and interpretation of information from Source 8.</p> <p>Candidates might identify some of the following relevant groups within the community:</p> <ul style="list-style-type: none"> • business owners or similar • families • children • young people • older people • people without access to transport • people without access to the internet • people with low levels of disposable income, etc. <p>Candidates should identify methods that would be appropriate to engaging different groups. For example:</p> <p>Business owners might be engaged by:</p> <ul style="list-style-type: none"> • organising a winter window display competition • linking the switch on of the winter lights with a late-night shopping promotion • arranging free parking • persuading business owners that they will have more customers • meeting business owners to receive their ideas, etc. <p>Young people may be engaged by:</p> <ul style="list-style-type: none"> • encouraging their schools to participate 	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗ A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A valid, clear and convincing description of how the whole community could be encouraged to join the winter lights campaign.</p> <p>For 4 marks Clear recognition of the different groups that might constitute the 'whole community' e.g. young people, older people, business owners, etc. And at least three valid ways to engage different groups in the campaign.</p> <p>For 3 marks As above but with at least two valid ways to engage different groups.</p> <p>Level 1 (1–2 marks) At least an implied recognition of the different groups in the community and / or limited but valid methods described to engage these groups in the campaign</p> <p>For 2 marks At least an implied recognition that different methods will be needed to engage different groups and at least one limited but valid method described.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> making children's games available on the night arranging appropriate competitions such as hula hoops, fancy dress, etc. hire children's 'fairground' rides for the night, etc. 		<p>For 1 mark At least an implied recognition that different methods will be needed to engage different groups or at least one limited but valid method described.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points including those already given in response to question 9c with regard to young people and families.</p>
9	(e)		<p>Any two valid methods of keeping people safe in context. These methods might include:</p> <ul style="list-style-type: none"> informing the police making sure the lights are professionally installed informing the local authority organising stewarding training stewards ensuring that stewards/campaigners work in pairs or groups or are visible / identifiable arranging first aid providing clear information having an evacuation plan checking installations regularly and after high winds having emergency contacts for team members. protecting privacy / identity 	2	<p>Use ✓ or ✗ Give credit to the valid point wherever it appears in the response space. Examiners must assess each of the methods in turn. Each of two methods can be awarded a maximum of 1 mark. A maximum total of 2 marks can be awarded. Do not credit any repetition of points.</p>

Question			Answer	Mark	Guidance
9	(f)		<p>Any two valid ways of ‘future proofing’ the campaign to make sure the lights shine in future years.</p> <p>These ways might include:</p> <ul style="list-style-type: none"> • keeping the campaign group together • getting more people involved • evaluating the success of this year’s lights • getting the local council ‘on side’ for future years • asking people to show their support through a petition, etc. • thanking people • planning additional fundraising and meetings through the year / create a charity • taking down the lights carefully • professional maintenance, repair and storage 	2	<p>Use ✓ or ✕</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>Examiners must assess each of the points in turn. Each of two points can be awarded a maximum of 1 mark.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>
10		*	<p>This item is designed to assess candidates’ ability to apply experience, knowledge and understanding of their personal citizenship action from across the whole specification</p> <p>This item also enables candidates to reflect on:</p> <ul style="list-style-type: none"> • the positive outcomes of their personal citizenship action • how a school, college, workplace or community may be improved by local people participating in development projects and decision-making • how and why local people may benefit from contributing to the development of their school, college, workplace or community 	12	<p>Use annotations L1, L2, L3 and L4 and EG next to examples.</p> <p>Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>Do not use ✓ or ✕</p> <p>A maximum total of 12 marks can be awarded.</p> <p>Only award marks for answers that include references to the candidates’ personal citizenship action or from specific examples of citizenship action known to the candidate.</p> <p>Level 4 (10–12 marks) Excellent knowledge and understanding of their achievements of citizenship action in the wider context of community development and personal growth.</p>

Question			Answer	Mark	Guidance
					<p>Features must include:</p> <ul style="list-style-type: none"> • excellent description of the outcomes of their personal action • excellent explanation of the advantages of local people's engagement for the quality of decision-making and the outcomes of community projects • excellent explanation of how and why participators may benefit personally from their engagement in local projects and decision-making <p>Level 3 (7– 9 marks) Good knowledge and understanding of their achievements of citizenship action or from other actions with which they are familiar in the wider context of community development or personal growth.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • good description of their personal action or from other actions with which they are familiar • good explanation of the advantages of local people's engagement for the quality of decision-making and the outcomes of community projects <p>OR</p> <ul style="list-style-type: none"> • good explanation of how and why participators may benefit personally from their engagement in local projects and decision-making <p>Level 2 (4–6 marks) Basic but valid knowledge and understanding of their achievements of citizenship action or from other actions with which they are familiar in the wider context of community development or personal growth.</p>

Question			Answer	Mark	Guidance
					<p>Features must include:</p> <ul style="list-style-type: none"> • basic but detailed description of their personal action or from other actions with which they are familiar • basic explanation of the advantages of local people's engagement for the quality of decision-making and the outcomes of community projects <p>OR</p> <ul style="list-style-type: none"> • basic explanation of how or why participators may benefit personally from their engagement in local projects and decision-making <p>Level 1 (1–3 marks) A limited response to the task, including a description of their action or of other actions with which they are familiar and with limited reflection on the wider community context.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit any repetition of points.</p>

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