

Examiners' report

GCSE

CITIZENSHIP STUDIES

**OCR Level 1/Level 2 GCSE (9-1) in
Citizenship Studies**

J270

For first teaching in 2016

J270/02 Summer 2025 series

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Introduction

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

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

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

A full copy of the question paper and the mark scheme can be downloaded from [Teach Cambridge](#).

Please note: OCR Level 1/Level 2 GCSE (9-1) in Citizenship Studies (J270) will no longer be funded in Wales for new learners after **30 September 2026**. Please check the [Qualifications in Wales](#) portal (QiW) for more information.

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Paper 2 series overview

Many candidates produced answers that showed evidence of good teaching and revision. These candidates provided evidence of their knowledge and understanding in all sections of the paper, from the short answer questions to the longer, essay-type questions. Unfortunately, there were some responses that showed limited evidence of having been prepared for the demands of the paper.

The more successful responses were able to demonstrate knowledge and understanding of citizenship concepts such as rights and responsibilities, British values and democracy to provide insightful answers.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• read the sources carefully • used the prompts in the question stem to good effect • responded directly to these prompts and linked them to citizenship concepts they had studied • drew upon their own knowledge to develop their answers by providing relevant examples • were able to link what they had learned to the questions and range across the specification to provide detailed responses.	• appeared to disregard the sources or not follow what the content was • did not follow up on the prompts provided in the question • provided sketchy understanding of citizenship ideas and concepts • appeared to lack knowledge and understanding of the specification content.

Section A overview

The source on 'strengthening democracy' was used effectively by many candidates. These candidates were able to extract relevant information from the source to good effect. The source provided a platform for candidates to demonstrate their knowledge of democracy in the UK.

Question 1 (a)

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

Source 1

Strengthening democracy

**Extract adapted from 'Charity Sector Manifesto'.
National Council for Voluntary Organisations. 2023.
Strengthening democracy and civic space -
Charity sector election manifesto. © www.ncvo.org.uk -
Passage removed due to third party copyright restrictions.**

- (a) State **two** risks to democracy mentioned in **Source 1**.

1

.....

2

.....

[2]

Full marks could be gained by quoting from the source and many candidates did this successfully. It was also possible to gain 2 marks by providing a summary or reasonable paraphrase of the source's key points. Some candidates did not make use of the source when answering the question.

Question 1 (b)

(b) State **two** ways in which **parliament** can help governments make better decisions.

- 1
-
- 2
-
- [2]

The more successful answers stated ways that Parliament does help, such as scrutiny, debating and questioning ministers. There were a number of other responses, which were not well expressed, however these did gain marks where relevant.

Question 1 (c)

(c) State **two** ways in which **citizens** can take part in democracy.

- 1
-
- 2
-
- [2]

This was successfully answered. Most candidates knew about ways to participate in democracy and scored marks.

Question 1 (d)

(d) Describe how to strengthen **democracy** in the United Kingdom (UK).

- Include **two** recommendations in your answer.
- These should be from **Source 1** and **your study of citizenship**.

.....

.....

.....

.....

.....

..... [4]

The more successful responses showed knowledge and understanding of some of the problems of UK democracy and were able to discuss some of the potential solutions, such as more referendums, changing the voting system and lowering the voting age. There were some answers that centred on 'listening to the people more' type responses that did gain credit, however these were less successfully developed.

Question 2 (a)

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

Source 2

Extract 'Who is the Police and Crime Commissioner (PCC) and what do they do? - adapted from website of the Police and Crime Commissioner for Sussex 2024 (<https://www.sussex-pcc.gov.uk/about/>) - has been removed for third party copyright restrictions.

Election Results for the Office of PCC (Sussex) 2021

Candidate	First preference votes	Second preference votes	Total votes
Jamie Bennett (Liberal Democrats)	63 271	–	63 271
Kahina Bouhassane (Green Party)	60 781	–	60 781
Katy Bourne (Conservative)	214 523	30 287	244 810
Paul Richards (Labour and Co-operative Party)	84 736	43 523	128 259
Roy Williams (Independent)	30 408	–	30 408
Rejected ballots	–	–	11 331

The voter turnout was 35.77%.

Adapted from the Sussex PCC website

- (a) According to **Source 2**, state who is **represented** by the PCC or the Mayor (in London).

..... [1]

Question 2(a) was not answered successfully. Only a few candidates understood the term 'represented' and many provided responses like Katy Bourne or the Metropolitan Police.

Misconception



There seemed to be a misunderstanding of what was meant by representation. Candidates appeared to be confused with representative, which may explain why so many candidates answered with Katy Bourne instead of the public or the local community.

Question 2 (b)

(b) State the type of **voting system** used in the 2021 PCC election (**Source 2**).

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

Some answers were too vague, with responses such as 'proportional representation'; and needed to be more precise to gain the mark. However, many candidates did understand that the single transferable vote system was used.

Question 2 (c)

(c) State **one** reason why serving police officers **cannot** be candidates in PCC elections.

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

This was generally successful, with candidates understanding that there is a conflict of interest in these roles. Many expressed this in terms of bias however, the meaning was clear.

Question 2 (d)

- (d) Explain why PCCs or the Mayor (in London) having power over the police is important for **democracy**.

[4]

Many candidates understood the importance of democratic oversight and accountability of the police and provided good answers. Having the PPC or Mayor elected helps to ensure that the police have someone scrutinising their operations, which is clearly important in a democracy to avoid the police misusing their powers. It helps to uphold the democratic value of the rule of law and many candidates demonstrated good understanding of this democratic principle.

Exemplar 1

The police are responsible for the upholding our legal system and the identification of criminals, as well as keeping the public safe. A authoritative figure like the PCC or the Mayor allow the police to be held accountable for any actions. It also allows public opinion and desires to be heavily considered in operation of the service as a whole as due to the elective qualities of these jobs, the Mayor and PCC must respect and advocate for public opinion. This ensures democratic values of power to the people is upheld.

Exemplar 1 illustrates how a response can gain full marks. This response demonstrates a successful answer where two relevant points are discussed with the full development required at this level. The response develops the idea of holding the police accountable in the first part of the answer, then follows this up with a second developed point concerning consultation with the opinions of the public. There are two solid, well-developed relevant points provided in a clear and convincing explanation.

Question 2 (e)

(e) State **one** piece of evidence from **Source 2** that might **undermine** trust in Sussex's PCC.

.....

..... [1]

There were a range of answers to this question, though many answers did pick up on the key point about low voter turnout. Some answers did not quite follow the idea that low turnout could suggest a lack of engagement of the public with the PCC election.

Question 3 (a)

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

Source 3

News Headline – ‘Abu Dhabi’s takeover of The Telegraph puts press freedom at risk’

The Telegraph is a media business. Thousands of British people read its print newspapers and access its online content every day. The Telegraph is politically biased. It strongly supports the Conservative Party.

Abu Dhabi is an authoritarian Islamic monarchy.

In December 2023 representatives of Abu Dhabi’s monarchy were planning to buy The Telegraph. This was being reviewed by the UK Government. Most Telegraph journalists and many politicians hoped that the takeover would be blocked.

The headline above was used by the The Sunday Telegraph to introduce an article by journalist, Zoe Strimpel.

Strimpel explained that, because she was a woman and a Jew, the Telegraph’s potential new owners may discriminate against her. Strimpel warned that the Abu Dhabi owners may prevent her from criticising some people’s interpretation of the Muslim faith. They may also censor any attempt to reveal difficulties experienced by women in Arab countries.

Adapted from The Telegraph 9 December 2023

(a) State **two** reasons why the takeover of The Telegraph by a **foreign government** might damage UK democracy.

1

.....

2

..... [2]

Many candidates showed good understanding of the point of the question and provided relevant answers.

Question 3 (b)

(b) State **one** UK media outlet that must **not** be politically biased.

..... [1]

This question was generally successful. The most popular response was the BBC, with a few opting for ITV or Sky News.. However, there were numerous vague answers, such as the generic 'the news', or newspapers such as the Sun or Daily Mail. TikTok was given as an answer by several candidates. Centres need to make it clear to candidates that there is no requirement for social media to be politically neutral, so such answers are not valid.

Question 3 (c)

(c) State **two** reasons for media regulation in the UK.

1

.....

2

.....

[2]

Many candidates understood that there are a range of reasons for media regulation and gained marks with successful responses around privacy and preventing hate speech or discrimination. Less successful responses focused on issues such as political bias.

Question 4 (a)

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

Source 4

Similarities and differences between representative democracies

Similarities

Citizens in representative democracies choose between rival candidates in regular elections.

Representative democracies uphold free speech and the rule of law. Citizens' human rights are protected. Elected governments do not have total power. They rely on support from the legislature and are accountable to the judiciary.

Differences

However, there are important differences between representative democracies. For example, France's head of state is elected but, in the UK, the head of state inherits their position.

There are many other differences. These include:

- voting systems
- devolution of power
- organisation of the legislature
- use of referendums.

(a) State **one** way in which a **classical** democracy is different from a **representative** democracy.

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

There was evidence of candidates having studied classical democracy and a range of ideas were provided which gained marks. Less successful responses drew on the source for answers to the question, quoting 'voting systems' or heads of state. These answers did not gain any marks.

Question 4 (b)

(b) Describe similarities **or** differences between democracy in the UK and other **democratic** countries.

- Name a country for each similarity **or** difference. You may name a country more than once.
- Complete the table below by writing in the answer spaces.

The first row of the table has been done for you.

Points for comparison	Democracy in the UK	Other democratic country	Compare with the UK by describing a similarity or difference
Choosing a Head of State	The head of state inherits their position	France	The head of state is elected
Voting systems	A first-past-the-post system is used for elections to the UK Parliament		
Devolution of power	Scotland, Wales and Northern Ireland have elected parliaments or assemblies. Local matters are devolved to elected local authorities.		
How the legislature is organised	Parliament has two chambers. Members of the House of Commons are elected. Most members of the House of Lords are chosen by the UK Prime Minister.		
Use of referendums	National referendums only for major constitutional matters. Local referendums are held more often.		

[4]

The format used here was intended to scaffold candidates' answers and many used this effectively, demonstrating good knowledge and understanding of different democratic systems around the world. There was evidence that candidates had studied countries such as Switzerland and were able to comment profitably. Others misunderstood the question and wrote about non-democratic countries such as North Korea or China. Such answers could not gain any marks.

Section B overview

Candidates were invited to study the sources about tax and spending in the UK, then respond to the data. The purpose of this was to assess the candidates' understanding of party policy on tax and spending and how these policy differences impact on areas like health and education. There were some successful answers that scored well, showing good knowledge and understanding of the specification, but some answers seemed unclear in their understanding of what public spending was, with some thinking that it meant people going to the shops. Such responses did not gain many marks. It would be helpful for centres to make sure candidates are confident with key terms like this.

Question 5 (a)

5 Study **Fig. 5a** and **Fig. 5b** and answer questions **5(a)–(e)**.

Fig. 5a

Two statistical diagrams 'Where does the UK Government get its money from' and 'What does the UK Government spend money on' adapted from the Institute for Fiscal Studies Tal Lab 2023, © ifs.org.uk/taxlab have been removed due to third party copyright restrictions.

Fig. 5b

Statistical diagram 'UK government spending over time' adapted from the Institute for Fiscal Studies Tal Lab 2023, © ifs.org.uk/taxlab has been removed due to third party copyright restrictions.

- (a) State **one** piece of evidence from **Fig. 5a** to show that working people pay a large share of the money needed for public services.

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

Many candidates were able to interpret the graph to extract the key point that income tax and national insurance are paid by working people. Some candidates were less successful in interpreting the graph and instead provided other points, some which were related to spending rather than government income.

Question 5 (b)

- (b) State **one** piece of evidence from **Fig. 5a** to suggest the UK government should encourage more people back to work.

.....
 [1]

The key point in this question was that candidates had to identify that benefits for people of working age were relatively high. Many answers did state this piece of evidence, but others just stated that benefits generally were high without distinguishing between benefits for people of working age and pensioners. Precision is needed here to gain the mark, so centres are advised to help candidates practise the interpretation of such sources in order to identify relevant material successfully.

Question 5 (c)

- (c) Use **Fig. 5a** and **Fig. 5b** to:

- State **two** areas of government spending that are likely to increase.
- Explain **why** an increase is likely in each case.

Area of government spending likely to increase

Reason for the increase

.....

Area of government spending likely to increase

Reason for the increase

.....

[4]

This was generally successful; candidates were required to select an area from the source and give a plausible reason for spending in that area increasing. Many candidates did successfully link to rising population and increasing numbers of elderly people. Comparatively high levels of immigration also featured prominently as reasons.

Question 5 (e)*

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

'Public spending is out of control.

Businesses are paying more than their fair share of tax and too many people of working age are claiming benefits.

If we want economic growth and the greater wealth that goes with it, we must cut benefits and cut business taxes.'

You should consider:

- whether 'public spending is out of control'
- the relationship between tax and public spending
- different ways to improve the UK's economy.

[8]

The most successful responses here were able to draw on the source to comment meaningfully on the viewpoint, reaching the conclusion that public spending is not really out of control when put into the historical context that is clearly displayed in the source material.

One common misconception that centres may wish to address with candidates is the definition of public spending, what the government does with the money raised through taxation. A substantial number of candidates misunderstood this to be people spending money in shops and online as consumers. This meant these candidates were unable to access the higher marks for this question. Some candidates used the question to focus on personal opinions about benefits or immigrants, which didn't address the question and therefore gained little credit. The most insightful responses showed good understanding of the relationship between tax and spending and used this as a platform to explore ways to improve the UK economy.

Question 6 (a)

6 Study **Fig. 6** and answer questions **6(a)** and **6(b)**.

Fig. 6

Young people's feelings about their futures – March 2022

Young person: I can pretty much decide what will happen in my life

Household income:	£52 000 or more	£30 000 or more but less than £52 000	£19 000 or more but less than £30 000	Less than £19 000
Agree	73%	67%	65%	64%
Disagree	27%	33%	35%	36%

Young person: People like me don't have much of a chance in life

Household income:	£52 000 or more	£30 000 or more but less than £52 000	£19 000 or more but less than £30 000	Less than £19 000
Agree	8%	14%	20%	25%
Disagree	92%	86%	80%	75%

Young person: I don't really think much about what I might be doing in a few years' time

Household income:	£52 000 or more	£30 000 or more but less than £52 000	£19 000 or more but less than £30 000	Less than £19 000
Agree	35%	41%	43%	44%
Disagree	65%	59%	57%	56%

At the time of this survey young people were aged between 16 and 17 years old.

Their GCSEs had been disrupted by school closures.

Adapted from Social Mobility and Opportunities Study. Office for National Statistics, 2023

(a)

- Study the information in **Fig. 6**.
- Describe what it tells us about how **different groups of young people** feel about their futures.

You **must** use evidence from **Fig. 6** to support your description.

.....

.....

.....

.....

.....

..... [4]

Many candidates did not understand the source and interpreted the source as being concerned with what young people thought they would earn in the future. Other candidates did not refer to the source or quoted data to support their analysis, so these candidates were not as successful on this question as they could have been.

Misconception



There appeared to be a misconception that household income means future earnings, not a metric of young people's present economic circumstances. As a consequence of this misinterpretation of the source, many candidates were not able to access the higher marks for this question.

Question 6 (b)

(b) State **two** actions a **government** might take in response to the information in **Fig. 6**.

1

.....

.....

2

.....

..... [2]

Some responses were hindered by imprecision, for example they did not make the link with disadvantaged children and families. A common error seen in answers was to state that more should be spent on education, without linking this explicitly with those young people from disadvantaged backgrounds.

Section C overview

The essay question in Section C is an opportunity for candidates to demonstrate their understanding of the specification. They can incorporate material from their studies to help support their argument. There were some successful answers to Question 7, but some candidates did not make the link between the responsibilities of the police/judiciary with democracy.

Question 7*

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

'The police and judiciary must give priority to enforcing the law and punishing offenders. These are their most important responsibilities in a democracy.'

Your response must include:

- a description of other responsibilities for the police and judiciary in a democracy
- an evaluation explaining which responsibilities are the most important.

[12]

Many candidates commented on the viewpoint in their answer and did consider whether the police and judiciary should do as suggested. However, many answers were limited to a narrow range of ideas and were not able to progress beyond Level 2. Many candidates did not make the link to democracy at all, while others tried to do this without real success e.g. it is bad for democracy to lock people up, as prisoners cannot vote. The more successful answers understood that the judiciary have a role in checking the power of the executive. Candidates made links to elements of study such as Magna Carta and British values of the rule of law to make salient points about democracy. The most successful answers differentiated between the police and judiciary to make their arguments, while others dealt with both at the same time, an approach which was less successful.

Exemplar 3

The police are responsible for enforcing the law and keeping people safe. This means they are allowed to ~~enter~~ arrest people on suspicion of crimes, in order to protect society. For example, police are allowed to hold those suspected of terrorism for 14 days under anti-terrorism laws. This means that society can feel safe, as the police help protect others against major crimes such as murder.

The judiciary are responsible for ~~apply~~ interpreting the law and handing out sentences. ^{Statute} The law is created by the government, and can include information on prison sentences. For example, a conservative government that believes crime is a personal

choice would make laws that encourage punishing offenders with prison. It's the judiciary's responsibility to enforce that law, in accordance with this is an important democratic responsibility as it laws passed by the government will be what the public wants, as they voted the government into power.

However, the police are also responsible judiciary are also responsible for objectively looking at laws. The judiciary can overturn laws they believe don't fit with the Human Rights Act. For example, the UK Supreme Court blocked the Rwanda bill, due to fears that it would endanger the right to safety. This is an important responsibility, as the judiciary is made up of judges, who will be experts on the law. Others, such as the public may not be as informed.

Overall, while enforcing the law and punishing offenders is an important responsibility, I don't think it's the most important. Other responsibilities, such as keeping people safe and blocking bills that would threaten our rights, are more important. Therefore, I disagree with the statement.

Exemplar 3 illustrates how an essay answer can earn high marks. This response demonstrates a strong answer which ranges across the responsibilities of the police and judiciary to provide some strong evaluation. There are clear links with democracy that show understanding that law is created by Parliament and the judiciary interprets that law. This is supported with a recent example, that of the Supreme Court blocking the former Conservative government's Rwanda bill. Here some of the evaluation could have been developed further to gain very top marks, but this is a successful response in the context of limited time under exam conditions.

Section D overview

Candidates were required to respond to Source 8, about the pressure group Greenpeace. In Question 9 the focus shifted to providing gift packs at festival time for children in Pakistan. This section is about active citizenship and culminates in the 12 mark essay asking candidates to reflect on their own citizenship action. There was evidence of candidates having undertaken some active citizenship, for example projects on the Cambridge congestion charge. It seemed apparent that some candidates had not had the opportunity to carry out some active citizenship, or they had not engaged with it when they had been given the chance. The more successful responses showed clearly that taking part in a project is the best preparation for gaining marks in Section D.

Question 8 (a)

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

Source 8

Greenpeace – an environmental pressure group

Greenpeace is active in over forty countries.

It investigates, records and exposes the causes of environmental destruction.

Greenpeace is famous for its peaceful direct action. It was founded in 1971 when a small group took an old fishing boat called *The Greenpeace* into the Arctic Ocean to try and stop a nuclear weapons test.



The Arctic Sunrise – one of Greenpeace's modern boats



Hollywood film star Bonnie Wright (*A Christmas Carol*, *The Sea*, *Harry Potter*) joins scientists and campaigners on the River Wye to launch a nationwide survey of plastic pollution in the UK's major rivers.

Greenpeace sampled water and sediment in 13 UK rivers. Research was organised by staff at the University of Exeter.

Dr David Santillo, a senior scientist from Greenpeace Research Laboratories at the University of Exeter said:

'It is vital that we focus much more scientific attention to investigating the scale of plastic contamination in our rivers and lakes, as well as much greater efforts to identify sources and stop this flow of pollution.'

Adapted from the Greenpeace website.

(a) State **two** reasons why research is important to Greenpeace.

1

.....

2

.....

[2]

Many successful answers were offered here as candidates understood the importance of research. Some candidates appeared to misunderstand what type of research Greenpeace was engaged in, thinking that this meant looking at material on the internet rather than testing water for plastic contamination. It was possible to gain marks by picking the right information from the source and many candidates were successful in doing so.

Question 8 (b)

(b) State **three** forms of **peaceful** action Greenpeace might take to promote their viewpoints.

1

.....

2

.....

3

.....

[3]

Most candidates understood what is meant by peaceful action here and provided successful answers e.g. lobbying and using the media.

Question 8 (c)

(c) Explain why the **UK Government** might **disagree** with Dr David Santillo's demands.

.....

.....

.....

.....

.....

..... [4]

Many students answered this question successfully. The main focus was on cost and other competing demands on government resources. The more successful answers were able to unpack the reasons for the government not agreeing with Dr Santillo, with some candidates discussing in their answers the idea of Greenpeace being an 'outsider' pressure group, making it difficult for government to accede to its demands.

Question 9 (a)

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

Source 9

Gifts for children at festival times

Many families in the UK and across the world find it difficult to afford gifts for their children. This may be because of poverty, war or a natural disaster such as flooding or drought. So, at festival times, these children might feel left out and forgotten.



Flood-affected children in a camp set up for refugees in Charsadda, Pakistan show their gifts.

Your action

The time of a faith festival is approaching. You and some of your friends decide to take action in your school and community. You agree on two possible options.

Option 1

Make special gift packs yourselves from items donated by friends, neighbours and local businesses.

Option 2

Raise money for a national charity that already provides gift packs for children in need.

Charities in the UK such as The Children's Society ask people to donate £40 towards a child's personal gift set.

Text on 'Gifts for children at festival times' adapted from the Children's Society website, December 2023 Gift set ([givehope.uk](https://www.givehope.uk)) has been removed due to third party copyright restrictions.

(a)

- Choose Option **1** or Option **2** from **Source 9**.
- Explain why you chose this option instead of the other one.

Option chosen:

.....

.....

.....

.....

..... [4]

Many candidates dealt with this question quite well. The question provided an opportunity for candidates to reflect on different approaches to helping others and give a personal perspective on the merits of each option.

Question 9 (b)

(b) State **three** actions your team should take to involve **all learners** in your school or college.

1

.....

2

.....

3

.....

[3]

Some candidates provided answers that didn't match the intended focus of the question. The purpose of the question was to prompt answers about publicising the campaign, but some candidates interpreted it as being about making the campaign inclusive of groups like disabled pupils. These answers were still valid interpretations of the item and gained marks accordingly.

Question 9 (c)

(c) State **two** ways in which **school staff** could help with this citizenship action.

- 1
-
- 2
-

[2]

Some answers to this question were a little vague, with candidates stating actions that any adult could do rather than ones specific to school staff. There was some overlap in answers to this question and 9(b) and 9(c). Such answers were credited where appropriate, but centres should encourage candidates to address the specific context in the question.

Question 9 (d)

(d) State **two** ways in which local **faith groups** and **businesses** could help.

- 1
-
- 2
-

[2]

It was straightforward to gain marks here by making two points about providing financial assistance in some way and by publicising the action. There was some repetition in candidates' answers, such as 'donating money' and 'donating toys', which only gained 1 mark. Some answers were vague with responses such as 'spread the word' and similar, without further explanation. Again, centres should encourage candidates to avoid generalisations and specifically respond to the question.

Question 9 (e)

(e) State **two** ways to promote equality **and** show respect for diversity when planning your action.

- 1
-
- 2
-

[2]

Vague answers were common here, with responses like 'make sure you include everyone' being very popular. Some answers did provide specifics concerning gender, faith and disability and these gained marks. Some answers repeated the stem of the question with tautological responses such as 'respect people' or 'make it diverse'.

Question 9 (f)

(f) State **two** ways your team could keep track of items or money donated **and** keep them safe.

- 1
-
- 2
-

[2]

The answers to this question were generally more successful and were mostly related to managing financial contributions, rather than items for gifts. These answers included ideas like using a Go Fund Me account or bank account for donations of money. There were still some vague answers, such as 'keep them in a safe place' which largely repeats the question stem. Other answers were perhaps too costly or impractical, like hiring storage units. Some candidates misunderstood the question and stated ways that involved tracking donated items through Amazon or other similar companies.

Question 10*

10* Using your own experience of citizenship action, give advice to someone **campaigning for a new children's playground**.

Your response should:

- describe the research that might be needed before the campaign starts
- explain the importance of building and supporting a team to help with the campaign
- explain why the campaign's success will depend on support from the following:
 - local people
 - print and social media
 - elected representatives.
- describe how to gain this support.

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

[12]

The more successful answers here were a good blend of the students' own citizenship action experience and advice directed at the people running the campaign for a new children's playground. However, a lot of answers focused almost exclusively on one aspect or the other (i.e. were either all about the candidate's own project or barely mentioned it at all). e. This may indicate that some candidates were drawing on pre-prepared answers, rather than tailoring their responses to the specific demands of the question. While some of these answers gained some marks where elements of the material coincided with the question, many answers were not as successful as they did not respond to the specific question set.

Centres are encouraged to remind candidates about the importance of reading the question carefully before responding. Many candidates did not respond to the question's instruction to 'use examples from your own experience'. This prompt is to assist the candidates so that they do include reflections on their own experiences and link it to broader notions of citizenship action. The command word is 'evaluate', but some answers focused on a description of what the playground campaigners should do, or provided a narrative of what the candidates themselves did. The evaluation should focus on what the candidates think went well with their own action, so that these lessons can be passed on to the playground campaigners. Conversely, problems with the candidates' own actions can be reflected on and improvements suggested to the playground campaigners.

Assessment for learning



Centres could encourage candidates to complete the range of past paper questions on Question 10 as part of their preparation for this question. Answers that reflect on candidates' own experiences of citizenship action and make clear links to aspects of campaigning are more successful than those based on pre-prepared answers.

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