

GCSE

Citizenship Studies

J270/02: Citizenship in action

General Certificate of Secondary Education

Mark Scheme for June 2025

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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 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 available in RM Assessor.
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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, email or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award No Response (NR) if:
- there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**
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
SEEN	Noted but no credit given

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)		Only accept any two of the responses below. • ‘Most governments respond to public opinion only when there is considerable opposition and anger’ or similar. • ‘Too many decisions in recent years have shut down the ability of people to take part and speak out lobby decision-makers’ or similar. • ‘They should be more open to challenge and criticism’ or similar. • They should respond to the views of local/national organisations	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 examples 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 any responses that are not included in Source 1 e.g. ‘free speech’ by itself
1	(b)		Any two ways in which parliament can help governments make better decisions. These include but are not limited to: • Debates inc. examples such as debates triggered by petitions on gov.uk with 100K+ signatures • questioning • scrutiny via select committees, parliamentary enquiries, stages or second readings (accept any of these as separate points) • specialist groups of MPs • invitations to groups for consultation • MP visits • Propose new laws • Review/revision of bills by the Lords • Raising issues from constituents	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 examples can be awarded a maximum of 1 mark. A maximum total of 2 marks can be awarded. Do not credit any repetition of points.

Question			Answer	Mark	Guidance
1	(c)		Any two ways in which citizens can take part in democracy. These include but are not limited to: • voting • joining a political party • being a candidate • campaigning – accept valid examples • joining a pressure group • lobbying • writing to MP • holding government to account	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 examples can be awarded a maximum of 1 mark. A maximum total of 2 marks can be awarded. Do not credit any repetition of points or points about becoming a magistrate or serving on a jury
1	(d)		A valid and convincing account of how UK democracy can be strengthened. Two recommendations should be included. Candidates may draw upon Source 1 to recommend: • earlier and more effective consultation with interest groups and the public. • governments being more open to challenge and criticism • governments to encourage pressure groups and the public to take part. Candidates may draw upon their studies to make recommendations in relation to issues such as: • devolution of power • changes to the voting system • more frequent elections • use of referendums • an elected second chamber	4	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. Level 2 (3–4 marks) A valid, clear and convincing account of how democracy can be strengthened using at least one valid and developed recommendation. For 4 marks Describes at least two developed recommendations with possibly other points in outline. For 3 marks Describes at least one developed recommendation with possibly other points in outline. Level 1 (1–2 marks) Valid but basic recommendation (s) in outline. For 2 marks States two basic but valid recommendations. For 1 mark

Question			Answer	Mark	Guidance
			an elected head of state		States one basic but valid recommendation. 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.

Question			Answer	Mark	Guidance
2	(a)		Any one of the following to state correctly who the PCC / Mayor of London represents. - the public/ local community - the people of Sussex / London or other areas - the electorate (accept 'voters')	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. DO NOT accept 'the police' or 'Sussex' by itself (too vague)
2	(b)		Any one of the following to state correctly which type of voting system is used in the PCC election. - Single transferable vote - supplementary vote - First-past-the-post is acceptable in this context as the system changed in 2023	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. Do not accept 'proportional representation'
2	(c)		Any one reason why serving police officers cannot be candidates in PCC elections. including: - conflict of interest - they may be biased - they may favour their friends / colleagues - they may favour the police / ignore the public. - They could not be held to account 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. Do not reward vague generalisations such as 'it wouldn't be fair'.

Question		Answer	Mark	Guidance
2	(d)	A valid and convincing explanation why it's important for democracy that Police and Crime Commissioners / the Mayor of London have power over the police. Valid explanations will be based on an understanding of democracy's characteristics and the need for public authorities to be accountable. Candidates may cite examples including: - the PCC / Mayor of London is elected - the PCC / Mayor represents the public in matters such as deciding priorities and setting the budget - the PCC / Mayor (and Home Office) appoints and can dismiss the chief constable / commissioner - the PCC / Mayor holds the police to account (accept examples linked to issues such as tolerance, respect for diversity, equal opportunities, etc) - the public can lobby / complain to the PCC / Mayor.	4	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. Level 2 (3–4 marks) A valid and convincing explanation why it's important for democracy that Police and Crime Commissioners / the London Mayor have power over the police. Candidates must show at least an implicit understanding of the importance of representation and accountability. For 4 marks At least two developed points as part of the convincing explanation. For 3 marks At least one developed point as part of the convincing explanation. Level 1 (1–2 marks) A valid but basic explanation of why it's important for democracy that Police and Crime Commissioners / London Mayor have power over the police. For 2 marks States at least one valid but basic point as part of a simple explanation. For 1 mark States one basic but valid example. Level 0 (0 marks) No response or no response worthy of credit.

Question			Answer	Mark	Guidance
					Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.
2	(e)		Accept only that voter turnout or similar was low.	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.

Question			Answer	Mark	Guidance
3	(a)		Any two of the following reasons why the takeover of The Telegraph by a foreign government might damage UK democracy: • A foreign government may restrict news and comment that could raise difficult issues for them and their allies. • There could be a threat to the UK's national security. • A foreign government might select news and commentaries to influence the UK electorate. • A foreign government will select only positive news about its nation and its policies. • The Abu Dhabi government, in particular, will be unlikely to promote rights and equalities / might discriminate against some groups • The Abu Dhabi government would be unlikely to tolerate 'dissenting' views in news media that it owned.	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 reasons can be awarded a maximum of 1 mark. A maximum total of 2 marks can be awarded. Do not credit any repetition of points.
3	(b)		Accept the BBC and any other example of broadcast media based in the UK.	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	(c)		Any two reasons for media regulation in the UK might include: • avoid hate speech • protect privacy • avoid libel • avoid false or misleading stories or ensure the public receive accurate information • avoid content that might be harmful/ detrimental to	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.

Question			Answer	Mark	Guidance
			children and vulnerable groups, such as pornography • national security		Do not accept anything other than the points in the answer column – can be paraphrased Do not accept any responses that relate to causing offence

Question			Answer	Mark	Guidance
4	(a)		Any one of the following: • decisions are made by all citizens (not by elected representatives) • leaders are elected by all citizens • a simple majority wins the vote	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.
4	(b)		Candidates should state how another democratic country handles each of the following: • voting systems • devolution of power • how the legislature is organised • using referendums Candidates may use the same democratic country throughout or use different countries for comparison with the UK. Can credit constituent nations of the UK: Wales, Scotland and Northern Ireland – where valid similarities or differences are stated Candidates are given a description of the UK's practise to enable them to make a point of comparison more easily. To gain credit, candidates must link any point of comparison with an appropriate democratic country.	4	Use ✓ or ✗ Give credit to the valid point of comparison wherever it appears in the response space. Examiners must assess each of the points in turn. Each of four valid points of comparison can be awarded a maximum of 1 mark if a valid example of a democratic country is also given. A maximum total of 4 marks can be awarded. Do not credit any repetition of points. Do not credit examples of non-democratic countries

Question			Answer	Mark	Guidance
			Below are some examples of valid responses for Switzerland, France and the USA. In all cases, any substantive point taken from these commentaries is acceptable providing that it makes a comparison with practise in the UK. Switzerland <u>Voting system</u> – proportional representation and referendum (either is acceptable) <u>Devolution of power</u> – Switzerland is a federation. There is considerable devolution to cantons and municipalities which have legislative and executive powers. The cantons also have judicial power. (<u>How the legislature is organised</u> Switzerland has a bicameral parliament. The National Council (200 members) is elected and has representatives from every canton. The ‘upper house’ is known as the Council of States. It has 46 members representing the 26 cantons. It is also elected. <u>Use of referendums</u> Extensive use of referendums on any issue. Some acts passed by parliament, including all changes to the constitution, must be put to a referendum. Votes can be called by the cantons. Municipal and cantonal referendums can be called by citizens. USA <u>Voting system</u> First-past-the-post. <u>Devolution of power</u> – The USA is a federal republic with considerable power held by the fifty states		

Question			Answer	Mark	Guidance
			including health, education and welfare. Local authorities also have considerable power – more so than in the UK. <u>How the legislature is organised</u> The USA has a bicameral legislature with Congress (the USA parliament) being formed of the House of Representatives (lower house) and the Senate (upper house). The House of Representatives contains representatives from each state depending on their population. The Senate contains two representatives from each state. Both houses are directly-elected by citizens. <u>Use of referendums</u> There have been no national referendums, but they are common at state and local authority level. Local referendums can be initiated by citizens who want local regulations to be reconsidered. France <u>Voting system</u> – there are two rounds of voting in presidential elections and elections to the National Assembly. Candidates with the least support in round one drop out, leaving the two with the most support to contest round two. Some local elections and the European election are based on proportional representation. <u>Devolution of power</u> – France has less devolution of power than the UK, Switzerland, or the USA. Local authorities, especially the larger ones, have devolved power for transport, health, and social services. There		

Question			Answer	Mark	Guidance
			is a trend towards greater devolution, but power remains largely centralised. <u>How the legislature is organised</u> France has a bicameral legislature with a lower house (National Assembly) and upper house (Senate). The National Assembly is elected by citizens from single-seat constituencies across the country. The Senate is elected by elected by an electoral college consisting of elected representatives from each of 96 'departments' (the larger local government areas) in France. <u>Use of referendums</u> National referendums can be used to resolve constitutional issues. This is rare but the current president has begun to consider using more national referendums. Referendums are increasingly common at local level. These are usually connected to the provision of local services. If other countries are stated by candidates, examiners may need to look up the relevant country to check the accuracy of the response		

Question			Answer	Mark	Guidance
5	(a)		One piece of evidence from Fig. 5a to show that working people pay a large share of the money needed for public services might include but is not limited to: • most tax is paid by working people • income tax represents over 25% of all tax paid • national insurance represents around 20% of all tax paid • income tax and national insurance together represent almost half of all tax paid • Can accept 'income tax' or 'national insurance' by themselves	1	Use ✓ or ✗ Give credit to the valid evidence wherever it appears in the response space. A maximum total of 1 mark can be awarded. Where candidates have mentioned particular taxes, only accept income tax and national insurance as valid examples.
5	(b)		One piece of evidence from Fig. 5a, to suggest the UK government should encourage more people back into work is that a large proportion of government expenditure (around 10%) goes on benefits for people of working age.	1	Use ✓ or ✗ Give credit to the valid evidence wherever it appears in the response space. A maximum total of 1 mark can be awarded.
5	(c)		Two areas of government spending that are likely to increase include: • Health is a large proportion of the government's expenditure. Advances in the health interventions available and an aging population are likely to lead to an increase in expenditure. • The proportion spent supporting the elderly is already high (welfare benefits for the elderly and long-term care). An aging population is likely to require more spending. • With increasing conflict around the world, defence spending is likely to increase. There is a high probability of major conflict involving the UK; leading to an increase in	4	Use ✓ or ✗ Give credit to the valid point wherever it appears in the response space. Examiners must assess each of the reasons in turn. Each of two reasons can be awarded a maximum of 1 mark. A maximum total of 4 marks can be awarded. Do not credit any repetition of points.

Question			Answer	Mark	Guidance
			government spending – see Fig. 5b.		
5	(d)		Policy differences: Labour tends to favour relatively high taxes especially for those with greater wealth or higher incomes. They also favour the use of higher taxes to change people's behaviour. Fuel taxes and sugar taxes are examples of such targeted taxation. They also tend to favour higher public spending on infrastructure projects that might create jobs and benefit the relatively poor such as building social housing, schools and local medical centres. The Conservative Party tends to favour relatively low taxes especially for businesses and working people. They believe that this will help to increase economic activity and create more jobs. They do not tend to approve of taxes designed to change people's behaviour as this compromises people's freedom. They prefer reduced public spending as this leads to less waste and improved efficiency. It also allows 'space' for private providers to provide services such as health, transport and education.	4	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. Level 2 (3–4 marks) A valid, clear and convincing description of why Labour and Conservatives disagree about taxation policy and public spending. For 4 marks At least two valid, clear and convincing points linking the disagreements to policy differences between Labour and Conservatives on taxation and public spending. Examples must be included. For 3 marks At least one valid, clear and convincing point referring to the policy differences between Labour and Conservatives on taxation or public spending. At least one example must be included. Level 1 (1–2 marks) A valid but basic statement referring to disagreements about taxation / spending. For 2 marks States two basic but valid disagreements on taxation / spending but with no reference to policy differences.

Question			Answer	Mark	Guidance
					For 1 mark States one basic but valid disagreement on taxation / spending but with no reference to policy differences. 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.
5	(e)	*	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.) Candidates should: - analyse the viewpoint accurately - draw upon their own understanding of the terms ‘economy, economic growth, tax and public spending’ - select relevant evidence from Figs. 5a and 5b - select relevant evidence from their studies - 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. Throughout their answer, candidates should demonstrate ability to:	8	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. Level 4 (7–8 marks) An excellent evaluation which is a relevant, coherent, logically structured and substantiated response to the 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.”

Question			Answer	Mark	Guidance
			• evaluate evidence for the purpose of responding to the viewpoint • evaluate the viewpoint to make a substantiated judgement. One valid conclusion: The viewpoint is partly correct. The sources do show that public spending has been increasing since 1906 but, following the global pandemic, spending is forecast to decrease. It is not therefore true to say that it is 'out of control'. Neither is it fair to claim that 'businesses are paying more than their fair share of tax' as income tax is higher than taxes on business. However, there is a need to encourage people of working age back into work. This should lead to a reduction in benefit payments to this group. Cutting tax could lead to more investment in business which should lead to more growth but cutting benefits may have the opposite effect. There's also a debate over whether 'economic growth' is necessarily a good thing.		Features must include: • 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 how far 'public spending is out of control'. • an understanding of the relationships between taxation, public spending and economic growth. • a convincing account, using evidence from their studies, to show ways to improve the UK economy. Do not accept a list of points at this level. Level 3 (5–6 marks) A good evaluation which is coherent and relevant response to the viewpoint maintaining a sustained line of argument. Features must include: • a good evaluation of appropriate evidence selected from the sources • a valid response to the claim that 'public spending' is out of control' • an understanding of the relationships between taxation, public spending and economic growth. • a valid account, using evidence from their studies, to show ways to improve the UK economy.

Question			Answer	Mark	Guidance
					Level 2 (3–4 marks) A valid but basic response to the viewpoint. Features must include: • a basic evaluation of relevant evidence drawn from the sources • largely accurate references to the extent of the problems mentioned in the viewpoint • a basic response considering how to improve the UK economy Level 1 (1–2 marks) A limited response. Features must include: • implied understanding of the viewpoint in the question • limited but valid points linked to the sources or study of the specification. 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.

Question			Answer	Mark	Guidance
6	(a)		This item is designed to assess candidates' ability to analyse and interpret information from a source. (AO3). Candidates should analyse each of the three areas of response to reach similar substantiated conclusions to the ones below. 1. Significantly more young people from the wealthiest households think about what they will be doing in 'a few years' time. (65% compared to less than 60% outside this wealthiest group. 2. Significantly fewer young people from the poorest households (64 %) agree that they can 'pretty much decide' what will happen in their life. For young from the richest households, this is higher at 73%. 3. The biggest difference between the groups was in relation to the statement 'People like me don't have much of a chance in life'. 25% of young people from the poorest households agreed but only 8% from the richest households did so.	4	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. Level 2 (3–4 marks) A valid, clear and substantiated description of what the source reveals about how young people feel about their futures related to the household income of their parents. For 4 marks At least three valid, clear and substantiated points showing how young people feel about their futures linked to the household income of their parents. Examples must be included. For 3 marks At least two valid, clear and substantiated points showing how young people feel about their futures linked to the household income of their parents. Examples must be included. Level 1 (1–2 marks) A valid but basic statement referring to how young people feel about their futures based on a basic analysis of the data. For 2 marks

Question			Answer	Mark	Guidance
					Either: Identifies two basic differences in the feelings of young people from wealthy and poorer households but without reference to the data. OR Identifies one basic difference with some reference to the data, possibly with other basic differences that do not refer to the data For 1 mark Either refers to the data without interpreting it or makes at least one unsubstantiated but accurate point. 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.
6	(b)		This item is designed to assess candidates' ability to analyse information to identify actions governments might take. (AO3). Candidates' suggested actions must rely on their analysis and interpretation of information from Fig. 6. Suggested actions include but are not limited to: • Reduce income inequality • Focus on / spend more on the education of children from poorer families • Arrange mentoring for children in poorer families • Fund more bursaries for children from poorer families to attend independent schools or ban private education	2	Use ✓ or ✗ Give credit to the valid point wherever it appears in the response space. Examiners must assess each of the suggested actions in turn. Each of four actions can be awarded a maximum of 1 mark. A maximum total of 4 marks can be awarded. Do not credit any repetition of points. Do not accept anything other than the actions that relate to the Fig. 6 or vague generalisations.

Question			Answer	Mark	Guidance
			• Improve careers advice • Review the school curriculum to make it more relevant for younger people • Introduce more / better quality vocational courses. • Increase the National Living Wage		

Question			Answer	Mark	Guidance
7		*	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.) Candidates should: - 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. Throughout their answer, candidates should demonstrate ability to: - evaluate evidence from across the specification for the purpose of responding to the viewpoint - evaluate the viewpoint to make a substantiated judgement. Points candidates could make include but are not limited to: - law enforcement is important in a democracy. Otherwise, citizens: - lose faith in the law - lose faith in politicians - ignore the law themselves - take the law into their own hands - it is important that people face the consequences of their offending so that: - victims feel that justice has been done - people are deterred from offending	12	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. Level 4 (10–12 marks) An excellent response which is relevant, coherent, logically structured, and substantiated response to the viewpoint – “The police and judiciary must give priority to enforcing the law and punishing offenders. These are their most important responsibilities in a democracy.” Features must include: - 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 four of the following: <i>police and judicial responsibilities for enforcing the law and punishing offenders</i> <i>the other responsibilities of the police</i> <i>the other responsibilities of the judiciary</i> <i>how these responsibilities are less / more important in a democracy</i> - specific examples used to validate points - a substantiated and coherent response. Level 3 (7–9 marks)

Question			Answer	Mark	Guidance
			• society is protected • the law is seen to matter On the other hand, the police have other important responsibilities in a democracy such as: • protecting people's rights • supporting vulnerable people • keeping the peace • keeping people safe • encouraging people to obey the law • regulating behaviour The judiciary also have other important responsibilities in a democracy such as: • holding the government to account • interpreting and updating the law • upholding rights • delivering justice • considering other ways to deal with offenders that are often more effective than punishment e.g. community resolution.		A good response which is mostly relevant, coherent, logically structured and offers a substantiated response to the viewpoint. Features must include: • a good evaluation of appropriate evidence selected from across the specification • largely accurate references to at least three of the following: ○ <i>police and judicial responsibilities for enforcing the law and punishing offenders</i> ○ <i>the other responsibilities of the police</i> ○ <i>the other responsibilities of the judiciary</i> ○ <i>how these responsibilities are less / more important in a democracy</i> • examples • a substantiated response. Level 2 (4–6 marks) A valid but basic personal response to the viewpoint. Features must include: • a basic evaluation of relevant evidence drawn from their studies across the specification • an understanding of the concept, 'democracy' in relation to the role of the police or judiciary • a basic but specific response to the viewpoint. Level 1 (1–3 marks) A valid but limited response. Features must include: • implied understanding of the viewpoint in the question • limited but valid reference to the following:

Question			Answer	Mark	Guidance
					○ <i>the role of the police</i> ○ <i>the role of the judiciary</i> 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.

Question			Answer	Mark	Guidance
8	(a)		Any valid two reasons why research is important to Greenpeace These reasons might include but are not limited to: • • Finding the scale of environmental problems • Finding the cause of environmental problems • identifying the consequences • finding the best ways forward for prevention or mitigation • identifying people, groups and organisations responsible for environmental problems • building credibility with the public • educating the public, governments, etc. • making their campaigns more meaningful • ensuring their campaigns are properly targeted.	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 points can be awarded a maximum of 1 mark. A maximum total of 2 marks can be awarded. Do not credit any repetition of points.
8	(b)		Any three valid examples of peaceful action Greenpeace might take to promote their viewpoints might include but are not limited to: • lobbying • petitioning • advertising • posters • use of social media • marches • vigils • obstruction • organise events • organise stunts • peaceful protest	3	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 three points can be awarded a maximum of 1 mark. A maximum total of 3 marks can be awarded. Do not credit any repetition of points. Do not give credit to examples of protest that are not peaceful. Do not give credit to ‘campaigning’. Response must be an element of a campaign – ‘campaigning’ itself is the umbrella term

Question		Answer	Mark	Guidance
8	(c)	This item is designed to assess candidates' ability to analyse information and draw upon their own studies to explain why the UK Government might not agree with Dr Santillo's demands. Candidates' responses should emerge from an understanding of information from Source 8. Reasons why the UK Government might not agree with Dr Santillo's demands include but are not limited to: • A government may want to conduct or commission their own research first. • Greenpeace sampled only 13 UK rivers. • Other interested parties would need to be consulted. • Legal changes may be needed – these need careful consideration and parliamentary approval. • A government may need to give greater priority to food or industrial production. • The government may already be working on a plan of their own. • Cost too much/ too expensive/ country cannot afford it	4	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. Level 2 (3–4 marks) A valid, clear and convincing explanation of why the UK Government might not agree with Dr Santillo's demands. For 4 marks A description of at least two valid reasons why the UK Government might not agree with Dr Santillo's demands. For 3 marks As above but with one valid reason described rather than just stated. Level 1 (1–2 marks) Limited reasons stated explaining why the UK Government might not agree with Dr Santillo's demands. For 2 marks At least two limited but valid reasons stated. For 1 mark One limited but valid reason stated. 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.

Question		Answer	Mark	Guidance
9	(a)	This item is designed to assess candidates' ability to analyse information and draw upon their own studies explain how best to conduct this action. Candidates' responses might include evidence of an analysis and interpretation of information from Source 9. Candidates might cite the following reasons for choosing option 1 for their strategy: • it's more likely to engage the community • it's good for team-building • organisers may be more motivated • it could generate more donations • it could raise greater awareness. and rejecting option 2 • the cash donations might put people off • it may be difficult to encourage engagement • there will be less sense of achievement • school students will learn fewer skills Candidates might cite the following reasons for choosing option 2 for their strategy: • people with experience will choose the gifts • people with experience will choose the recipients • there's a tried and tested formula • people will trust that it's been organised by a registered charity • it's easy to make a cash donation online and rejecting option 1	4	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. Level 2 (3–4 marks) A valid, clear and convincing explanation for choosing one of the two options rather than the other in the context of the campaign described in Source 9. For 4 marks A valid, clear and convincing explanation of their choice including at least 1 reason why the other option was not selected. At least three valid points included. For 3 marks As above but with at least two valid points included. Level 1 (1–2 marks) At least an implied recognition of the advantages and / or disadvantages of the two different options in the context of the campaign described in Source 9. For 2 marks Option selected and justified with statements of at least one reason for selection and one reason for the rejection of the alternative option OR gives 2 reasons for selection of 1 option OR rejection of other option

Question			Answer	Mark	Guidance
			- school students lack expertise and experience - school students would need to engage adult help - there may be legal and other issues to deal with such as ensuring confidentiality, choosing appropriate gifts, etc.		For 1 mark At least an implied recognition that the options are different and at least one reason stated to explain their choice. 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.
9	(b)		Any three actions your team should take to engage all learners in your school or college. These actions might include but are not limited to: - Web page or similar - Posters / displays - Assemblies - Make a video - Opportunities to contribute ideas / help - Competitions - Stunts - Enlist community support from people learners like / respect.	3	Use ✓ or ✕ Give credit to the valid point wherever it appears in the response space. Examiners must assess each of the problems in turn. Each of two problems can be awarded a maximum of 1 mark. A maximum total of 2 marks can be awarded. Do not credit any repetition of points.
9	(c)		Any two ways in which school staff could help you with this citizenship action. These might include but are not limited to: Advice and guidance (accept examples)	2	Use ✓ or ✕ Give credit to the valid point wherever it appears in the response space. Examiners must assess each of the groups or organisations in turn.

Question			Answer	Mark	Guidance
			• Permissions • Help with learner engagement – especially in learners in other year groups. • Help with contacting parents and carers • Help with accounting for donations		Each of two valid groups or organisations can be awarded a maximum of 1 mark. A maximum total of 2 marks can be awarded. Do not credit any repetition of points.
9	(d)		Any two ways in which local faith groups and businesses could help. These might include but are not limited to: • Make donations • Advertise your campaign • Help (accept examples) • Offer storage space as necessary.	2	Use ✓ or ✕ Give credit to the valid point wherever it appears in the response space. Examiners must assess each of the ways in turn. Each of two valid 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.
9	(e)		Any two ways to promote equality and show respect for diversity when planning your action. These might include but are not limited to: • If linking to existing charity, make sure it has widespread support across your school community. • Elect officers/people to speak on behalf of the students • If collecting gifts, make sure none would offend particular faith groups. • Show respect for other faith-based festivals and recognize that not everyone wishes to celebrate Christmas. • Make sure any gift packs are appropriate with respect to gender, age and special characteristics.	2	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.

Question			Answer	Mark	Guidance
			• Make sure all people are included • Make sure there are ramps for wheelchair users		
9	(f)		Any two ways your team could keep track of items or money donated and keep them safe. These ways might include: • using an online donations site such as <i>Just Giving</i> • ask that people donate directly to a linked charity • if accepting cash, do so via the school office/place in school safe/ take cash to the bank • make sure receipts are issued for gifts or monies • maintain a record of donations received • ask advice on record-keeping • share accounts with the wider team and staff	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 points can be awarded a maximum of 1 mark. A maximum total of 2 marks can be awarded. Do not credit any repetition of points.
10		*	This item is designed to assess candidates' ability to apply their experience, knowledge and understanding of their personal citizenship action by giving advice to someone campaigning for a new children's playground. This item also enables candidates to reflect on: • the research that might be needed before the campaign starts • the importance of building and supporting a team to help with the campaign • why the campaign's success will depend on support from the following groups:	12	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 of 12 marks can be awarded. Level 4 (10–12 marks) Excellent knowledge and understanding of their achievements in their personal citizenship action and of what they could have done better.

Question			Answer	Mark	Guidance
			• local people • print and social media • elected representatives • how to gain that support		Excellent reflection on that experience to advise another student and with advice specific to a campaign for a new children's playground. Features must include all three of the following: • excellent advice on the importance of research • excellent explanation of the need to build a team • excellent advice on how to build links with groups such as local people, print and social media, and elected representatives. Level 3 (7–9 marks) Good knowledge and understanding of their achievements in their personal citizenship action and of what they could have done better. Useful reflection on that experience to offer advice to advise another student in which some points are relevant to a campaign for a new children's playground. Features must include at least two of the following: • good advice on the importance of research • good explanation of the need to build a team • good advice on how to build links with groups such as local people, print and social media, and elected representatives. Level 2 (4–6 marks) Basic but valid knowledge and understanding of their achievements of citizenship action. Some reflection on that experience to offer points that could apply to a campaign for a new children's playground.

Question			Answer	Mark	Guidance
					Features should include some of the following: • basic explanation of the need to build a team • basic advice on how to build links with groups such as local people, print and social media, and elected representatives • basic advice on what research is needed/ useful Level 1 (1–3 marks) A limited response to the task, including a description of their action but with little or no reflection on the campaign to build a new children’s playground. OR gives limited advice on the children’s playground campaign 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.

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