

GCSE

Citizenship Studies

J270/03: Our rights, our society, our world

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 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
✓ and ✕	For correct and incorrect responses
BOD	benefit of doubt
VG	vague
IRRL	irrelevant
REP	repetition
NAQ	not answering question
EG	example given
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4

Highlighting is also available to highlight any particular points on the script.

12. Subject Specific Marking Instructions

Question			Answer	Mark	Guidance
1	(a)		Credit any two of the following: • Magistrates Court • Coroners Court • Civil Court • Youth Court • Supreme Court • Court of Appeal • Family Court • Small Claims Court • Tribunals • County Court	2	Use ✓ or ✗ Award two marks for a correct answer. Do not allow: Any explanation of eligibility to sit as a juror Do not allow High Court
1	(b)		Credit any of the following: • Jurors must take an oath or affirmation • They ensure a fair trial for the accused • They have to follow legal rules and guidelines (to avoid being held in contempt of court) • Jurors decide on the guilt or innocence of the accused • It is considered a very important public service • Only discuss the case with other jurors when they are all together/there is no risk of being overheard/cannot discuss the case with family, friends or anyone else • Do not post about the case on social media • Jurors must be a legal adult to be chosen • It is compulsory, if chosen you must attend Credit any other correct answer	4	Use ✓ or ✗ Award one mark for a correct answer. A maximum total of 4 marks can be awarded Do not accept 'Legal responsibilities' without an example

Question			Answer	Mark	Guidance
1	(c)		State four different points that could be used as part of a reasoned case to support the viewpoint. These may include: - Judges are legally trained and have more experience juries are not - Jurors can be biased/judges should not be biased - Judges may deal with issues more quickly/efficiently, freeing up court time/juries can take a long time to hear the evidence - Juries are not accountable/lack motivation/less invested in getting the right outcome, whereas employed judges can be held to account. - Juries do not have to give reasons for their decisions, whereas judges do. - Will provide more consistency in decisions than a jury made up of 12 different viewpoints/jurors may influence each other - Juries cost a lot of money (travel and expenses) - Juries may not follow the rules e.g. following the case in the media (leading to a mistrial) Credit any other reasonable point	4	Use ✓ or ✗ Examiners must assess each of the points in turn. Each of the four points can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. A maximum total of 4 marks can be awarded. Do not credit any repetition of points. Jurors are not volunteers, though they are unpaid.
2	(a)		Accept any reasonable group or organisation. The most likely responses are: - National Citizen Service - Businesses (National) Government - Church/faith groups	1	Use ✓ or ✗. Award one mark for a correct answer The question asks for a group or organisation. Therefore, do not accept residents/people living there

Question			Answer	Mark	Guidance
			• Police • Community groups (e.g. Neighbourhood watch, sports clubs) • Youth groups e.g. Scouts • Schools		
2	(b)		Accept any reasonable response. The most likely responses are: • Positively value diversity • People getting along/positive relationships in the community/community groups/cooperation between neighbours • Visually pleasing streets and public areas e.g. without rubbish, graffiti, vandalism • Local awards such as Britain in Bloom • Services for the public e.g. community centres, libraries • Low crime levels • Absence of anti-social behaviour • Community initiatives e.g. summer fairs Credit any other reasonable example other than equal opportunities.	1	Use ✓ or ✗. Award one mark for a correct answer Watch for answers that reword equal opportunities/lack of discrimination as the response
2	(c)		Points that candidates could raise include: • So that all feel valued and that they “belong”/have a voice/are involved in the community	2	Use ✓ or ✗ Examiners must assess each of the responses in turn. Each of the two responses can be awarded a maximum of 1 mark.

Question			Answer	Mark	Guidance
			• So that those from different backgrounds and communities can live harmoniously together • So that all can play a meaningful role in society e.g. in the workplace • Reduces crime and anti-social behaviour (so people feel safer going out and meeting others) Credit any other reasonable response		Give credit to valid points wherever they appear in the response space. A maximum total of 2 marks can be awarded. Do not allow 'positively value diversity' from the source as this is not the same as access to equal opportunities. Do not credit definitions or examples of equal opportunities – the question asks for examples of why this helps.
2	(d)		Points that candidates could raise to oppose the viewpoint that unless the government spend more money to improve communities, there is little local people can do include: • Charities can help in these areas • People help their community through community groups and initiatives (litter picking/improving public spaces) • People can fundraise to pay for improvements to local facilities/the local environment. • People can host events to bring people together • Local people can campaign and protest to improve the local area/environment • Educational opportunities can help people in these areas • Not everyone wants to rely on government assistance • Not everything is monetary based • Local councils can support communities, e.g. facilities, education programmes Accept any other reasonable response.	4	Use ✓ or ✗ A maximum total of 4 marks can be awarded. Credit one mark for each valid point without explanation. Credit two marks for each [explained point] Can give up to 4 marks for points without explanations Do not credit any repetition of points.

Question		Answer	Mark	Guidance
2	(e)	This item is designed to assess the skills underpinning AO3b. Credit should be given for effective written evaluation. Indicators include: - Focus on the argument throughout. Points to describe democratic values: - Values which reflect a society's democratic way of life - Examples given may include equality, respect, , justice, freedom of speech, right to vote/voting in elections, rule of law Points to explain how community cohesion might promote democratic values: - Initiatives to promote community cohesion empower individuals by allowing them to make choices about their community e.g. by starting groups, developing and taking part in community events - The whole emphasis of cohesive communities is people sharing values and is at its strongest when people have the opportunity to participate in their community - This is why UK governments promote cohesive communities and it has been embedded in the Equality Act 2010 which requires all public authorities to promote opportunities for all and foster good relations between different groups. - By taking part in such initiatives this aids democracy and can lead to participation in other aspects e.g. local and national government	8	Use annotation L1, L2, L3, L4 Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✕ Do not credit definitions of cohesive communities or examples of how to create this. Level 4 (7–8 marks) A clear, coherent, and convincing evaluation of the viewpoint that cohesive communities do nothing to promote democratic values. Features must include: - an accurate description of democratic values, including at least one example - at least 2 convincing, accurate, and relevant points explaining how cohesive communities do or do not promote democratic values. (both points must be convincing for 8 marks) - An explanation of what else can be done to promote democratic values Level 3 (5–6 marks) A clear and largely coherent evaluation of the viewpoint that initiatives to promote cohesive communities do nothing to promote democratic values. Features must include: - an accurate description of democratic values 2 accurate and relevant points to explain how cohesive communities either do or do not promote democratic values - identifying at least one example of what else can be done to promote democratic values (for 6 marks)

Question			Answer	Mark	Guidance
			• Cohesive communities can bring about change through democracy and agencies working together • Such activities can promote social responsibility and therefore democracy • There are opportunities for the young in cohesive communities to develop democratic values e.g. Youth Councils, Youth Parliament Points to explain what else might be done to promote democratic values: • Shared activities and events where people from different communities come together • Equal access to opportunities for all • Community initiatives • Valuing diversity • Education in school/community		Level 2 (3- 4 marks) A case that makes simple points either for or against the view that cohesive communities do nothing to promote democratic values Features must include: • a basic description or example of democratic values • at least one relevant point considering how cohesive communities do or do not promote democratic values • a valid example of what else can be done to promote democratic values (for 4 marks) Level 1 (1- 2 marks) Simple point(s) linked to the viewpoint. 1 mark for each point or example. Features may include: • some description, or an example of democratic values • a simple point stating why cohesive communities do promote democratic values Level 0 (0 marks) No response or no response worthy of credit.
3	(a)		One mark for each valid piece of evidence to show that decisions by the UK government have had a significant impact on migration. Pieces of evidence from Fig 3 that candidates could state are: • Drop in migration after first Covid lockdown • Drop in migration post EU referendum	2	Use ✓ or ✗ The response must be a product of Fig. 3 – check for accuracy Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.

Question			Answer	Mark	Guidance
			Rapid rise in non-EU migration after 2020 Credit any other accurate point from Fig.3		Give credit to valid points wherever they appear in the response space. A maximum total of 2 marks can be awarded.
3	(b)		This item is designed to assess the skills underpinning AO3b. Credit should be given for a reasoned coherent evaluation of the viewpoint that the UK government policies on migration are working Indicators include: - Focus on the argument throughout - Valid selection of strong points - Clarity and concision Candidates should: - analyse Fig. 3 accurately and understand how it relates to levels of migration such as it is growth since the Covid-19 pandemic Factors to consider in evaluating the viewpoint that UK government policies on migration are working: - Illegal Migration Bill introduced into law - New Labour government remains committed to tackling illegal immigration - New higher figures placed on minimum income requirement for those wanting to enter - More stringent requirement for graduate and skilled worker entry routes - Now working more closely with the EU to try and tackle immigration	8	Use annotations L1, L2, L3, L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✕ Level 4 (7–8 marks) A clear, coherent, convincing and well substantiated evaluation of the viewpoint that, ‘The UK government policies on migration are working.’ Features must include: - at least three convincing, accurate and relevant points to evaluating if the UK government policies on migration are working - at this level the evaluation must be two-sided - using Fig 3 to answer the question - for 8 marks a specific policy or government initiative regarding migration must be mentioned - a clear response to the viewpoint Level 3 (5–6 marks) A clear and largely coherent and convincing case directly considering the viewpoint Features must include: - at least 2 accurate and relevant points to evaluate if the UK government policies on migration are working - at this level the evaluation must be two-sided - using Fig 3 to answer the question (for 6 marks) - a clear response to the viewpoint

Question			Answer	Mark	Guidance
			Factors to consider in evaluating the viewpoint that the UK government policies on migration are not working: • Illegal migration is still occurring e.g. small boats entering the country and illegal people trafficking • There are still gaps in key professions e.g. healthcare where it was hoped migrant workers could come and fill the gaps and applications through these schemes appear to be falling • Rwanda deportation scheme fell through • asylum cases appear to still be backlogged and more are being added • Changes have been made to the 2020 visa scheme to try and reduce immigration.		Level 2 (3- 4 marks) A simple case that discusses the viewpoint. Features must include: • at least two points discussing if the UK government policies on migration are, or are not working. At this level the evaluation can be one sided. • For 4 marks at least one reference to Fig 3 Level 1 (1- 2 marks) A relevant point linked to the viewpoint. 1 mark for each, maximum of 2 marks, or 1 mark for a point and 1 for accurate use of Fig 3 • points or examples stating if the UK government policies on migration are working or not working • use of valid data from Fig 3 Level 0 (0 marks) No response or no response worthy of credit.
4	(a)		Credit any of the following: • To prevent war/maintain peace • To encourage cooperation/improve relations between member states e.g. security and policing • For economic growth/Free trade	2	Use ✓ or ✗ Examiners must assess each of the responses in turn. Each of the two responses can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. A maximum total of 2 marks can be awarded. Do not credit any repetition of responses. Note: answers must relate to the aims of the EU at formation not its development.
4	(b)		This item is designed to assess the skills underpinning both AO3a and AO3c. Candidates should:	12	Use annotations L1, L2, L3, L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate

Question			Answer	Mark	Guidance
			- analyse the viewpoint and stimulus sources accurately - show an appreciation of the issue's complexity and present arguments on both sides of the case - reach a substantiated conclusion		Do not use ✓ or □ Examiners must assess each of the AOs in turn. It is acceptable for marks and levels to be different across the two AOs

Question			Answer	Mark	Guidance	
			Throughout their answer, candidates should demonstrate ability to: - analyse the evidence from the stimulus sources and use evidence from their studies for the purpose of responding to the viewpoint - evaluate the viewpoint and a range of evidence to make a substantiated judgement Discussion of arguments which could be made from Sources 4.1 and 4.2 as well as the candidate's own knowledge to support the view that the UK citizens have benefitted overall from the country leaving the EU might include but are not limited to: - Source 4.1 shows an ever-increasing number of counties joining the EU which will diminish the influence of Britain in Europe/the UK has missed out on free trade with these countries - Source 4.2 mentions it will be easier to trade with non-EU countries - Source 4.2 mentions our borders will be more secure and controlled/though the small boats and criminal gangs people smuggling show this is not the case - Source 4.2 mentions all our laws will be controlled from within the UK/still subject to international law and abiding by UNHDR		AO3a	AO3c
					Level 4 (4 marks) The response incorporates a thorough and accurate analysis of a range of evidence including both the stimulus sources. The candidate's analysis reflects the complexity of the issue. The response will contain specific examples linked to the arguments for and against the viewpoint that UK citizens have benefitted overall from the country leaving the EU in Sources 4.1 and 4.2 and elsewhere	Level 4 (7–8 marks) A coherent, relevant, logically structured and substantiated personal response to the viewpoint that citizens have benefitted overall from the UK leaving the EU. Features must include: - a thorough evaluation of a range of evidence including the stimulus sources. - specific and accurate references to both of the following: - the benefits of leaving the EU - the disadvantages of leaving the EU - a substantial conclusion

		- Source 4.2 mentions foreign criminals who have served more than 1 year in jail will not be allowed to enter Discussion of arguments which could be made from Sources 4.1 and 4.2 as well as the candidate's own knowledge to support the view that the UK citizens have not benefited overall from the country leaving the EU might include but are not limited to: - Source 4.1 shows an ever-increasing number of counties joining the EU which the UK has missed out on free trade with these countries - Despite source 4.2 mentioning our borders will be more secure and controlled, the small boats and criminal gangs people smuggling show this is not the case - Source 4.2 mentions all our laws will be controlled from within the UK but we are still subject to international law, and abiding by UNHDR - Source 4.1 mentions a global crisis from 2020 which it may be difficult to respond to being outside Europe - Source 4.2 mentions ending free movement, this has limited the work, study and living opportunities for UK citizens Answers could legitimately take a view for or against the viewpoint. Points referring to benefits for UK citizens could include: - Membership of the EU was costly, and this money can be better redistributed internally		Level 3 (3 marks) The response incorporates a sound analysis of a range of evidence including both the stimulus sources. The candidate's analysis reflects the complexity of the issue. The response will contain some largely accurate examples linked to the arguments for and against the viewpoint that UK citizens have benefitted overall from the country leaving the EU drawn from two of: -Source 4.1 -Source 4.2 -other relevant examples Level 2 (2 marks) The response incorporates a limited analysis of relevant evidence.	Level 3 (5-6 marks) A valid, coherent and substantiated personal response to the viewpoint that citizens have benefitted overall from the UK leaving the EU. Features must include: - a sound evaluation of a range of evidence including reference to one of the stimulus sources. - largely accurate references to both of the following: - the benefits of leaving the EU - the disadvantages of leaving the EU - a simple conclusion Level 2 (3-4 marks) A valid but limited personal response to the viewpoint that citizens have benefitted overall from the UK leaving the EU. Features must include:
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			• We lacked our independence, and this limited our decision-making powers • There were a number of regulations with which we must abide, which place restrictions on certain individuals • We can now restrict EU immigration • The UK can focus on becoming a bigger player in the global stage rather than just in Europe, this could provide even greater opportunities in trade for example with some of the world's super powers • More jobs available for UK citizens as it is harder for EU citizens to get these as they have to obtain visas • Benefits from law changes previously prohibited by EU (e.g. sanitary products are now zero tax rated under domestic legislation) Points against the viewpoint could include: • There were greater economic opportunities through growth in the EU • Wider employment market for UK citizens withing Europe through free movement of people • Wider trade market for UK businesses through free movement of goods • Stronger leadership as part of the EU on the world stage • Greater safety was provided through EU partnerships and wider access to justice through the European courts		The response will contain some specific examples linked to the arguments for and against the viewpoint that UK citizens have benefitted overall from the country leaving the EU drawn from Sources 4.1 or 4.2 or elsewhere Level 1 (1 mark) The response will contain some limited references to examples /evidence, this may include Source 4.1 or 4.2.	• a limited evaluation of evidence drawn from the stimulus sources or elsewhere. • limited references to one of the following: ○ the benefits of leaving the EU ○ the disadvantages of leaving the EU • a limited but specific response to the viewpoint Level 1 (1-2 marks) A very basic personal response to the viewpoint that citizens have benefitted overall from the Uk leaving the EU. Features could include: • implied understanding of the viewpoint in the question • limited but valid points or examples to one of the following: ○ the benefits of leaving the EU
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			• Joint action initiatives with regards to environmental policies to try and achieve a greater impact • There were greater opportunities for citizens across Europe such as wider choice of institutions to study and easier travel • There are now increased travel restrictions when visiting EU countries (maximum 90 days in 180 days otherwise a visa has to be obtained) • Borders checks when visiting Europe as can no longer use EU channels on entry		Level 0 (0 marks) No response or no response worthy of credit.	○ the disadvantages of leaving the EU Level 0 (0 marks) No response or no response worthy of credit.
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