

GCSE (9-1)

Examiners' report

CITIZENSHIP STUDIES

J270

For first teaching in 2016

J270/02 Summer 2023 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 answers 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 OCR.

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Paper 2 series overview

The majority of candidates completed the examination with many using the additional answer space to extend their responses.

Candidates performed better than in previous years with most achieving high marks.

There were clear differences between centres in the extent to which candidates had sufficient subject specific knowledge and understanding to achieve well in the examination. However, most candidates had studied the specification content in enough depth to perform strongly on most questions. Candidates did especially well on those questions that required an application of knowledge and understanding to citizenship questions, viewpoints and issues. The majority of candidates responded to Question 7 with confidence, using evidence from their studies to challenge the viewpoint provided. Many candidates also showed appreciation of complexities when responding to issues.

Again this year, there were differences between centres in the extent to which candidates were able to comment meaningfully on their own experience of citizenship action for Question 10. Candidates who 'believed' in their action and had chosen it for themselves often gave detailed and convincing accounts of what had been achieved. For those candidates who were not given full marks, this was because they had few opportunities for initiative or creativity.

Examples of effective action included: a hedgerow project, a campaign against period poverty and projects to improve the school curriculum. These projects were usually well planned, carefully evaluated and enabled candidates to make direct contact with key decision makers either within their centre or in the wider community. All of this is consistent with the specification requirements and enabled candidates to respond well to questions in Section D of the examination.

There were candidates who did not gain many marks. This could have been due to having few opportunities for initiative or creativity, or because they were unrealistically ambitious. Working alone and without support or as part of a teacher initiated project, such candidates typically raised awareness of an issue amongst their peers or wrote to their MP to receive disappointing responses or helped to organise a fund-raising initiative in which they played a minor role.

Overall, though, candidates achieved well with many producing imaginative, well-informed and substantiated responses. They deserve to be very proud of their high marks as do their teachers.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • had a good knowledge and understanding of key concepts in the specification such as 'rights', 'democracy', 'equalities' etc • were practised at applying their knowledge and understanding of the specification content to unfamiliar contexts • were skilled at analysing and interpreting text and statistical diagrams • were able to construct logical and substantiated arguments and evaluations • followed guidance provided in the essay questions • were able to describe and evaluate specific and manageable citizenship actions in which they had participated • had the support of a scribe or computer if their handwriting was difficult to decipher. 	<ul style="list-style-type: none"> • had insufficient experience of worthwhile and manageable citizenship actions where definite outcomes had been achieved • had little conceptual understanding • had insufficient knowledge of rights, the law, the legal system, politics or government in the UK • had insufficient experience in relation to the specification skills of analysis, interpretation and evaluation • read questions with insufficient care • wrote responses by hand that were difficult for examiners to decipher.

Section A overview

This section assesses candidates' knowledge and understanding of rights, the law and the legal system in the United Kingdom. This year, a question on Scottish devolution was included for the first time.

The majority of candidates responded well in this section and particularly on Question 1, Question 2 and Question 3. Some candidates experienced difficulty with Question 1(d) and Question 4.

Question 1 (a)

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

Source 1

Should Scotland become an independent country?

The Scottish Parliament has the power to make important decisions on public services and taxation. Scottish voters elect members to the Scottish Parliament and to the United Kingdom (UK) Parliament.

But the UK Government has **not** devolved all its powers to the Scottish Government. Some powers have been 'reserved' for the UK Government. 'Reserved' powers include: defence, relationships with other nations and immigration.

The UK Government also has the power to make decisions on devolution for Scotland.



A Scottish independence sticker

(a) State **two other nations** (apart from Scotland) that are part of the UK.

1

2

[2]

In contrast to their success in the first three short-response questions, the majority of candidates had trouble with Question 1(d). The minority who achieved high marks challenged the concept of London rule by pointing out that Scottish MPs sit in the UK parliament, that many powers are devolved to Scotland and that Scotland has its own parliament. However, candidates then ignored the information in Source 1 or from their studies to suggest that the sticker's message was threatening and may even incite war between Scotland and England. Such responses were not given marks.

Exemplar 1

There are a number of reasons why the independence sticker in Source 1 may be seen as misleading; first of all, Scotland have their own independent parliament and prime minister who provide services for the good of Scotland like public services. Hencefore the UK government in London is not 'ruling' Scotland.
Another reason it could be seen as misleading is due to the fact that Scotland and England are both separate countries, even though they are both part of the United Kingdom. Also, a lot of English money is spent in Scotland, so England/London are not 'ruling' Scotland but are instead funding a lot of it.

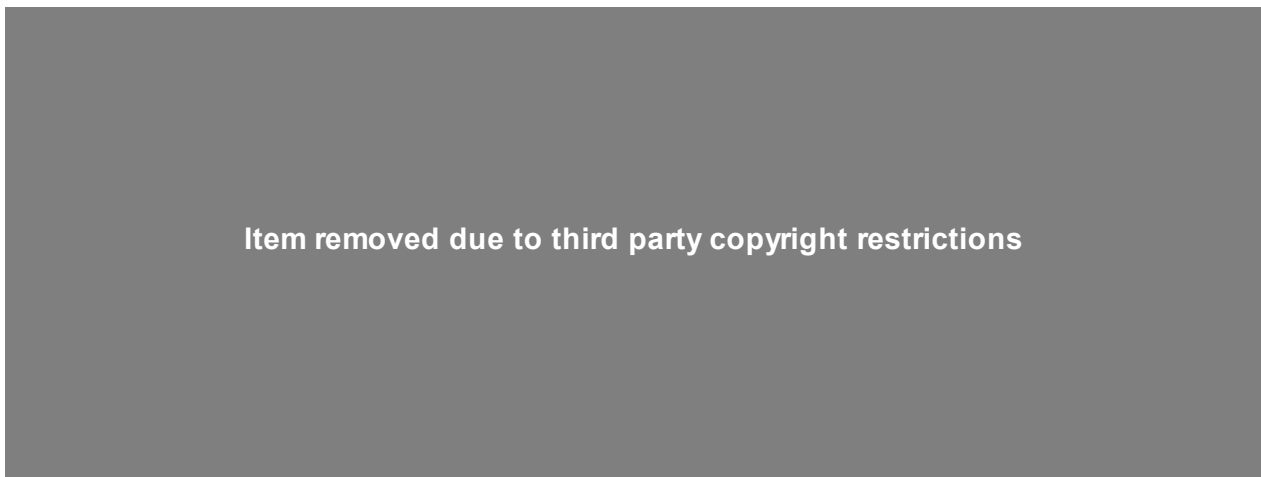
Exemplar 1 demonstrates a very good GCSE Level response in which the candidate offers a detailed and substantiated explanation of why the sticker may be misleading. There's mention here of the Scottish Parliament, devolved powers and the financial support given to Scotland by England. Hence, the response satisfies all the criteria for a top mark.

Question 2 (a)

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

Source 2

The Online Safety Bill



(a) Using **Source 2**, state **two reasons** why laws are needed to promote and protect people's online safety.

1

.....

2

.....

[2]

Question 2 (b)

(b) State **two parliamentary stages** that the Online Safety Bill must complete before it becomes law.

1

.....

2

.....

[2]

Question 2 (c)

(c) State **one** UK **pressure group** or **political party** that is likely to be concerned about laws that control or restrict content.

..... [1]

Question 2 (d)

(d) State **two legal methods** a **pressure group** might use to influence politicians as they consider the Online Safety Bill.

1

2

[2]

These first four short response parts of Question 2 used the Online Safety Bill as their context and elicited good responses from many candidates.

The majority of candidates used the information from Source 2 to help them identify at least one reason why laws are needed to promote and protect people’s online safety Question 2(a). Many validly mentioned ‘harmful’ images while others included discrimination, racial hatred, harassment and abuse as reasons for legal regulation. More astute candidates cited the urgent need for the firmer regulation of technology companies. Those candidates who offered more general responses to explain the reasons for law did not receive marks.

The majority of candidates were able to identify at least one ‘parliamentary stage’ through which the Online Safety Bill would pass before becoming law Question 2(b). Most candidates showed understanding that the House of Commons and House of Lords would both be involved in this process while others preferred to mention rather less well-known stages of the process such as ‘the Committee Stage’ or the production of a ‘White Paper’. Examiners decided not to mark ‘Royal assent’ as this was not a ‘parliamentary stage’.

Candidates were less successful in identifying a political party or pressure group that would be concerned about laws that control or restrict content Question 2(c). This may indicate a lack of knowledge of each main political parties ideology. Nevertheless, some candidates, did mention a libertarian political party such as the Conservatives or UKIP, or a relevant pressure group such as Liberty or Amnesty. Examiners were impressed with some candidates using ‘Index on Censorship’ as their example.

Most candidates were able to give at least one example of a legal method a pressure group might use to influence politicians in the context of the Online Safety Bill Question 2(d). Popular, legitimate responses included lobbying, protest, petitioning and the use of the media. Other candidates suggested such methods as rioting, blackmail and bribery, none of which were given marks.

Question 3 (a)

3 (a) State **two reasons** why **all** defendants in **criminal** courts have a right to legal support and representation.

1

.....

2

.....

[2]

Question 3 (b)

(b) State **two ways** that a lay magistrate is different from a Crown Court judge.

1

.....

2

.....

[2]

Question 3(a) and Question 3(b) sought to test aspects of candidate knowledge of the legal system. Most candidates rose to the challenge and achieved good marks.

For Question 3(a), candidates were given marks for mentioning the foundation stones of British justice such as the presumption of innocence, a fair trial and equality before the law. Candidates were also given marks for explaining that defendants may not be able to afford representation or may find the law opaque or consider legal proceedings to be intimidating.

A minority of candidates offered tautological responses by explaining that defendants had a 'right' to legal support. Such responses were not given credit.

Candidates also showed good knowledge of the ways in which a lay magistrate is different from a Crown Court judge Question 3(b). Most candidates referred to magistrates' status as non-salaried volunteers. Others validly pointed out that while magistrates determine guilt or innocence and an appropriate sentence where necessary, judges are usually responsible only for sentencing. The majority of candidates were able to offer at least one relevant example.

Question 4 (a)

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

Source 4

Government and politics in Gaul*

Gaul has an elected Head of State. Elections are held every five years. Several candidates seek support from the whole electorate. If one candidate receives more than half the total votes, they become the Head of State. If there is no outright winner, electors are asked to vote again to choose one of the two leading candidates as their president. This winning candidate has the right to form a government. They choose government ministers and a prime minister.

Gaul is divided into constituencies. A 'two round' system is used in each constituency to elect members of Gaul's National Assembly. Candidates with at least 12.5 percent of votes in the first ballot may enter a second round. The winner represents the constituency. The National Assembly monitors government actions and passes laws. It is the lower house in Gaul's parliament. The Head of State can dissolve the National Assembly for any reason at any time.

Gaul's upper house is known as the Senate. Senators are elected by local officials from across the whole country and by Gaul's citizens who live abroad. The Senate may also pass new laws. Like the National Assembly, it monitors the government's actions.

Where there are disputes between the National Assembly and the Senate, they are usually decided in favour of the National Assembly.

***Gaul is not a real country**

(a) Using **Source 4**, state the **type of government** described in Gaul.

..... [1]

Question 4 (b)

(b) Describe **four ways** in which government and politics in the UK is **different** from government and politics in Gaul.

1

.....

2

.....

3

.....

4

.....

[4]

As usual, Question 4 provided a description of government and politics in a country (real or imagined) and asked candidates for a comparison with the UK. There were three reasons why many candidates achieved only modestly on this question.

1. 'Gaul's' political system is complex, and the source therefore requires careful analysis.
2. Candidates were unable to identify 'Gaul' as a democracy or a republic.
3. In making their comparison with the UK, candidates often did not specify whether they were mentioning a characteristic of the UK or 'Gaul'. This was the main reason why the minority of candidates achieved full marks.

Successful candidates made statements such as 'Gaul's' Head of State is elected but the UK has a monarch' or 'Gaul's' elections have a 'two round system' while the UK uses 'first past the post'.

Misconception



Many candidates claimed that electors choose UK's Prime Minister. Although it is true that the UK's political system seems to be becoming more presidential, Prime Ministers are usually leaders of the main political party in the House of Commons. They are not elected to the role of Prime Minister by the public.

Section B overview

This section assesses candidates' knowledge and understanding of democracy and government in the UK and in elsewhere.

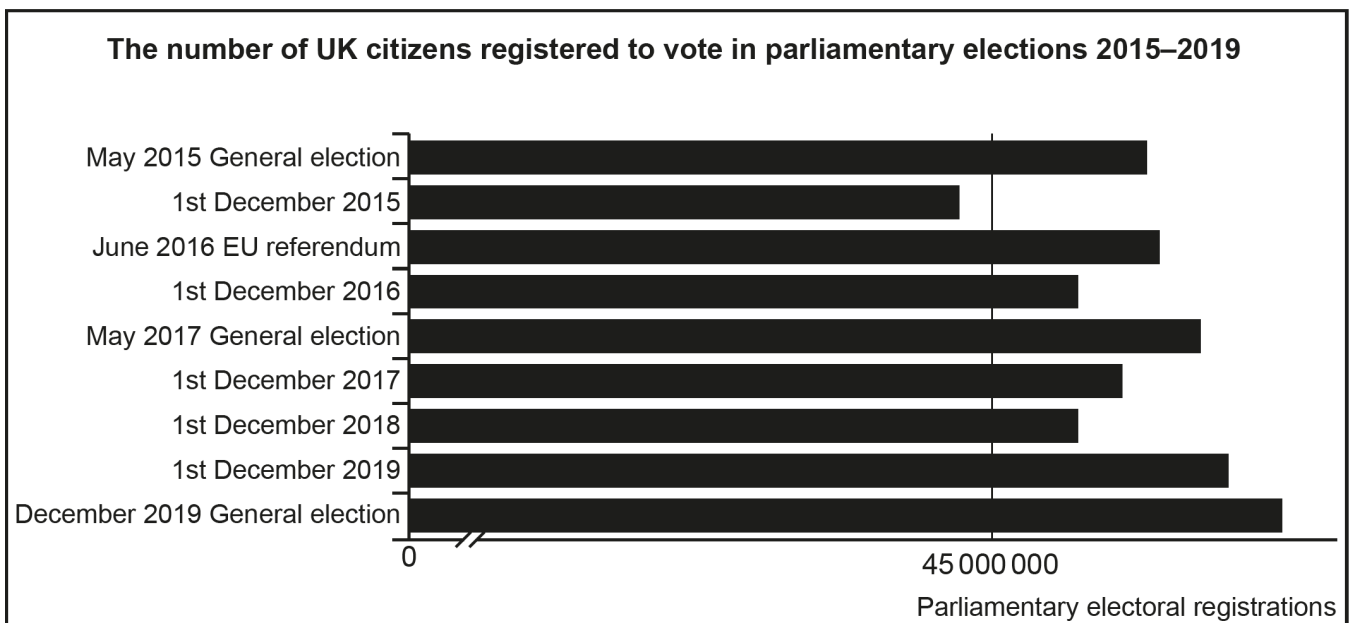
Many candidates performed strongly on the short-response questions and on the viewpoint evaluation Question 5(e). Candidates were less successful on Question 5(d) as a consequence of using only one of the two specified two sources. They had even more trouble with Question 6. Poor responses to this question indicated a need for students to consider some of the major challenges facing UK decision-makers.

Question 5 (a)

5 Study Fig. 5.1 and Fig. 5.2 and answer questions 5(a)–5(e).

Fig. 5.1

Voting in parliamentary elections



Extract from Electoral Statistics, UK: 2019. Office for National Statistics (2020)

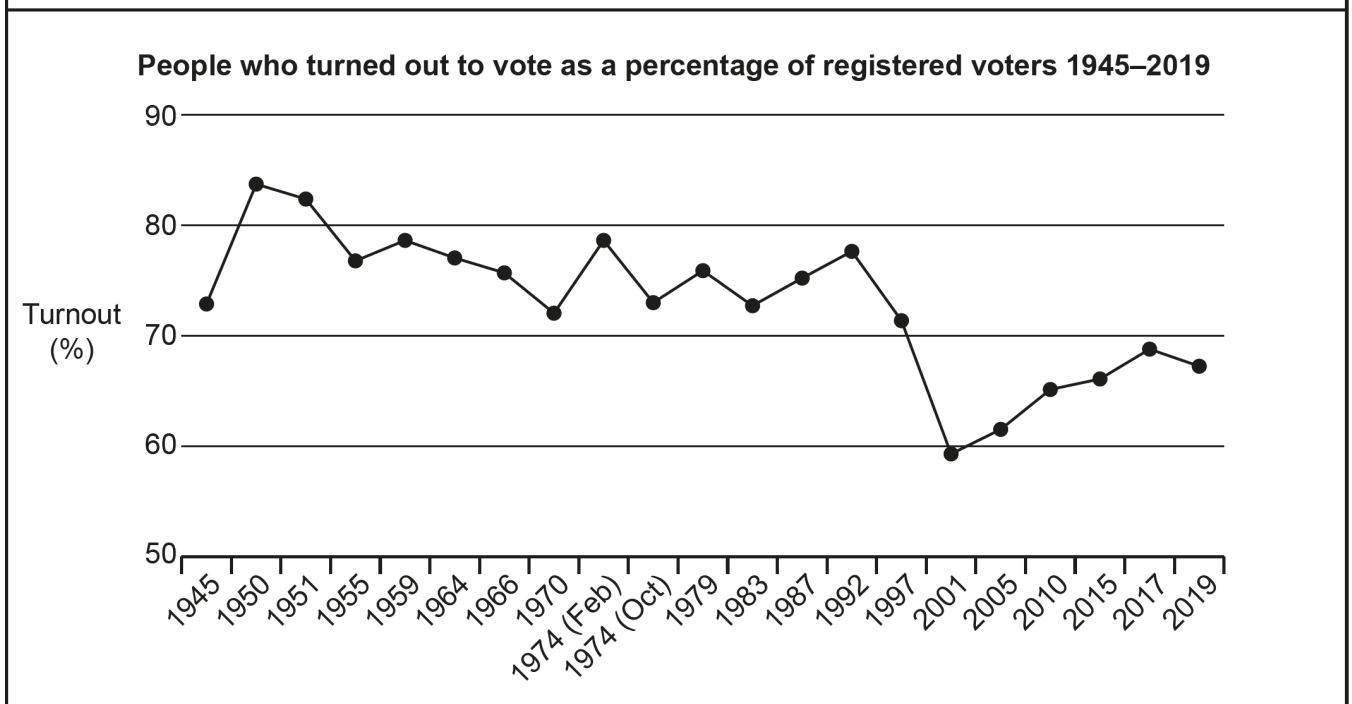


Fig. 5.2

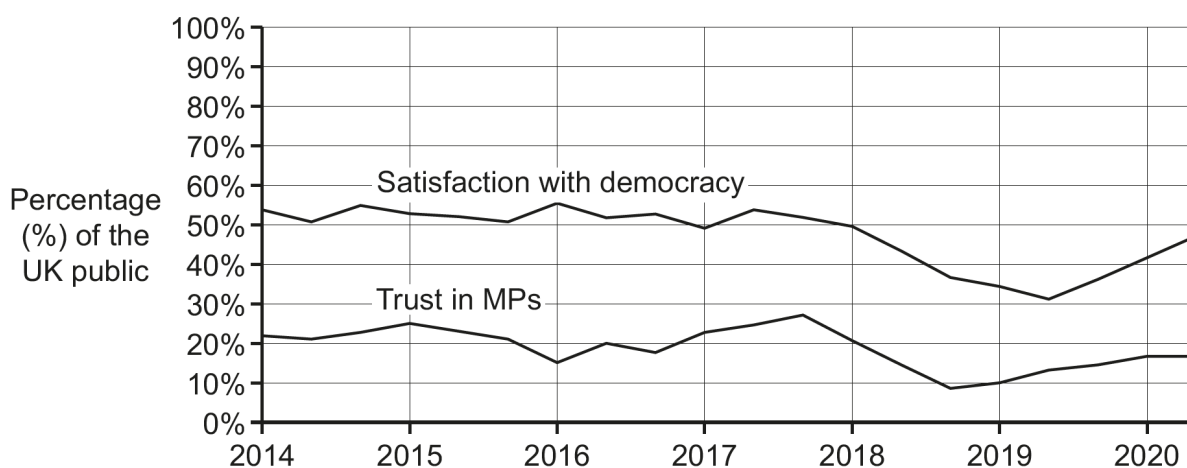
Voting and satisfaction with democracy

People who voted in the 2019 UK general election by age and occupation

Age	People who voted (estimated percentage of registered voters in each age group)	Occupation	People who voted (estimated percentage of registered voters in each occupational group)
18–24	47%	Senior professional people and managers such as doctors and headteachers	68%
25–34	55%	Junior managers and administrators such as teachers, nurses, and junior managers	64%
35–44	54%	Skilled craftspeople such as electricians and chefs	58%
45–54	63%	Unskilled workers such as waiters, bar staff, shop workers and cleaners.	53%
55–64	66%		
65+	74%		

Extract from How Britain voted in the 2019 election. IPSOS / MORI 2019

Satisfaction with democracy and trust in Members of Parliament (MPs) among the UK public 2014–2020



Extract from Trust Issues: Dealing with distrust in British politics. Institute for Public Policy Research 2021

(a) Using evidence from Fig. 5.1, state **one** reason why people decide to join the electoral register.

..... [1]

Question 5 (b)

(b) State **one piece of evidence** from **Fig. 5.2** that may discourage people from voting.

..... [1]

(c) Using evidence from **Fig. 5.1 and Fig. 5.2**, state **two actions** the government might take to increase public participation in elections.

1

2

[2]

Question 5 (c)

The first three parts of Question 5 were responded to well by most candidates who selected evidence from the two sources as required.

A significant minority of candidates offered evidence not included in the sources or responded with vague generalisations. As these questions sought to assess analysis and interpretation, no marks could be given to responses that did not relate to the source material.

While candidates responded to Question 5(a) correctly, others offered insufficiently specific responses. Marks were given to candidates who explained that people join the electoral register to vote in a general election or referendum, or to back a political party or candidate. Others who simply wrote 'to have a say' or 'to vote' were not given marks.

The majority of candidates correctly cited lack of trust in MPs or low levels of satisfaction with democracy in response to Question 5(b). Other candidates gave vague responses unrelated to the sources or claimed that the large proportion of older people voting would put off everyone else.

Candidates suggested a variety of methods for encouraging more people to vote Question 5(c). Many candidates focused their responses legitimately on young voters or those in unskilled jobs. They went on to give specific recommendations such as compulsory citizenship courses for young people and making policies more relevant to unskilled workers. Others offered vague responses to do with advertising the election or 'getting' people to vote. Such responses did not receive marks. A minority of candidates mentioned compulsory voting or automatic voter registration and received marks, while others recommended various forms of bribery. Examiners decided that such suggestions were not valid. The majority of candidates offered at least one legitimate recommendation.

Exemplar 2

Information in both figures S.1 and S.2 point towards UK elections ultimately being unfair. Fig S.1 shows low percentages of registered voters actually voting, suggesting the final result is not actually representative of the country's views, with turnout barely at the very low end of 60% in 2003, and still not increasing past 70% since 1992. Fig S.2 supports this, as 74% of the population aged 65 or over are part of the electorate. When compared to the 47% in the 18-24 A.s suggests most vote results are only representative of the older generation, making the final result unfair. [4]

Exemplar 2 demonstrates a strong GCSE Level response in which the candidate refers appropriately to relevant evidence from Source 5.1 and Source 5.2 and signals that they have done so. Three pieces of relevant evidence are used and managed to bring the response to a clear and appropriate conclusion. The response is concise but includes useful statistical information to reinforce all three points. This response meets all the criteria for full marks.

Question 5 (e)*

(e)* Use information from **Fig. 5.1** and **Fig. 5.2** and information from your studies to evaluate the following viewpoint:

People are usually very keen to vote in elections. Voter turnout has changed very little over the last sixty years and people are fully engaged in the democratic process.

Voters trust politicians and know that their vote matters.

You should consider:

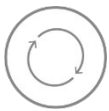
- how well electors are engaged in the democratic process
- how far electors trust politicians
- how far peoples' votes matter.

[8]

The majority of candidates concluded that each part of the viewpoint was untrue and went on to use evidence from the sources to challenge the dubious assertions. The majority of the total responses gained at least 4 marks.

Most candidates noticed that they were required to use evidence from the sources to comment on the extent of people's engagement in the democratic process and on how far electors trust the politicians. They did so to achieve good marks. However, relatively few candidates used 'information from their studies' to elaborate their response. Those that did mentioned the first past the post voting system as a reason for electors thinking that their vote might not matter. Such candidates usually gained 7 or 8 marks for their response.

Assessment for learning

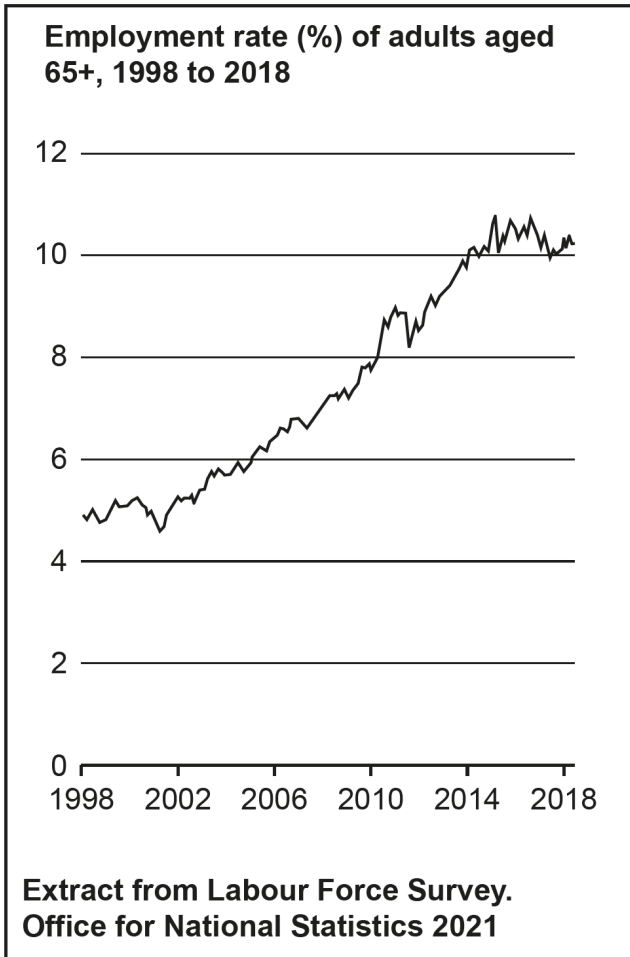


Candidates must attend to the instructions linked to each question. This is particularly important when candidates are asked to use evidence from particular sources. Marks are given only for the identification and use of such evidence. Unless asked to do so, as in Question 5(e), candidates should not cite evidence from their wider studies. They should focus exclusively on the specified sources.

Question 6 (b)

Fig. 6.1

Adults over age sixty-five and in paid work 1998–2018



(b) State **four changes in policy** that local **and** national government should consider in response to the information in **Table 6** and **Fig. 6.1**.

- 1
- 2
- 3
- 4

[4]

Question 6 proved challenging for the majority of candidates.

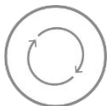
Most candidates were able to explain why the government 'collect and study' information on life expectancy and usually mentioned health or pension budgets in this context Question 6(a). Few candidates referred to the specific 'messages' in Table 6 concerning gender inequality and the increasing proportions of very elderly people in the UK population. Candidates who did were able to develop their explanations of why the government may be interested in such information and how they might respond. The minority of candidates achieved high marks on this part of Question 6.

Question 6(b) introduced extra information showing an increase in the proportion of adults over 65 who remain economically active. Candidates were asked to consider this new information alongside the table showing increased life expectancy and to recommend four changes in government policy. While some candidates made at least one valid suggestion, very few were able to go further. Many candidates decided, despite the provisions of the Equality Act, that old people should be prevented from working through a reduction in the 'retirement age'. Others opined

that pensions should be increased to persuade older people not to work, without apparently considering whether this could be afforded.

Good responses used the information from Table 6 to suggest that a government may need to consider increases in health spending and care home places as well as reducing pension payments.

Assessment for learning



Candidates may need more opportunities to consider the policy implications of challenges faced by our decision-makers. An ageing population is just one of these challenges. Others include the consequences of increased global migration, the development of artificial intelligence, climate change, economic recession and European conflict.

Candidates' limited responses to Question 6 show that there is considerable scope for teachers to help young people to develop their knowledge and understanding of such issues, and to respond as young citizens.

Section C overview

Section C comprises of a single high-tariff, synoptic, long-essay question where candidates are asked to evaluate a viewpoint.

Overall, candidates performed well on Question 7.

Question 7*

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

'Rights and responsibilities are taken seriously in the UK. All citizens enjoy strong legal protection. Citizens play an important part in the country's legal and justice system.'

Your response should show knowledge, understanding and skills in the following areas:

- rights, the law and the legal system
- opportunities and equalities in the UK
- democracy and government in the UK.

[12]

There were many well-considered and comprehensive responses to this question. The majority of candidates focused on rights and responsibilities, and democracy and government. Fewer included reference to opportunities and equalities. The majority of candidates achieved at least 5 marks out of 12 marks available.

Almost all candidates included relevant examples to substantiate their arguments. This showed an impressive grasp of detail and an ability to apply that knowledge to the viewpoint they had been asked to evaluate.

Many candidates decided to support the viewpoint fully and uncritically with some demonstrating high levels of appreciation for UK democracy.

Others thought it wise to explore complexities and contradictions. Such candidates used examples from their studies and personal experiences to express concern about politicians' behaviour and levels of competence. Others included reference to injustices and experience of inequality, discrimination and racism. Provided such responses were balanced with a recognition of the positive values underpinning UK democracy, they were usually given high marks.

Section D overview

This section gives candidates an opportunity to describe and evaluate their own citizenship action project Question 10 and to comment on other examples Question 8 and Question 9.

The majority of candidates responded well to the questions in this section although the quality of their responses depended on the richness of their experience in the Centre.

A significant minority of candidates lacked agency in their choice of action or had been allowed to embark on projects that were unrealistic or unmanageable. Others blossomed and gave passionate accounts of the reasons for the action and of their achievements. High marks in this section often more than made up for more modest achievements in other parts of the paper.

The understanding and skills candidates had gained from successful personal action, helped to inform their responses to the scenarios in Question 8 and Question 9.

Question 8 (a)

8 Study **Source 8** and answer questions **8(a)–8(c)**.

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)–8(c)**.

(a) State **two** reasons why it was a good idea for the Harper family to start an online petition.

1

.....

2

.....

[2]

PC Harper’s family launched an online petition on *Change.org*. Almost half a million people signed the petition to:

Change the sentence from manslaughter to murder and serve proper justice

PC Harper’s widow, Lissie, began a campaign to change the law. She wanted judges to always imprison criminals for life if they unlawfully killed an emergency services worker while that worker was on duty.

Lissie Harper – Andrew Harper’s widow – with Prime Minister, Boris Johnson



“I would like to thank my incredible Harper’s Law team as well as the public for their unfailing support for such an important campaign. Those who believed that the right thing is worth doing despite the hurdles and challenges that we needed to overcome.” – Lissie Harper

Media Release from the Ministry of Justice – November 2021

Government to introduce ‘Harper’s Law’

Emergency workers will receive greater protection from violent criminals after the Government confirmed ‘Harper’s Law’ would be added to the statute book.

- Mandatory life sentences for those who kill an emergency worker in the course of their duty
- Change to the law to be made as soon as possible

Today’s move follows an unwavering campaign by Andrew’s family, including his widow Lissie, and the Police Federation*, and comes after a number of meetings with the Justice Secretary and Home Secretary.

*The Police Federation represents police officers.

Question 8 (b)

(b) State **two** reasons why the Harper family needed politicians to support their campaign.

1

.....

2

.....

[2]

Candidates tended to perform well on Question 8(a) and Question 8(b). Most used information from Source 8 to help them contextualise their responses.

The majority of candidates identified at least one reason why the Harper family were wise to start an online petition Question 8(a). Most candidates understood that an online petition would be accessible, quick and easy for most people to engage with. Many realised that, with sufficient support, such petitions must be considered by decision-makers.

Some candidates overlooked the question to comment on the Harper case or to make general points about the importance of eliciting media support. Examiners were unable to give marks for such responses.

There was a similar positive response to Question 8(b) where the majority of candidates identified at least one reason why the Harpers needed politicians to support the campaign. Most responses included references to MPs' capacity to raise issues in Parliament, influence government policy, or to initiate a parliamentary bill. Other popular responses included politicians' ability to offer advice and to add visibility and credibility to the campaign.

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)–9(f)**.

Source 9

A green space for your school or college

Green spaces and their importance

A well-designed green space in your school or college can be a haven for wildlife and a peaceful place for people too. A small wild-flower meadow will attract bees and butterflies while a pond will be a focal point for birds and frogs. Evidence shows that green spaces contribute to people’s well-being and mental health.



A small garden area will attract butterflies, bees, and other insects. Birds will follow.

Your plans

You and your friends decide to:

- research what may work in your school or college
- write an action plan
- encourage others to contribute their ideas and to help
- make sure that your green space will be maintained and developed in the future.

Staying safe

Whatever you do, it’s important for you and your friends to stay safe when carrying out your citizenship action.

(a) State **two** examples of groups or organisations whose advice might be useful.

1

.....

2

.....

[2]

Question 9 (b)

(b) State **two reasons** why you should consult the school or college headteacher or principal **before** planning your action.

1

.....

2

.....

[2]

Question 9 (c)

(c) State **two ways** in which you could encourage other students to respect the green space.

1

.....

2

.....

[2]

Candidates appeared to enjoy responding to Question 9 and did well overall.

The majority of candidates were able to give at least one appropriate example of a group or organisation whose advice might be useful in the context of constructing a 'green space' in the school grounds Question 9(a). Many candidates mentioned appropriate wildlife or environmental groups such as the RSPCA or RSPB. Others recommended the local authority as a source of advice or recommended gardening groups. A minority of responses were inappropriate either because the organisation would be unlikely to offer advice to students or because it had dubious environmental credentials.

The majority of candidates were comfortable giving valid reasons for consulting their headteacher or principal in advance Question 9(b). Most candidates mentioned the need for prior permission with others citing the potential of a school leader to attend to funding, safety, inclusion and building regulations.

Question 9(c) proved more challenging. While the majority of candidates offered appropriate recommendations such as consulting other students, engaging them in construction or supervision and explaining the site's benefits to both nature and people, others focused on protective or punitive measures such as building fences and punishing miscreants. Examiners did not feel that the latter recommendations focused sufficiently on 'encouragement' and so no mark was given. Nevertheless, the majority of candidates made at least one positive recommendation.

Question 9 (d)

(d) Describe **how** you would use **either** social media **or** print media to gain support for your action plan.

.....

.....

.....

.....

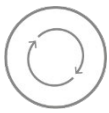
.....

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..... [4]

This question proved to be challenging for two reasons. Firstly, some candidates explained the advantages of using print or social media rather than describing, in context, the components of an effective print or social media strategy. Secondly, some candidates decided to describe both a social media and a print media strategy. This meant that candidates were not able to do justice to either point. So, it was a minority of candidates who described a social or print media strategy in context and answered well.

Assessment for learning



Candidates should be advised to read questions carefully, so they fully understand what they are being asked to do. They should also be reminded to contextualise their response with reference to the source material, case study or scenario as appropriate.

Exemplar 3

I would use social media to gain support by firstly making a poll to see what people would want in the greenspace and where they would want it. I would also make a forum so that people can add their own ideas and opinions about the area, so that it's enjoyable for everyone. Finally, I would create a blog/website so that people can see updates about the area and also to further hear ideas and opinions. [4]

Exemplar 3 demonstrates the perfect response. The candidate tackles Question 9(d) with precision, flair and within context. The candidate describes clearly how they would use social media to support their action plan making three relevant points. The candidate avoids unnecessary inclusion of print media in their response and focuses exclusively on describing how they would construct an effective strategy.

Question 9 (e)

(e) State **two actions** your team should take to **stay safe**.

- 1
-
- 2
-

[2]

Question 9 (f)

(f) State **two actions** your team should take to make the green space sustainable after you and your team have left your school or college.

1

.....

2

.....

[2]

Question 9 (e) and (f) two short-response questions were answered well overall. The majority of candidates described at least one relevant action that would help the 'team' stay safe in the context of a school 'green space' Question 9(e). There was perhaps an exaggerated fear of bees, but examiners accommodated most responses related to bee issues. Marks were also given for references to writing a risk assessment, involving adults, using appropriate footwear and clothing, and avoiding trip hazards.

Question 9(f) was also responded to well and usually in context. Good responses included engaging younger students, establishing a club, encouraging ground staff or teachers to help and establishing a low-maintenance space in the first place. The majority of candidates made at least one relevant point.

Question 10*

10* Describe your own experience of citizenship action **and** evaluate its impact.

Your response should:

- describe what you did
- explain why you did it
- describe what you might change next time
- evaluate the **impact** of your action.

[12]

Candidates who had a realistic and manageable experience of citizenship action usually achieved well on this question.

Most candidates followed the question's guidance to describe their action and to explain how they could do better next time.

Candidates had more difficulty explaining why they had engaged in the action, especially if it was their teacher's choice rather than their own. In such cases or where the candidate had been allowed to plan an unrealistic project, candidates had little or nothing to say about outcomes and so achieved a modest mark. Candidates feeling obliged to complete unnecessary surveys wasted time and this led to disappointment.

The majority of candidates achieved well on this question.

Many descriptions of citizenship action were both inspiring and humbling. In most cases their authors had followed the processes outlined in the specification. Worthwhile outcomes had been achieved as part of a manageable but significant project.

Assessment for learning



It's important for candidates' morale and ultimate success that their citizenship actions are both realistic and achievable. Appropriate teacher guidance is invaluable. Teachers may find it helpful to refer to Section 4 of the specification.

OCR support



Centres may refer to Section 4 of the specification for guidance on managing effective citizenship action.

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