



Oxford Cambridge and RSA

Higher

GCSE

Citizenship Studies

J270/02: Citizenship in action

General Certificate of Secondary Education

Mark Scheme for June 2023

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

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

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

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

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

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

MARKING

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

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the

highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

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

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

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

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

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

- The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
- 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.
- For answers marked by levels of response:
 - To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

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

11. Annotations

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

12. Subject Specific Marking Instructions

None for this paper.

Question		Answer	Mark	Guidance
SECTION A				
	1	(a) Any two of the following: <ul style="list-style-type: none"> • England • Northern Ireland • Wales 	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 'Ireland'.
	1	(b) Any two of the following: <ul style="list-style-type: none"> • Education • support for university students / fees • health / hospitals • social care • highways • recreation • transport • voter registration / elections • police • fire service • housing • any other relevant example of devolved public services 	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.
	1	(c) Any two of the following: <ul style="list-style-type: none"> • Scotland was previously an independent nation • The SNP is the majority party in Scotland • Scotland is culturally distinctive. 	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.

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> Scottish people will be able to take responsibility for their own destiny / make own decisions / make own laws. Have more political freedom / be free of the UK govt. or similar. Scotland would not have to be restrained by reserved powers and would have control over defence, immigration, etc. Scotland already has its own government. There is already substantial devolution. It will further promote national identity / bring people together, etc. To establish relationships with other countries / re-join the EU, etc. Decisions will be made in Scotland / not in London. Scotland is geographically separated from England any other relevant reason 		<p>Each of two reasons can be awarded a maximum of 1 mark.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p> <p>Do not accept vague responses such as 'grow as a country' or 'so more people help'.</p>
1	(d)	<p>This item is designed to assess candidates' understanding of the devolution of taxation, services and political power from the UK Government to the Scottish Government.</p> <p>Candidates could offer some of the following reasons why the message on the sticker – 'end London rule' may be seen as misleading:</p> <ul style="list-style-type: none"> major services such as health and education have been devolved to Scotland Scottish people can elect representatives to the Scottish Parliament The Scottish Parliament has significant tax-raising powers. Scotland has its own prime minister 	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use <input type="checkbox"/> or <input type="checkbox"/></p> <p>A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A clear understanding of why the sticker may be seen as misleading in the context of the extensive devolution of taxation, services and political power.</p> <p>For 4 marks Gives a detailed and convincing explanation of why the sticker may be seen as misleading through reference to devolved taxation or services and independent decision-making with examples such as the Scottish Parliament, separate national</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> The UK Parliament holds a limited number of 'reserved powers'. (These are significant, however. And include the power to make decisions on further devolution for Scotland.) The SNP is the largest political party in Scotland. The UK Parliament (based in London) includes representatives from all nations of the UK and so it's misleading to talk about 'London Rule' 		<p>elections, substantial subsidies to Scotland from the UK Government etc.</p> <p>For 3 marks Gives an accurate and coherent explanation of why the sticker may be seen as misleading through reference to devolved taxation or services or independent decision-making / devolved government with possible examples such as the Scottish Parliament, separate national elections, etc.</p> <p>Level 1 (1–2 marks) A basic understanding of Scottish Devolution or the composition of the UK (London) Parliament which leads to an explanation of why the sticker may be seen as misleading.</p> <p>For 2 marks States two basic but valid reasons why the sticker may be seen as misleading.</p> <p>For 1 mark States one basic but valid reasons why the sticker may be seen as misleading.</p> <p>Level 0 (0 marks) No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>

Question		Answer	Mark	Guidance
	2	(a) Any two of the following: <ul style="list-style-type: none"> • safeguard privacy / guard against hacking • protect against problems linked to Artificial Intelligence (AI) • protect national security. • guard against identity theft • people may be victims of discrimination / harassment / abuse / crime. • laws could help to prevent or reduce harm e.g., harmful images. • people may be victims of online fraud. • there are many examples where people's online safety has been compromised by the actions of technology companies • some technology companies lack effective self-regulation • a law will clarify technology companies' responsibilities • a law will clarify people's rights to safety • a law will cause technology companies to take people's online safety seriously • technology companies might put people's safety at risk if not controlled • people will find it difficult to take their own action against technology companies 	2	Use ✓ or ✗ Give credit to the valid reason 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. Do not accept answers suggesting that laws are needed to prevent people from being 'offended' or generalisations such as 'laws enforce order' or 'punishments can be applied'.

Question		Answer	Mark	Guidance
	2	(b) Any two of the following parliamentary stages: <ul style="list-style-type: none"> • green paper • white paper • first reading • second reading • committee stage House of Commons • committee stage House of Lords <i>(The two points above could be used separately for 2 marks. Committee stage alone should be given 1 mark.)</i> <ul style="list-style-type: none"> • report stage or third reading • 'scrutiny' or debate by the House of Lords Accept 'House of Commons' and House of Lords as a parliamentary stages or discussed by the House of Commons or 'voted on by MPs'	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. Do not accept 'royal assent' as this is not a 'parliamentary stage'.
	2	(c) Any one libertarian political party or pressure group such as Liberty or the Conservative Party, Liberal Democrats, UKIP or Reform	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.
	2	(d) Any two of the following legal methods: <ul style="list-style-type: none"> • lobbying or writing to your MP • use of print or social media • peaceful protest • petitions • producing evidence • conducting research • any other relevant legal method 	2	Use ✓ or ✗ Give credit to the valid method wherever it appears in the response space. Examiners must assess each of the points 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. Do not accept 'campaign' as it's too vague.

Question		Answer	Mark	Guidance
2	(e)	<p>This item is designed to assess candidates' understanding of rights to freedom of expression and the implications of restricting free speech in a democracy.</p> <p>Candidates could offer some of the following reasons why people may oppose laws that control and restrict online content:</p> <ul style="list-style-type: none"> • freedom of expression is a human right • it's important that people should be able to share their ideas freely • restrictions lead to lack of faith and confidence in decision-makers • control may start by restricting content that most people would find unacceptable but where should the line be drawn? • once restrictions start, repressive governments will go further • democracy is under threat if free expression is restricted • free expression via digital outlets democratises society • powerful groups will use the law to impose their values on everyone else • technology companies should not be trusted to monitor and / or control content. • laws are too difficult to enforce. 	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use X or /</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A comprehensive, convincing and accurate explanation of why people may oppose laws that restrict and control online content.</p> <p>For 4 marks A detailed and convincing explanation of why people may oppose laws that restrict and control online content. Explanations must explore issues of personal freedom and the dangers of restricting the communication of ideas in a democratic society.</p> <p>For 3 marks An accurate and coherent explanation of why people may oppose laws that restrict and control online content. Explanations must explore issues of personal freedom or the dangers of restricting the communication of ideas in a democratic society.</p> <p>Level 1 (1–2 marks) A basic understanding of the potential importance of avoiding restrictions and control of online content.</p>

Question		Answer	Mark	Guidance
				<p>For 2 marks States two basic but valid reasons why people may oppose laws that control and restrict online content.</p> <p>For 1 mark States one basic but valid reasons why people may oppose laws that control and restrict online content.</p> <p>Level 0 (0 marks) No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit any repetition of points. Do not credit candidates who copy the statement from Fig. 2 'users' right to freedom of expression' unless there is implicit or explicit understanding of the concept.</p>
3	(a)	<p>Any two of the following reasons why defendants in criminal courts have a right to legal support and representation:</p> <ul style="list-style-type: none"> • defendants may find it difficult to represent themselves • some defendants may be poor and unable to afford to pay for representation • defendants may feel intimidated or nervous because of the formal processes of a criminal court • defendants may know relatively little about the law or providing evidence. • it's important that justice is done. • to get a fair trial / equity before the law / follows the rule of law. 	2	<p>Use ✓ or ✗</p> <p>Give credit to the valid reason wherever it appears in the response space.</p> <p>Examiners must assess each of the reasons in turn. Each of two reasons can be awarded a maximum of 1 mark.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none">• the presumption of innocence• they risk serious consequences.• it's important that defendants have parity with representatives from the Crown Prosecution Service		

Question		Answer	Mark	Guidance
3	(b)	<p>Any two ways in which a lay magistrate is different from a Crown Court judge including:</p> <ul style="list-style-type: none"> • a lay magistrate does not need a formal legal qualification • a lay magistrate is not a professional • a lay magistrate is not full time in the role. • a lay magistrate is a volunteer. • a lay magistrate is not paid. • a lay magistrate may have another job • a lay magistrate can rely on guidance and advice in court • a lay magistrate usually sits with two other magistrates. • a lay magistrate is not supported by a jury • a lay magistrate decides guilt or innocence and sanctions. • a lay magistrate hears cases involving less serious offences • a lay magistrate has a more limited range of sanctions to apply. • lay magistrates are less formal (dress code and process) • youth courts are usually presided over by lay magistrates or similar. 	2	<p>Use ✓ or ✗</p> <p>Give credit to the valid reason wherever it appears in the response space.</p> <p>Examiners must assess each of the differences in turn. Each of two differences can be awarded a maximum of 1 mark.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>
4	(a)	<p>Accept one of:</p> <ul style="list-style-type: none"> • republic • democracy • representative democracy 	1	<p>Use ✓ or ✗</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p>

Question		Answer	Mark	Guidance
4	(b)	<p>Accept any four ways in which government and politics in the UK is different from government and politics in 'Gaul', Fig. 4.</p> <ul style="list-style-type: none"> • The UK Head of State is not elected / The UK Head of State inherits the role • Elections in the UK can be held sooner than every five years if parliament agrees • The UK prime minister is chosen by members of the dominant party on government. • The UK prime minister chooses their ministers • The UK's parliamentary elections have just one round (no 'run off'). • In practice, the UK Head of State cannot dissolve parliament at any time and for any reason. • The UK's lower house is known as the House of Commons • The UK's upper house is known as the House of Lords. • Members of the UK's upper house are not elected. • In the UK, coalition governments may be formed in the event of an inconclusive election result. • Gaul has senators / senate. 	4	<p>Each of the four points must describe a feature of UK government and politics specified in the answer column. (Each point in the answer column describes a difference between the UK and 'Gaul', and for which there is a reference in Fig. 4.) Do not credit any other points.</p> <p>Use ✓ or ✗</p> <p>Give credit to the valid difference wherever it appears in the response space.</p> <p>Examiners must assess each of the differences in turn. Each of four differences can be awarded a maximum of 1 mark.</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Do not credit any repetition of points.</p> <p>Only credit points specified in the answer column.</p> <p>Candidates must establish clear differences by citing a UK feature that is different to Gaul e.g. '<u>We</u> have a hereditary Head of State.'</p> <p>or</p> <p>clearly identifying a Gaul feature that is different to the UK e.g. '<u>They</u> have a two-round system.'</p> <p>Do not accept unsupported or insufficiently statements such as 'first past the post'</p>

Question		Answer	Mark	Guidance
SECTION B				
	5	(a) Accept one of: <ul style="list-style-type: none"> • to vote in a general election / parliamentary election • to vote in a referendum or 'there was a general election or referendum' <ul style="list-style-type: none"> • to decide who runs the country • to achieve change • to vote for a party / candidate they support or similar 	1	Use ✓ or ✗ Give credit to the valid reason wherever it appears in the response space. A maximum total of 1 mark can be awarded. Do not accept 'to vote'.

Question		Answer	Mark	Guidance
	5	(b) Accept one of: <ul style="list-style-type: none"> • only around half of people are satisfied with democracy • there is a low trust in MPs (accept references to declining satisfaction with democracy or respect for MPs)	1	Use ✓ or ✗ Give credit to the valid piece of evidence wherever it appears in the response space. A maximum total of 1 mark can be awarded.
	5	(c) Accept any two valid government actions (based on evidence from Figs. 5.1 and 5.2) that may increase public participation in elections – accept examples <ul style="list-style-type: none"> • increase levels of trust in MPs and / or democracy, punish errant MPs. • promote democracy. • teach the importance of voting. • make voting more accessible. • allow 16+ people to vote. • automatic voter registration • make voting compulsory. • make politics more relevant to younger people. • make politics more relevant to unskilled workers • hold general elections more than once every 5 years • hold more referendums • promote voter registration 	2	Use ✓ or ✗ Give credit to valid government actions wherever they appear in the response space. Examiners must assess each of the actions in turn. Each of two actions can be awarded a maximum of 1 mark. A maximum total of 2 marks can be awarded. Do not credit any repetition of points.
	5	(d) This item is designed to assess candidates' ability to analyse and interpret information to decide how far the evidence in Figs. 5.1 and 5.2 enables them to decide whether election results are fair. There should be two aspects to candidates' responses:	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.

Question	Answer	Mark	Guidance
	<p><u>Aspect 1</u> Selecting appropriate evidence from Fig. 5.1 and Fig. 5.2 that is relevant to the question asked.</p> <p><u>Aspect 2</u> Analysing that evidence to produce a valid judgement.</p> <p>Relevant evidence:</p> <p><u>Fig. 5.1</u></p> <ul style="list-style-type: none"> • There are variations in the number of UK citizens who are registered to vote. This suggests that some people may not be able to vote. Results, therefore, will not properly represent the views of the whole population. • Registered voters actually turning out to vote varies from election to election. There has been a downward trend from the 1950s. From the 1990s onwards, less than 70% of registered voters have bothered to vote. This makes it even less likely that election results reflect the will of the people. <p><u>Fig. 5.2</u></p> <ul style="list-style-type: none"> • Younger people are much less likely to vote than older people. This means that younger people have less power to influence election results than older people. • Unskilled workers are much less likely to vote than senior professionals. This means that poorer people have less power to influence election results than richer people. 		<p>Do not credit points that cannot be supported by evidence from the sources.</p> <p>Level 2 (3–4 marks) A selection of relevant evidence from both sources are used to answer the question clearly and comprehensively as part of a sustained explanation. (Do not accept a list of relevant points unless the candidate makes a coherent response to the question.)</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • selects at least three pieces of relevant evidence using both Fig. 5.1 and Fig. 5.2 • analyses and interprets the evidence thoroughly <p>As a result, provides an excellent explanation of how far UK election results are fair.</p> <p>For 3 marks</p> <ul style="list-style-type: none"> • selects at least two pieces of relevant evidence using both Fig. 5.1 and Fig. 5.2 • analyses and interprets the evidence well <p>As a result, provides a good explanation of how far UK election results are fair.</p> <p>Level 1 (1–2 marks) A response with an accurate statement in relation to the fairness of UK election results.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • selects at least one piece of valid evidence • as a result, provides a basic but valid response to how far UK election results are fair.

Question			Answer	Mark	Guidance
					<p>For 1 mark Identifies one piece of relevant evidence or states a basic but valid response to the question.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
5	(e*)	<p>This item is designed to assess the skills underpinning AO3. (Evaluate a range of evidence relating to citizenship issues, debates and actions [including different viewpoints] to make substantiated judgements.)</p> <p>Candidates should:</p> <ul style="list-style-type: none"> analyse the viewpoint accurately draw upon their own understanding of the terms 'vote', 'turnout', 'engage in the democratic process' select relevant evidence from Fig. 5.1 and Fig 5.2 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. <p>Throughout their answer, candidates should demonstrate ability to:</p>	8	<p>Use annotations L1, L2, L3 and L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗ A maximum total of 8 marks can be awarded.</p> <p>Level 4 (7–8 marks)</p> <p>An excellent evaluation which is a relevant, coherent, logically structured and substantiated response to the 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.”</p> <p>Features must include:</p>	

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • evaluate evidence for the purpose of responding to the viewpoint • evaluate the viewpoint to make a substantiated judgement. <p>Most appropriate conclusion: The viewpoint is almost wholly incorrect. The sources do not show that people are fully engaged in the democratic process. Voter turnout has been on a long-term downward trend and is typically less than 70%. Voter apathy is particularly marked amongst young people and the poor. People do not trust politicians. Less than 30% trust MPs. However, there has been an increase in voter turnout over the last twenty years.</p>		<ul style="list-style-type: none"> • an excellent evaluation of relevant evidence selected from the sources and their studies • an understanding of the issue’s complexity using a sustained line of argument • specific and accurate references to evidence from the sources on the extent to which ‘people are fully engaged in the democratic process’. • an accurate response to the statement that ‘people trust politicians. • a convincing account, using evidence from their studies, of how far citizens are likely to feel that their vote ‘matters’. <p>Do not accept a list of points at this level.</p> <p>Level 3 (5–6 marks) A good evaluation which is coherent and relevant response to the viewpoint maintaining a sustained line of argument.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • a good evaluation of appropriate evidence selected from the sources • largely accurate references the extent of voter engagement and their trust in politicians. • a good response about how far citizens feel that their vote matters.

Question			Answer	Mark	Guidance
					<p>Level 2 (3–4 marks) A valid but basic response to the viewpoint.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • a basic evaluation of relevant evidence drawn from the sources or elsewhere. • largely accurate references to the extent of voter engagement or trust in politicians • a basic response considering how far people feel that their vote matters. <p>Level 1 (1–2 marks) A limited response.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • implied understanding of the viewpoint in the question • limited but valid points linked to the sources or study of the specification. <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
6	(a)	This item is designed to assess candidates' ability to analyse information relating to the citizenship issue of inequality. (AO3).	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.	

Question	Answer	Mark	Guidance
	<p>Candidates should highlight appropriate information from Table 6 to explain why it's important for the government to collect and study such data.</p> <p>In particular, candidates should explain why the information in Table 6 might help to inform government policy on taxation and services.</p> <p>Points arising from the data:</p> <ul style="list-style-type: none"> • The average lifespan of a person aged 5 is substantially greater than it was twenty years ago. • Life expectancy for males has increased at a higher rate than for females. (The gap has narrowed.) • However, females continue to have a higher life expectancy than males. • Elderly people can expect to live more additional years than twenty years ago. <p>Implications for the government</p> <ul style="list-style-type: none"> • Demands for spending on welfare and social care are likely to increase. • Taxation may need to increase to meet these costs. • More specialist accommodation may be needed for elderly people. • More specialist care may be needed for elderly people. • Elderly may require support with employment, transport and recreation. • Also, the government can use the data to evaluate its performance. 		<p>Level 2 (3–4 marks) A thorough and accurate analysis of a range of data from Table 6 to explain why it is important for the government to collect and study such information.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • demonstrates an excellent analysis of a range of information in Table 6 • links the information explicitly to the importance of the government collecting and studying such data. <p>For 3 marks</p> <ul style="list-style-type: none"> • demonstrates a good analysis of evidence in Table 6 to include accurate references to at least two appropriate examples • links the information explicitly to the importance the importance of the government collecting and studying such data. • <p>Level 1 (1–2 marks) Use of relevant information from Table 6 to identify why the government have collected it and why they should study it.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • demonstrates a limited analysis of at least one piece of specific and relevant information from Table 6 and refers in outline to reasons why the government should collect or study such data. <p>For 1 mark</p> <ul style="list-style-type: none"> • demonstrates a limited analysis of at least one piece of specific and relevant information from

Question		Answer	Mark	Guidance
				<p>Table 6 or refers in outline to reasons why the government should collect or study such data.</p> <p>Level 0 (0 marks) No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>

Question		Answer	Mark	Guidance
6	(b)	<p>This item is designed to assess candidates' ability to analyse information to describe how different people with power might respond. (AO3).</p> <p>Candidates' responses should rely on their analysis and interpretation of information from Table 6 and Fig. 6.1 (See the 6a answer column for an analysis of information from Table 6.)</p> <p>Fig. 6 The information shows that the number of adults aged 65+ in employment has increased from 400,000 in 1998 to 1.2 million in 2018. It also shows that the employment rate for adults aged 65+ has doubled from 5% to 10%.</p> <p>Possible changes of policy in response to the information in Table 6 and Fig. 6.1 include but is not limited to:</p> <ul style="list-style-type: none"> • Increase the pension age 	4	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the four points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none">• Reduce pension age for men as they don't live as long as women.• Increase health interventions / spending for men• Change house-building regulations to require the installation of mobility aids in new houses• Encourage employers to encourage and support older people into the workplace• Provide more bespoke accommodation for the elderly• Require working adults over pension age to pay national insurance• Adapt transport for elderly people• Provide recreational opportunities for elderly people• Invest in preventative health care.• Increase NHS spending.• Build more hospitals		

Question	Answer	Mark	Guidance
SECTION C			
7*	<p>This item is designed to assess the skills underpinning AO3. (Evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to make substantiated judgments.)</p> <p>Candidates should:</p> <ul style="list-style-type: none"> • analyse the viewpoint accurately • select relevant evidence from across the specification • show an appreciation of the issue’s complexity and present arguments on both sides of the case • make a substantiated and coherent response. <p>Throughout their answer, candidates should demonstrate ability to:</p> <ul style="list-style-type: none"> • evaluate evidence from across the specification for the purpose of responding to the viewpoint • evaluate the viewpoint to make a substantiated judgement. <p>Points candidates could make include but are not limited to:</p> <ul style="list-style-type: none"> • the Human Rights Act ensures that statements of international human rights are included in English law • English law includes reference to personal responsibilities especially with regard to safe behaviour, caring for others, caring for animals and respecting public and private property. 	12	<p>Use annotations L1, L2, L3 and L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use / or x A maximum total of 12 marks can be awarded.</p> <p>Level 4 (10–12 marks) An excellent response which is relevant, coherent, logically structured and substantiated response to the viewpoint – “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.”</p> <p>Features must include:</p> <ul style="list-style-type: none"> • an excellent evaluation of a range of evidence selected from across the specification • an understanding of the issue’s complexity using a sustained line of argument • specific and accurate references to all three of the following: <ul style="list-style-type: none"> ○ rights, the law and the legal system ○ opportunities and equalities in the UK ○ democracy and government in the UK • specific examples used to validate points • a substantiated and coherent response. <p>Level 3 (7–9 marks) A good response which is mostly relevant, coherent, logically structured and offers a substantiated response to the viewpoint.</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • an inefficient legal and justice system, low conviction rates, cuts in legal aid, delayed justice and the ineffectiveness of national legislation against global business mean that, in practice, citizens sometimes find it difficult to achieve justice • legal action can be expensive making it difficult for poorer people to use the justice system effectively • the police have been accused of discrimination against particular groups including women, gay people, the young, disabled people and minority groups • citizens do play an important role in the legal and justice system as special constables, jurors, witnesses, magistrates and crime commissioners. 		<p>Features must include:</p> <ul style="list-style-type: none"> • a good evaluation of appropriate evidence selected from across the specification • largely accurate references to at least two of the following: <ul style="list-style-type: none"> ○ rights, the law and the legal system ○ opportunities and equalities in the UK ○ democracy and government in the UK • examples • a substantiated response. <p>Level 2 (4–6 marks) A valid but basic personal response to the viewpoint. Features must include:</p> <ul style="list-style-type: none"> • a basic evaluation of relevant evidence drawn from their studies across the specification • an understanding of the concept, ‘democracy’ • references to two of the following: <ul style="list-style-type: none"> ○ rights or responsibilities ○ citizen participation in the legal and justice system or democracy or government • a basic but specific response to the viewpoint. <p>Level 1 (1–3 marks) A valid but limited response. Features must include:</p> <ul style="list-style-type: none"> • implied understanding of the viewpoint in the question • limited but valid reference to at least one of the following: <ul style="list-style-type: none"> ○ rights or responsibilities ○ citizen participation in the legal and justice system

Question		Answer	Mark	Guidance
				<p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
SECTION D				
	8	<p>(a) Accept any two valid reasons why it was a good idea for the Harper family to start an online petition.</p> <ul style="list-style-type: none"> • shows the level of support • easy for people to give their support • helps publicise the campaign • easy for people to share via social media • visible / easy to access • can go 'viral' / a wide 'reach' is possible. • Government has to debate a petition with 100,000 signatures • Government has to consider a petition with 10,000 signatures 	2	<p>Use ✓ or ✗</p> <p>Give credit to valid reasons wherever they appear 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 2 marks can be awarded. Do not credit any repetition of points.</p>
	8	<p>(b) Accept any two valid reasons why the Harper family needed politicians to support their campaign.</p> <ul style="list-style-type: none"> • politicians are responsible for changing the law • politicians may use their influence to persuade others • politicians have a high profile / lots of followers in the media 	2	<p>Use ✓ or ✗</p> <p>Give credit to valid reasons wherever they appear 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 2 marks can be awarded. Do not credit any repetition of points.</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> politicians have campaign experience / may be able to offer advice government / politicians must find parliamentary time for a new law 		
8	(c)	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the case study in Fig. 8 (AO2).</p> <p>Candidates should show their understanding of the importance of involving the media and influential organisations such as the Police Federations.</p> <p>Reasons for gaining the support of the media and the Police Federation include but are not limited to:</p> <ul style="list-style-type: none"> give the campaign more credibility give the campaign a higher profile include people and groups with a range of skills and experience of campaigning include people and groups with expertise in police issues and the law enable further research to take place spread the workload / make the campaign more sustainable tap into further sources of funding to develop the campaign. 	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A clear application of their knowledge and understanding in comprehensive explanation of why the support of the media and Police Federation were important.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> demonstrates an excellent knowledge and understanding of the importance of involving the media and relevant organisations in taking a campaign forward. applies this with precision to the source material using at least three different points from the 'answer' column or elsewhere to support their explanation. <p>For 3 marks</p> <ul style="list-style-type: none"> demonstrates a good knowledge and understanding of the importance of involving the media and relevant organisations in taking a campaign forward applies this to the source material using at least two points from the 'answer' column or elsewhere to support their explanation

Question			Answer	Mark	Guidance
					<p>Level 1 (1–2 marks) Some understanding of the importance of eliciting support for a campaign</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • demonstrates a basic application of knowledge and understanding of why eliciting further support is important • applies this in a basic way to the case-study using at least one point from the ‘answer’ column or elsewhere to support their explanation. <p>For 1 mark</p> <ul style="list-style-type: none"> • Limited application of knowledge and understanding from Fig 8 or their own studies or experience to make one limited but valid point. <p>Level 0 (0 marks) No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>

Question		Answer	Mark	Guidance
				<p>Level 1 (1–2 marks) Some understanding of the importance of eliciting support for a campaign</p> <p>For 2 marks</p> <ul style="list-style-type: none"> demonstrates a basic application of knowledge and understanding of why eliciting further support is important applies this in a basic way to the case-study using at least one point from the ‘answer’ column or elsewhere to support their explanation. <p>For 1 mark</p> <ul style="list-style-type: none"> Limited application of knowledge and understanding from Fig 8 or their own studies or experience to make one limited but valid point. <p>Level 0 (0 marks) No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
9	(a)	<p>Accept any two valid examples of groups or organisations whose advice might be useful. These may include but are not limited to:</p> <ul style="list-style-type: none"> national horticultural society, accept examples Green Party local horticultural society, accept examples national environmental group, accept examples local environmental group, accept examples. local council / authority 	2	<p>Use ✓ or ✗</p> <p>Give credit to valid examples wherever they appear in the response space. Examiners must assess each of the examples 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.</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • garden centre • landscape gardener • local medical centre / doctor • NHS trust 		
9	(b)	<p>Accept any two valid reasons why school or college headteacher or principal should be consulted before action is planned. These may include but are not limited to:</p> <ul style="list-style-type: none"> • they have overall responsibility for the site • gives you the chance to explain your scheme • permission will be needed • they have responsibility for students • they may have useful advice to offer • they may have useful contacts • they understand health and safety issues • they may have access to funding 	2	<p>Use ✓ or ✗</p> <p>Give credit to valid reasons wherever they appear in the response space.</p> <p>Examiners must assess each of the reasons in turn. Each of two reasons can be awarded a maximum of 1 mark.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>
9	(c)	<p>Accept any two valid ways in which the candidates could encourage other students to respect the green space. These may include but are not limited to:</p> <ul style="list-style-type: none"> • consult other students about the design • encourage other students to take some practical responsibility for creating or maintaining the space • elicit support by providing other students with information about the space perhaps through leaflets and quizzes. • explain the site's importance, perhaps through an assembly 	2	<p>Use ✓ or ✗</p> <p>Give credit to valid ways wherever they appear in the response space.</p> <p>Examiners must assess each of the ways in turn. Each of two ways can be awarded a maximum of 1 mark.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>

Question		Answer	Mark	Guidance
9	(d)	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the case study in Fig. 8 (AO2).</p> <p>Candidates should describe their use of social or print media to gain support for their campaign. Points may include but are not limited to:</p> <ul style="list-style-type: none"> • create a presence that is easily available • enlist the support of print media controllers such as news editors or important people in the community • make the material available across a variety of social or print media platforms • create excitement with the posts that you share or material you distribute • disseminate material that is relevant to the target audience • be willing to engage in dialogue • use eye-catching graphics and layout • be consistent and regular with your posts or articles, letters, invitations, displays, posters and leaflets, avoid muddle and mixed-messages 	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗ A maximum total of 4 marks can be awarded.</p> <p>Level 2 (3–4 marks) A clear application of their knowledge and understanding in comprehensive description of how best to use social or print media to gain and maintain support.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • demonstrates an excellent knowledge and understanding of the ways to engage others in a social or print media campaign using at least three different points from the 'answer' column or elsewhere to outline their strategy • applies their strategy to the action plan outlined in Fig. 9. <p>For 3 marks</p> <ul style="list-style-type: none"> • demonstrates a good knowledge and understanding of the ways to engage others in a social or print media campaign using at least two different points from the 'answer' column or elsewhere to outline their strategy <p>Level 1 (1–2 marks) Some understanding of how best to engage people using social or print media that relate to the case study in Fig. 9.</p>

Question		Answer	Mark	Guidance
				<p>For 2 marks</p> <ul style="list-style-type: none"> demonstrates a basic application of knowledge and understanding of campaigning to describe an appropriate social or print media strategy in outline <p>For 1 mark</p> <ul style="list-style-type: none"> demonstrates a limited application of knowledge and understanding by stating at least one feature of a social or print media campaign <p>Level 0 (0 marks) No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points. Give credit for one of social or print media.</p>
9	(e)	<p>Accept any two valid actions that a team of students should take to stay safe. These may include but are not limited to:</p> <ul style="list-style-type: none"> consult teachers about safety issues assess risks use protective equipment (accept two separate valid examples) avoid use of chemicals do not provide personal details use school / college contact points or do not use personal or family contact points carry a mobile phone if working outside school gain appropriate consents if working outside school do not work alone 	2	<p>Use ✓ or ✗</p> <p>Give credit to valid actions wherever they appear in the response space. Examiners must assess each of the actions in turn. Each of two actions can be awarded a maximum of 1 mark. A maximum total of 2 marks can be awarded. Do not credit any repetition of points.</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • report concerns immediately to the teacher. • Enlist professional help 		
9	(f)	<p>Accept any two valid actions that you could take to make sure the green space is sustainable in the long term. These may include but are not limited to:</p> <ul style="list-style-type: none"> • use high-quality materials and hardy plants from the outset to reduce maintenance • make sure senior staff and governors / trustees support the scheme • make sure that younger students support the scheme <ul style="list-style-type: none"> • recruit and train a group of younger students to take the scheme forward once you have left. 	2	<p>Use ✓ or ✗</p> <p>Give credit to valid actions wherever they appear in the response space.</p> <p>Examiners must assess each of the actions in turn. Each of two actions can be awarded a maximum of 1 mark.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>
10*		<p>This item is designed to assess candidates' ability to apply knowledge and understanding of their personal citizenship action from across the whole specification</p> <p>This item also enables examiners to reflect on:</p> <ul style="list-style-type: none"> • candidates' achievements and the impact of their action • the reasons for taking the action • what changes candidates might make next time • how candidates overcame any difficulties • how outcomes could have been improved 	12	<p>Use annotations L1, L2, L3 and L4 and EG next to examples.</p> <p>Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>Do not use ✓ or ✗</p> <p>A maximum total of 12 marks can be awarded.</p> <p>Do not award marks for answers that are not related to candidates' personal citizenship action.</p> <p>Level 4 (10–12 marks)</p> <p>Excellent knowledge and understanding of their achievements and of the outcomes of their action together with excellent reflection.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • excellent description of the action • excellent explanation of why it was undertaken • excellent analysis of the action's impact

Question			Answer	Mark	Guidance
					<ul style="list-style-type: none"> • excellent description of what might be changed next time <p>Level 3 (7–9 marks) Good knowledge and understanding of their achievements and of the outcomes of their action together with some relevant reflection.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • good description of the action • good explanation of why it was undertaken • some analysis of the action's impact • good description of what might be changed next time <p>Level 2 (4–6 marks) Basic knowledge and understanding of their achievements and of the outcomes of their action.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • basic description of the action • basic explanation of why it was undertaken • some reference to the action's impact • some description of what might be changed next time <p>Level 1 (1–3 marks) A limited response to the task, including a description of their action but with little or no reflection.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>

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