



Oxford Cambridge and RSA

Thursday 20 June 2019 – Morning

GCSE (9–1) Citizenship Studies

J270/03 Our rights, our society, our world

Time allowed: 1 hour



No additional material is required for this Question Paper



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

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Candidate number

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First name(s)

Last name

INSTRUCTIONS

- Use black ink. You may use an HB pencil for graphs and diagrams.
- Answer **all** the questions.
- Write your answer to each question in the space provided. If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **20** pages.

SECTION A

Answer **all** the questions.

You should spend approximately 10 minutes on this section.

1 Study **Fig. 1.1** below and answer questions **1(a)** and **1(b)**.

Row i of the table has been completed for you.

In **row i** a legal right for a child has been matched with a legal responsibility for a parent.

Legal rights linked with legal responsibilities		
Row	Legal rights	Legal responsibilities
i	For a child: – to receive an education.	For a parent: – to make sure their children are educated.
ii	For a consumer: – to claim compensation if they become ill after eating out.	For a business: – (SPACE 1)
iii	For a citizen: – (SPACE 2)	For a citizen: – not to commit election fraud.

Fig. 1.1

(a) State a **legal responsibility for a business (SPACE 1)** linked to a legal right for a consumer in **row ii**.

..... [1]

(b) State a **legal right for a citizen (SPACE 2)** linked to a legal responsibility for a citizen in **row iii**.

..... [1]

Study **Fig. 1.2** and **Fig. 1.3** and answer questions **1(c) – 1(f)**.

Adapted from 'Convention of the Rights of the Child', 2 September 1990, www.ohchr.org, United Nations Human Rights Office of the High Commissioner; 'Convention on the Rights of the Child - General Comment No. 10: Children's rights in juvenile justice', 2007, www2.ohchr.org, United Nations Human Rights Office of the High Commissioner. Item removed due to third party copyright restrictions. Link to material: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx> &

Fig. 1.2

Information on youth offending

Minimum age of criminal responsibility in selected countries			
Country	Age	Country	Age
India	7	Scotland	12
United States of America (USA)	7	France	13
Kenya	8	Italy	14
Ethiopia	9	Sweden	15
England, Wales and Northern Ireland	10	Argentina	16
Turkey	11	Brazil	18

Number of youth offenders and sentence outcomes for all offences, 2005–2015 (England and Wales)			
Sentence outcome	2005	2010	2015
Absolute or conditional discharge	12 000	10 000	4 000
Fine	14 000	7 000	2 000
Community sentence	61 000	48 000	20 000
Detention/custody	6 000	4 000	2 000
Other*	3 000	5 000	1 000
TOTAL	96 000	74 000	29 000

*Including deportation, disqualification from driving, restraining orders, travel restrictions and a day in police cells.

Fig. 1.3

(c) State **one** way in which the treatment of youth offenders in **England and Wales** has not fitted in with international law.

.....
 [1]

(d) State **two** pieces of evidence that show **policies on youth offending** may be changing.

1

.....

2

.....

[2]

(e) State **one** reason why people **under the age of 18** may be tried in adult courts in England and Wales.

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

(f) Using **Fig. 1.2, Fig. 1.3** and **evidence from your own studies**, state **four** different points that could be used as part of a reasoned case for **supporting** the viewpoint below:

'The law and the justice system in England and Wales must do more to support youth offenders.'

1
.....
2
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3
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4
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[4]

SECTION B

Answer **all** the questions.

You should spend approximately 15 minutes on this section.

2 Study **Fig. 2.1** and answer questions **2(a) – 2(e)**.

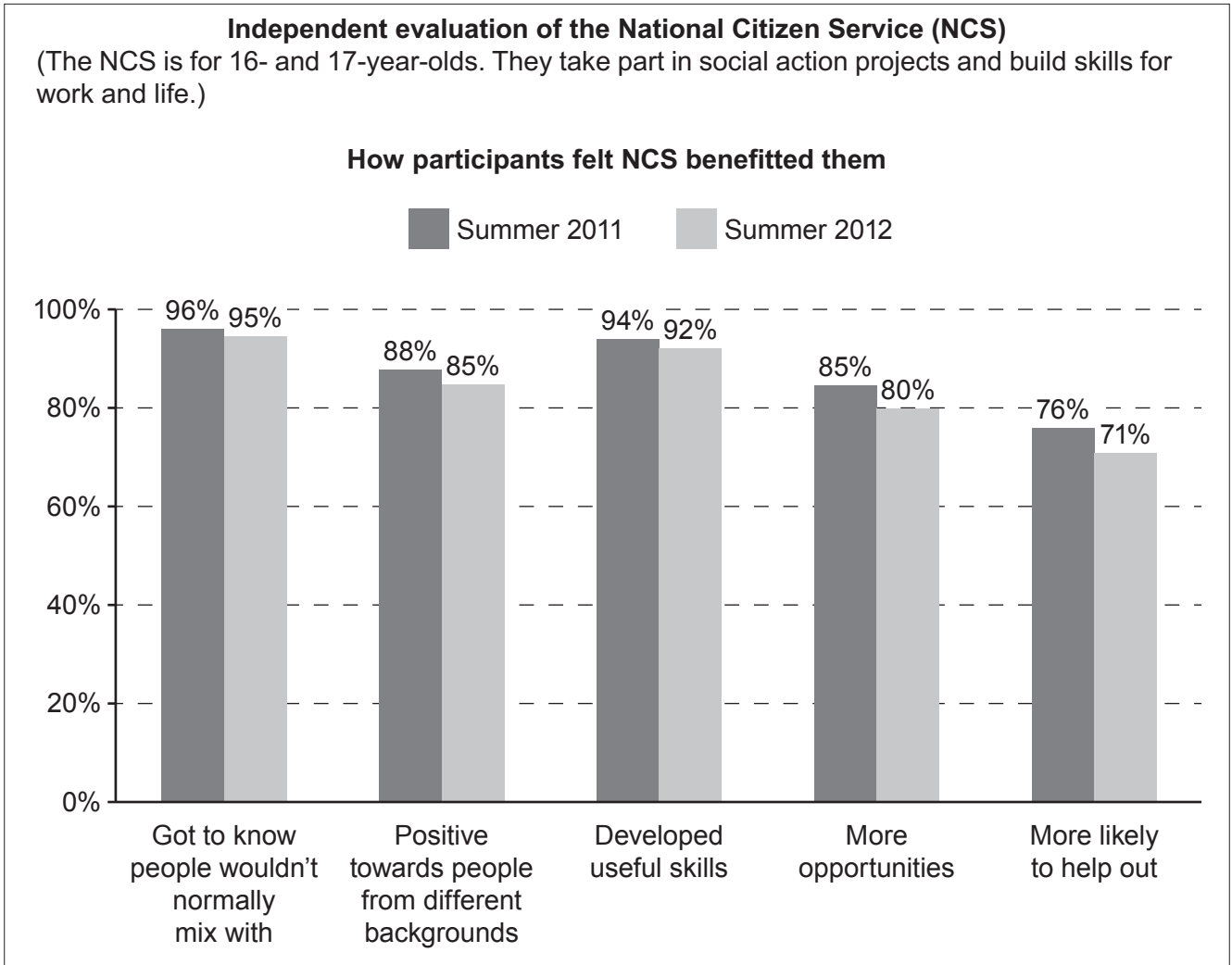


Fig. 2.1 (Adapted from *NatCen Social Research* data, 2013)

(a) State **one** possible **benefit for the United Kingdom (UK) economy** shown by the information in **Fig. 2.1**.

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

(b) State **one** possible **benefit for UK democracy** shown by the information in **Fig. 2.1**.

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

(c) State **two other organisations or schemes for young people** that encourage their members to make a positive contribution to society.

1

2

[2]

(d) State **four** different points or examples that could be used to **support** the viewpoint below:

‘There are many opportunities in the UK for **adult citizens** to contribute to their community or wider society.’

1

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2

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3

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4

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[4]

SECTION C

Answer **all** the questions.

You should spend approximately 10 minutes on this section.

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

Adapted from 'British Social Attitudes 2013: Attitudes to immigration', www.natcen.ac.uk, NatCen Social Research. Item removed due to third party copyright restrictions. Link to material: <http://www.natcen.ac.uk/media/205569/immigration-bsa31.pdf>



Fig. 3

(a) State **one piece of evidence** from **Fig. 3** that shows why it is **false** to say that all people who want to reduce immigration dislike immigrants.

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

(b) State **one piece of evidence** from **Fig. 3** that shows **why UK politicians and business leaders** may have underestimated the level of people's concern about immigration.

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

(c)* Using **Fig. 3** and **evidence from your own studies**, write a reasoned case **supporting** the viewpoint below:

'UK governments should encourage reasonable levels of immigration and emigration.'

Your response should:

- consider the reasons UK governments should support migration;
- consider the challenges facing governments when immigration is high;
- express your personal opinion – this may **support or oppose** the viewpoint. **[8]**

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SECTION D begins on page 12.

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SECTION D

Answer **all** the questions.

You should spend approximately 20 minutes on this section.

4 Study Fig. 4.1, Fig. 4.2 and Fig. 4.3 and answer questions 4(a) – 4(c).

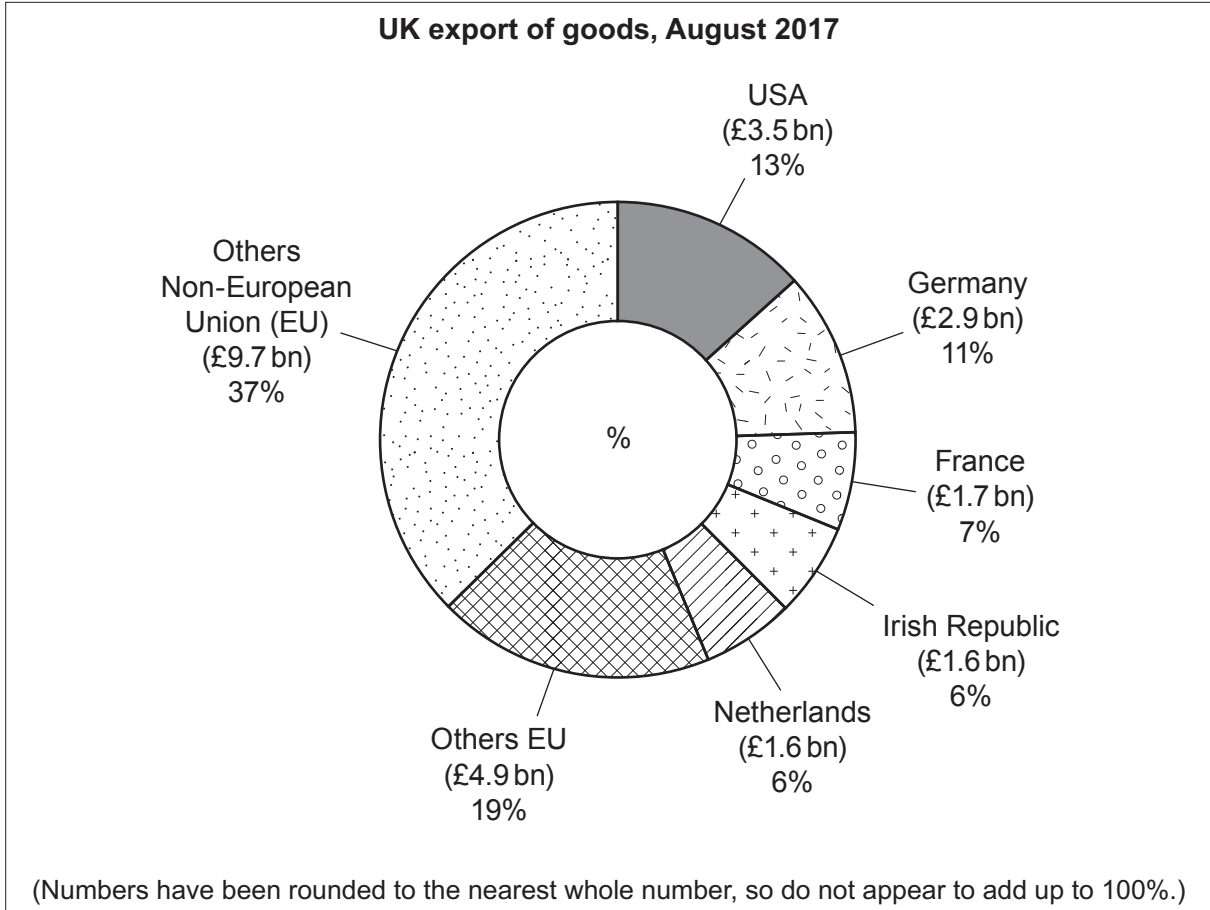


Fig. 4.1 (Statistical extract from *Her Majesty's Revenue and Customs (HMRC)*)

Number of EU nurses registering to work in the UK falls by 90 per cent

The number of nurses coming to work in the UK from EU countries has fallen from 10 000 a year to just 1000 since the leave vote in June 2016.

At the same time, the number of EU nurses leaving the UK rose by 67 per cent.

Last night National Health Service (NHS) chiefs and nursing leaders said the figures were 'alarming' and that urgent action was needed.

Janet Davies, Chief Executive of the Royal College of Nursing said: "Not only has the number of UK homegrown nurses quitting the profession gone up – at the same time, significant numbers of the EU-trained nurses are leaving, and there's also been a huge drop in nursing staff coming to work here from EU countries. All of this is happening while the NHS is short of at least 40 000 nurses."

Fig. 4.2 (Extract adapted from *The Telegraph* news website, 2 November 2017)

Bus used in the campaign to leave the EU



Fig. 4.3

(a) State **one** reason why the information in **Fig. 4.1** has worried many **UK business owners**.

.....
 [1]

(b) State **one** reason why **the way in which the EU is organised** has made it more difficult for the UK to agree a deal to leave.

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 [1]

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END OF QUESTION PAPER

ADDITIONAL ANSWER SPACE

If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).

A large area of lined paper for writing. It consists of horizontal dotted lines spaced evenly down the page. A vertical solid line runs down the left side of the page, creating a margin. The entire area is intended for providing additional answer space.

A large empty table structure on page 18. It features a solid vertical line on the left side and horizontal dotted lines forming a grid. The grid consists of 28 rows and 1 column, though the right side is open and not closed by a vertical dotted line. This layout is typical for a ledger or a form where entries are written into the empty cells.

A series of 26 horizontal dotted lines for writing, with a solid vertical line on the left side.

A large rectangular area with a solid vertical line on the left side and horizontal dotted lines extending across the page, providing a space for writing answers.



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