



GCSE (9–1)

Citizenship Studies

J270/02: Citizenship in action

General Certificate of Secondary Education

Mark Scheme for June 2019

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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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Annotations

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

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

MARK SCHEME – SECTION A

Question		Answer	Marks	Guidance
1	a	<p>Any three services partly or fully funded by local authorities and appearing in Fig. 1 include:</p> <ul style="list-style-type: none"> • bus / transport • street lighting • roads or road repairs • pavements / footways • children’s centre / education • information signs / street signs. 	3	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the three 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 3 marks can be awarded.</p> <p>Do not accept responses where:</p> <ul style="list-style-type: none"> • there is no evidence in Fig. 1. • the service is privately funded such as a shop. <p>Do not credit any repetition of points.</p>
1	b	<p>Any one example of a <u>tax</u> that is used to pay for local authority services and collected by the local authority including:</p> <ul style="list-style-type: none"> • council tax • business rates. 	1	<p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark. 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> <p>Do not accept:</p> <ul style="list-style-type: none"> • fees and charges (or any examples) • central government grants • EU grants • taxes levied by central government such as income tax and VAT. <p>Do not credit any repetition of points.</p>

<p>1</p>	<p>c</p>	<p>This item is designed to assess candidates' understanding of why it is important for citizens to elect representatives to serve on a local authority or local council.</p> <p>Candidates could offer some of the following reasons:</p> <ul style="list-style-type: none"> • citizens can make a choice about who is to speak for them / represent their interests on local issues • citizens are more likely to feel that 'the will of the people' will be carried out • elections enable representatives to be identified and 'known by local people • elections enable alternative points of view to be proposed and evaluated • it's important for decision-makers to have a mandate from those who will be affected by their decisions • if elections are held, representatives are likely to be more accountable to local people. (They have to do a good job to ensure re-election.) • representatives can check on the quality or fairness of the services being provided • representatives can make sure that council officers are being effective • representatives can make known views from the community • representatives can make decisions more quickly / with better information than if residents were consulted directly • if people are represented, they are more likely to obey the law, pay taxes, etc. • representation is a human right 	<p>4</p> <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 conceptual understanding of 'democratic representation' including an accurate and convincing explanation of the reasons why it is important.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • shows an excellent understanding of the concept of 'representation' • gives a detailed and convincing account of the reasons why 'democratic representation' is important' referring to at least 3 points from the answer column • uses a local government context. <p>For 3 marks</p> <ul style="list-style-type: none"> • shows a good understanding of the concept of 'representation' • describes good and accurate reasons why 'democratic representation' is important' by developing one point in detail or more than one point in outline. <p>Level 1 (1–2 marks) A basic understanding of the term 'representative' through limited explanation and / or exemplification.</p> <p>For 2 marks States two basic reasons to show why representation is important.</p>
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			<p>For 1 mark States one basic reason to show why representation is important.</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>
1	d	<p>Any two examples of public services in England and Wales that are the responsibility of UK ‘government departments, ministries or agencies’. The list below is organised by government department and their associated agencies. (Agencies are not identified separately.)</p> <p>Examples of public service can be drawn from the following areas:</p> <ul style="list-style-type: none"> • Metropolitan Police or ‘London’ Police • schools, colleges, teaching standards - Department for Education • housing, urban regeneration, community cohesion, planning, fire services - Department for Communities and Local Government • health services, ambulance services, doctors, hospitals, public health - Department of Health • food standards, environmental protection and enhancement, animal welfare, flood prevention, pollution control, waste management, land and water management, inland waterways, sustainable development - Department for Environment, Food & Rural Affairs • the arts, galleries and museums, libraries, sport, broadcasting, media regulation, digital economy, 	<p>2</p> <p>Use ✓ or ✗ Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. A maximum total of 2 marks can be awarded.</p> <p>Do not accept responses that are not expressed as a public service Do not accept references to the police in general but do accept Metropolitan or London Police. Do not credit any repetition of points.</p>

		<p>various types of licensing, horseracing, advertising, heritage - Department for Culture, Media and Sport</p> <ul style="list-style-type: none"> • roads, railways, air travel, cycling and the safety, efficiency and sustainability of transport - Department for Transport • further education, higher education, training, business regulation and support, consumer protection, employment relations, science and research, outer space, postal regulation, intellectual property – Department for Business, Innovation and Skills • data protection and freedom of information, human rights, criminal law, prison services, rehabilitation and reducing offending, victim support, the probation service and the out-of-court system, the Youth Justice Board, sentencing and parole policy, criminal injuries compensation and the Criminal Cases Review Commission, administration of all courts and tribunals, land registration, legal aid and the regulation of legal services, coroners and the investigation of deaths, administrative justice and public law, the maintenance of the judiciary, public guardianship and mental incapacity, supervision of restricted patients detained under the Mental Health Act 1983 and civil law and justice, including the family justice system and claims management regulation - Ministry of Justice • citizenship and immigration, border control, police, counter-terrorism, aviation security, firearms, animal welfare, crime prevention, disclosure and barring service, drugs, alcohol, missing persons, child protection, slavery, female genital mutilation - Home Office • consular / support services for UK citizens overseas - Foreign and Commonwealth Office 		
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<p>2</p>	<p>a</p>	<p>This item is designed to assess candidates’ ability to apply their knowledge and understanding of democracy to the explanation Jeremy Warner gives in Fig. 2 about becoming a media reporter.</p> <p>Requirements for successful democracy that candidates could mention in this context:</p> <ul style="list-style-type: none"> • electorate being informed about potentially complex issues • electorate having their pre-conceived opinions challenged • electorate being properly informed about the choices they face (as in elections, for example) • electorate being encouraged to think, discuss and debate / become more politically involved / air a range of opinions • electorate being made aware of threats to democracy or wrongdoing • scrutiny of decision-makers 	<p>4</p>	<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 conceptual understanding of ‘democracy’ including an accurate and convincing explanation of the features of democracy that will be safeguarded through the work of journalists such as Jeremy Warner.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • shows an excellent understanding of the concept ‘democracy’ • describes at least three ways in which Jeremy Warner’s work will safeguard democracy • provides an accurate and convincing explanation. <p>For 3 marks</p> <ul style="list-style-type: none"> • shows a good understanding of the concept ‘democracy’

			<ul style="list-style-type: none"> • describes at least two ways in which Jeremy Warner’s work will safeguard democracy or develops one way in detail • provides an accurate and convincing explanation. <p>Level 1 (1–2 marks) A basic understanding of the term ‘democracy’ at least implied by showing an understanding of why Jeremy Warner’s work provides an important safeguard.</p> <p>For 2 marks States one basic but accurate reason why Jeremy Warner’s work will safeguard democracy <u>as part of a recognisable explanation</u>.</p> <p>For 1 mark States one basic reason why Jeremy Warner’s work provides an important safeguard for democracy.</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>
<p>2</p>	<p>b</p>	<p>Any two reasons why government ministers have their own blogs and social media profiles include but are not limited to:</p> <ul style="list-style-type: none"> • to be easily accessible to the electorate / their constituents • inform readers of their department’s work • to encourage support / gain popularity • publicise their activities • raise their profile (with other politicians / with the electorate) • promote / explain / justify their policies / opinions 	<p>2</p> <p>Use ✓ or ✗ Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. A maximum total of 2 marks can be awarded.</p> <p>Do not accept responses that are not relevant specifically to government ministers. Do not credit any repetition of points.</p>

		<ul style="list-style-type: none"> • respond to political issues / events / news • start / support a campaign • allows them to see and respond to public feedback. 		
2	c	<p>Any two ways the media can affect people's votes in elections include but are not limited to:</p> <ul style="list-style-type: none"> • express their opinion about how people should vote / support or denigrate a particular political party • slant the news through their selection of items • produce profiles which flatter or denigrate politicians • use 'fake news' • create an impression of widespread support for a party / politician • target key groups of electors with particular information / social media manipulation • expose wrongdoing or incompetence • give people reliable information / expose weaknesses in arguments • help people to 'understand' <p>Accept relevant examples.</p> <p>(Candidates may focus their response on the print media, broadcast media, digital media, social media or any combination thereof.)</p>	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two 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 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>
2	d	<p>Any two reasons why the UK government usually avoids direct control of the media include but are not limited to:</p> <ul style="list-style-type: none"> • media freedom is felt to be important in a democracy / it would threaten democracy to infringe media freedom / belief in the principle of democracy or the media has a right to free expression • it would limit debate / dissemination of different 	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two 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 2 marks can be awarded.</p>

		<p>opinions / free speech (democratic governments seek to encourage these things)</p> <ul style="list-style-type: none"> • there would be a ‘backlash’ from the electorate / accusations of government bias, interference, censorship or control • it would be condemned by international organisations / human rights groups • it would be an infringement of human rights • it’s impractical. 		<p>Do not allow such responses as ‘the government is scared’, ‘the media is too powerful’ or ‘the media support the government’.</p> <p>Do not credit any repetition of points.</p>
3	a	<p>This item is designed to assess candidates’ knowledge of democratic governments. Accurate responses are likely to include but are not limited to the democratic nations mentioned in the specification:</p> <ul style="list-style-type: none"> • USA (accept America) • France • India • Switzerland. <p>But credit should be given to any national government widely recognized as democratic.</p> <p>Markers may refer to Democracy Ranking at http://democracyranking.org to verify a country’s democratic credentials.</p>	1	<p>Use ✓ or ✗ The response can be awarded a maximum of 1 mark. Give credit to the valid point wherever it appears in the response space. A maximum total of 1 mark can be awarded.</p> <p>Do not allow constituent countries of the UK such as Wales, Scotland and Northern Ireland.</p>
3	b	<p>This item is designed to test candidates’ knowledge of the similarities between decision-making and / or government in the UK and decision-making and / or government in the country identified in response 3a.</p> <p><u>USA</u> Similarities include but are not limited to:</p> <ul style="list-style-type: none"> • representatives are elected / people can vote • bicameral system (House of Representatives and 	2	<p>Use ✓ or ✗ Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. A maximum total of 2 marks can be awarded. Do not credit ‘democracy’ as a similarity. Do not credit differences between the UK and the</p>

	<p>Senate)</p> <ul style="list-style-type: none"> • separation of powers • importance of the legislature (Congress / Parliament) • independent judiciary • devolution of power to states / municipalities • two main political parties • voting age 18 • free press • rule of law • equal opportunity / 'equal say' in elections <p><u>France</u> Similarities include but are not limited to:</p> <ul style="list-style-type: none"> • representatives are elected / people can vote • a bicameral system (National Assembly and Senate) • separation of powers • cabinet of senior ministers • a sovereign parliament • devolution of power to regions, departments and municipalities • general elections every 5 years • voting age 18 • free press • rule of law • equal opportunity / 'equal say' in elections • coalition governments can be formed <p><u>India</u> Similarities include but are not limited to:</p> <ul style="list-style-type: none"> • representatives are elected / people can vote • a bicameral system (upper house representing the states and lower house representing the people as a whole) • sovereign parliament 	<p>country stated in response 3a. Do credit general similarities between the UK and any democracy even if the answer to 3a is wrong. Do not credit any repetition of points.</p>
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		<ul style="list-style-type: none"> • head of state appoints the prime minister according to the representation of parties in parliament • cabinet of ministers appointed by prime minister – ministers must be elected members of the parliament • head of state largely ceremonial • independent judiciary • largely independent civil service • first-past-the-post election system (for the lower house) • elections every five years • voting age 18 • free press • rule of law. <p><u>Switzerland</u> Similarities include but are not limited to:</p> <ul style="list-style-type: none"> • a bicameral system (National Council and Council of States) • representatives are elected / people can vote • sovereign parliament • devolution of power to states (cantons) and municipalities • voting age largely 18 • free press • rule of law • equal opportunity / 'equal say' in elections • coalition governments can be formed 		
3	b	<p>This item is designed to test candidates' knowledge of the differences between decision-making and / or government in the UK and decision-making and / or government in the country identified in response 3a.</p> <p><u>USA</u></p>	2	<p>Use ✓ or ✗ Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space.</p>

	<p>Differences include but are not limited to:</p> <ul style="list-style-type: none"> • republic (no monarch) • written constitution • directly elected head of state • presidential elections every four years • ‘primaries’ are used to select presidential candidates • ‘mid-term’ elections for House of Representatives and Senate • elected second chamber (Senate) • federal government / states have more power than local authorities in the UK • increasing use of state referendums • president chooses his cabinet • cabinet members have no mandate from the electorate / aren’t elected • president can nominate judges • senior civil servants appointed to reflect politics of the president. <p><u>France</u></p> <p>Differences include but are not limited to:</p> <ul style="list-style-type: none"> • republic (no monarch) • written constitution • directly elected head of state (president) • ‘primaries’ are used to select presidential candidates • president appoints the prime minister • secular state • presidential and National Assembly election systems ensure the winner has the support of more than half the electors who voted in the final round (two round run-off system) 	<p>A maximum total of 2 marks can be awarded. Do credit general differences between the UK and any democracy even if the answer to 3a is wrong.</p> <p>Do not credit similarities between the UK and the country stated in response 3a. Do not credit ‘they use a different voting system’ – responses must be specific Do not credit any repetition of points.</p>
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	<ul style="list-style-type: none"> • second chamber chosen by indirect elections with half the members being renewed every 6 years • senior civil servants appointed to reflect politics of the president • some judges and senior officials are elected • referendums used to decide constitutional change • greater fluidity of political parties • French citizens based overseas elect their own representatives. <p><u>India</u> Differences include but are not limited to:</p> <ul style="list-style-type: none"> • written constitution • indirectly elected head of state (president) • federal system – states have considerable autonomy • president appoints senior judges on the recommendation of the cabinet • multiple political parties • electronic voting system • upper house indirectly elected using proportional representation • one third of upper house subject to elections every two years • some ‘reservation’ of seats for minority groups. <p><u>Switzerland</u> Differences include but are not limited to:</p> <ul style="list-style-type: none"> • republic (no monarch) • president has a one year-term and is selected by the seven-member Federal Council • federal system – states (cantons) have considerable autonomy • system based on consensus – the executive contains 	
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		<p>members from each of the main political parties</p> <ul style="list-style-type: none"> • coalition government is the norm • 'direct' democracy with referendums as a normal and regular feature of decision-making • general elections every 4 years • proportional representation used • judges chosen by elected representatives. 		
4	a	<p>This item is designed to test candidates' ability to apply their knowledge and understanding of rights and equalities to the example given in Fig. 4.</p> <p>Acceptable responses include but are not limited to:</p> <ul style="list-style-type: none"> • discrimination/prejudice/ignorance • culture • speaking a different language / English as a second language • educational disadvantage. 	1	<p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark. Give credit to the valid point wherever it appears in the response space. A maximum total of 1 mark can be awarded.</p>
4	b	<p>This item is designed to test candidates' ability to apply their knowledge and understanding of rights, equalities, government and the economy to the example given in Fig. 4.</p> <p>Candidates may cite general reasons why the UK government collects and publishes information about society as well as specific reasons why it has decided to collect and publish information on race disparity in particular. Credit should be given for general and specific points.</p> <p><u>General reasons</u> why the government collects and publishes information:</p> <ul style="list-style-type: none"> • to provide guidance to government departments and public bodies • to track change through time 	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, detailed and accurate conceptual understanding of a government's role and responsibility for reducing 'race disparity' in the context of Fig. 4 supported by general and specific reasons for the collection and / or publication of information.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • shows an excellent understanding of the role of government in reducing race disparity in the context of Fig. 4

	<ul style="list-style-type: none"> • to inform government policy • to be accountable to the electorate for performance / inform the public. <p><u>Specific reasons</u> why the government collects and publishes information on race disparity:</p> <ul style="list-style-type: none"> • reduce discrimination / promote inclusion • increase equality of opportunity • reduce alienation / reinforce commitment to UK democracy • ensure people’s skills and potential are fully utilised. 	<ul style="list-style-type: none"> • uses at least two general or specific points to explain why the government collects <u>and</u> publishes this information. <p>For 3 marks</p> <ul style="list-style-type: none"> • shows a good understanding of the role of government in reducing race disparity in the context of Fig. 4 • uses at least two general or specific points to explain why the government collects <u>or</u> publishes this information. <p>Level 1 (1–2 marks) A basic understanding of a government’s role and responsibility for reducing race disparity supported by some explanatory points.</p> <p>For 2 marks Describes at least one clear, accurate and valid reason for the government collecting and / or publishing information in the context of race disparity.</p> <p>For 1 mark States one valid reason for the government collecting and / or publishing information.</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>
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MARK SCHEME – SECTION B

Question		Answer	Marks	Guidance
5	a	<p>This item is designed to assess candidates' ability to analyse and interpret information.</p> <p>Any one reason including:</p> <ul style="list-style-type: none"> • only 318 Conservative MPs were elected • the Conservatives did not have a majority • the Conservatives could not form a government on their own • the Conservatives needed the support of another political party. 	1	<p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark. 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>
5	b	<p>This item is designed to assess candidates' ability to analyse and interpret information.</p> <p>United Kingdom Independence Party / UKIP is the correct answer.</p>	1	<p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark. 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>
5	c	<p>This item is designed to assess candidates' ability to analyse and interpret information.</p> <p>Candidates should be given credit for identifying two priorities for the Conservative Party if it is to win the next general election.</p>	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Only credit responses that link to evidence from Fig. 5.2 and Fig. 5.3.</p> <p>Award a mark for a valid point linked to Fig. 5.2.</p>

		<p>Valid responses include:</p> <ul style="list-style-type: none"> from Fig. 5.2, increase support / devise policies attractive /amongst the young (give credit to references mentioning specific age groups e.g. 18 – 49-year-olds) from Fig. 5.3, increase support / devise policies attractive in London / Wales / Scotland / northern England / the north-east / the midlands / cities / urban areas <p>(Accept valid examples of policies that might attract the groups mentioned above.)</p>		<p>Award a mark for a valid point linked to Fig, 5.3. Give credit to valid points wherever they appear in the response space. A maximum total of 2 marks can be awarded.</p>
5	d	<p>This item is designed to assess candidates' ability to analyse and interpret information to explain why the UK has been described as a 'divided nation'.</p> <p>There should be two aspects to candidates' responses:</p> <p><u>Aspect 1</u> Selecting appropriate evidence from Table 5, and Fig. 5.1 and Fig. 5.2 that is relevant to the question asked.</p> <p><u>Aspect 2</u> Analysing that evidence to compose a valid explanation.</p> <p>Relevant evidence: <u>Table 5</u> There is evidence of division in the table.</p> <ul style="list-style-type: none"> people vote for different political parties there is little agreement / consensus as both main political parties command significant support. nationalist parties are being successful in Scotland, Northern Ireland and Wales. 	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 selection of relevant evidence from all three sources (Table 5, and Fig. 5.1 and Fig. 5.2) is used to answer the question clearly and comprehensively.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> selects at least three pieces of relevant evidence (political division, age division, regional / national division) analyses and interprets the evidence thoroughly. as a result, provides an excellent explanation of why the UK can be described as a 'divided nation'. <p>For 3 marks</p> <ul style="list-style-type: none"> selects at least two pieces of relevant evidence analyses and interprets the evidence well

		<p><u>Fig. 5.1</u> The evidence of division here is the very significant link between voting behaviour and age in the 2017 election.</p> <ul style="list-style-type: none"> • younger people tended to vote Labour with the youngest age group being most likely to do so • older people tended to vote Conservative with the oldest age group most likely to do so. <p><u>Fig. 5.2</u> The evidence of division here the very significant link between people’s place of residence and their voting behaviour.</p> <ul style="list-style-type: none"> • support for nationalist parties is high in Scotland and significant in both Wales and Northern Ireland • support for the Conservatives is concentrated in England – mainly rural areas, south and east • support for Labour is concentrated in London, Wales, the midlands and the north. 	<ul style="list-style-type: none"> • as a result, provides a good explanation of why the UK can be described as a ‘divided nation’. <p>Level 1 (1–2 marks) Evidence is used to explain why the UK can be described as ‘divided nation’.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • selects relevant evidence from at least one source. • as a result, provides a basic but valid explanation why the UK can be described as divided nation. <p>For 1 mark Identifies relevant evidence from one source 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 ‘Labour Party’ and ‘general election’ 	<p>8</p> <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) An excellent evaluation which is a relevant, coherent, logically structured and substantiated response to the</p>

		<ul style="list-style-type: none"> • select relevant evidence from Table 5, and Fig. 5a and Fig 5b • select relevant evidence from their studies • show an appreciation of the issue’s complexity and present arguments on both sides of the case • reach a substantiated conclusion. <p>Throughout their answer, candidates should demonstrate ability to:</p> <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>Reasons why Labour can be said to be the ‘real winners’ of the 2017 general election:</p> <ul style="list-style-type: none"> • gained the most seats (compared to 2015) • improved their share of the vote more than any other party • younger people overwhelmingly supported Labour. <p>Reasons why Labour should not be described as the ‘real winners on the 2017 general election:</p> <ul style="list-style-type: none"> • the Conservatives won the most seats • the Conservatives had a larger share of the vote • the Conservatives formed a government whereas Labour were unable to do so • 60% of voters did not support Labour • Labour’s support was limited to the cities, London, Wales and the north. 	<p>viewpoint, ‘The Labour Party were the real winners of the 2017 UK general election’.</p> <p>Features must include:</p> <ul style="list-style-type: none"> • an excellent evaluation of a range of evidence selected from Table 5, Fig. 5.1, Fig. 5.2 and their studies • an understanding of the issue’s complexity using a sustained line of argument • specific and accurate references to: <ul style="list-style-type: none"> ○ the result of the 2017 election ○ differences between the 2015 and 2017 election results • a substantiated response. <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 Table 5, and Fig. 5.1 and Fig. 5.2 • largely accurate references to the following: <ul style="list-style-type: none"> ○ the result of the 2017 election ○ differences between the 2015 and 2017 election results • a substantiated response. <p>Level 2 (3–4 marks) A valid but basic response to the viewpoint.</p> <p>Features must include:</p>
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		<p>Possible conclusion: It is true to say that Labour did well in comparison to the 2015 general election, gaining seats from other political parties and increasing their share of the vote quite substantially. It's also possible to claim that Labour is well placed for future success given its support amongst young people. Nevertheless, the case against the viewpoint is more compelling (use of evidence detailed above).</p>	<ul style="list-style-type: none"> • a basic evaluation of relevant evidence drawn from TWO OF Table 5, Fig. 5a and Fig. 5b • largely accurate references to: <ul style="list-style-type: none"> ○ the 2017 election result ○ differences between the 2015 and 2017 results • a basic but specific response to the viewpoint. <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 or examples to illustrate the 2017 election result. <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>
<p>6</p>	<p>a</p>	<p>This item is designed to assess candidates' ability to analyse information relating to the citizenship issue of confidence in the justice system (AO3).</p> <p>Selecting appropriate information from Table 6.1 and interpreting it in ways that are relevant to the question asked.</p>	<p>4</p> <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 thorough and accurate analysis of a range of information from Table 6.1 to identify the implications</p>

	<p>In particular, candidates should explain why the information in Table 6.1 might affect people’s confidence in different parts of the justice system.</p> <ul style="list-style-type: none"> • Only 11% of offences reported to the police result in a suspect being charged and summoned to appear in court. (This can result in lower public confidence in the police and the Crown Prosecution Service (court system) as relatively few reported offences are resolved through a criminal charge.) • Relatively few offences reported to the police lead to a suspect being identified. The identification of a suspect is most likely for reported weapons offences or drug offences. Suspects are also usually identified by the police for sex offences and violence. Suspects are much less likely to be identified for theft, robbery, and criminal damage and arson. (This is likely to be the biggest factor affecting public confidence in the police.) • Reports of weapon possession have a better chance of leading to a suspect being charged and summoned (48%) than arson and criminal damage (6%). (The public support are likely to be more confident in the police in relation to their successful focus on possessing weapons.) • Other offences unlikely to lead to criminal charges include: sexual offences, theft and robbery. (Public support for the police, court system and politicians may be undermined by the low 	<p>of the information shown in the data for public confidence in the police, court system and politicians.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • demonstrates an excellent analysis of a range of information in Table 6.1 noting, for example, the differences in outcome for different categories of offence • links the information explicitly to implications for the police, court system and politicians. <p>For 3 marks</p> <ul style="list-style-type: none"> • demonstrates a good analysis of evidence in Table 6.1 noting, for example, that relatively few suspects are identified by the police and that fewer still are charged • links the information explicitly to implications for two of: police; court system; and politicians. <p>Level 1 (1–2 marks) Use of relevant information from Table 6.1 to identify the possible implications for public confidence.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • demonstrates a basic analysis of at least one piece of specific and relevant information from Table 6.1 and refers in outline to the implications for one or more of: police; courts; or politicians. <p>For 1 mark</p> <ul style="list-style-type: none"> • demonstrates a limited analysis of at least one piece of relevant information from Table 6.1 or makes an accurate general point about the
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		<p>proportion of reported sex offences that lead to a suspect being brought to justice.)</p> <ul style="list-style-type: none"> • Offences can be dealt with formally or informally outside the court system. This is particularly the case with drugs offences where 29% of reported offences are dealt with through informal action. This may undermine confidence in politicians. • It is unusual for other types of offence to be dealt with informally through community resolution. For example, only 2% of reported thefts are dealt with in this way. (There may be public confidence issues here connected with the performance of politicians, including Police and Crime Commissioners and Community resolution has a good record of success but is used relatively infrequently.) • Action against suspects can be undermined by victims not wanting to take action. This is a particularly pertinent issue with respect to sexual offences and violence. (Support for victims by the police and court system including the charity, Victim Support may be an issue here.) • Action against suspects can be undermined even where victims are prepared to support action if there are other issues with evidence. This prevents progress in 17% of reported sex offences and 17% of offences of violence against the person. (This may raise questions about the effectiveness of police investigations and support for potential witnesses by the court system in particular the UK Protected Persons Service.) 		<p>implications for one or more of: police; courts; or politicians.</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>
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6	b	<p>This item is designed to assess candidates' ability to analyse information to describe how the government might respond. (AO3).</p> <p>Candidates' responses should rely on their analysis and interpretation of information from both Tables 6.1 and 6.2.</p> <p>Table 6.1 Please refer to the commentary for question 6a.</p> <p>Table 6.2 This table provides information about levels of public confidence in the police.</p> <ul style="list-style-type: none"> • Confidence is high overall with over half of people in every category regarding the police as doing a good or excellent job. • Particularly favourable responses come from people aged 75+, women, students and ethnic Chinese. • Markedly less favourable responses come from people aged 45 – 64, men, unemployed people and people of 'mixed race'. 	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 thorough description of how information from Tables 6.1 and 6.2. may affect government policy on crime and justice.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • an excellent description of how the information in Table 6.1 may affect government policy by, for example, employing more police, a focus on victim support and witness protection or the more extensive use of community resolution for appropriate offences. • an excellent description how the information in Table 6.2 on public confidence in the police may affect government policy by, for example, conducting further research into the reasons for lower confidence in some groups, developing strategies to support unemployed people, further diversity training and developing a more ethnically diverse force. <p>For 3 marks</p> <ul style="list-style-type: none"> • a good description of how the information in Table 6.1 may affect government policy by, for example, employing more police, and a focus on victim support or witness protection. • a good description how the information in Table 6.2 on public confidence in the police may affect government policy by, for example, developing strategies to support unemployed
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			<p>people, further diversity training and developing a more ethnically diverse force.</p> <p>Level 1 (1–2 marks) A basic statement of how the information from Tables 6.1 and / or 6.2 may affect government policy.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • a basic statement of how the information in Table 6.1 may affect government policy • a basic statement of how the information in Table 6.2 may affect government policy • specific and accurate source information <p>For 1 mark</p> <ul style="list-style-type: none"> • a basic statement of how the information in Table 6.1 or 6.2 may affect government policy. <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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MARK SCHEME – SECTION C

Question	Answer	Marks	Guidance
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 • reach a substantiated conclusion. <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 that candidates could make include but are not limited to:</p> <p><u>Section 1 – Rights, the law and the legal system in England and Wales</u></p> <ul style="list-style-type: none"> • ‘Ordinary people’ have legal rights under the Universal Declaration of Human Rights and the European Convention on Human Rights from which the Human Rights Act is derived. The UK government has a legal obligation to uphold citizens’ human rights as the UK is a signatory of the international agreements above. 	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 ✗ 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 ‘Ordinary people don’t really matter in the UK’s democracy’.</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 concept, ‘democracy’ • an understanding of the issue’s complexity using a sustained line of argument • specific and accurate references to all of the following: <ul style="list-style-type: none"> ○ significance of human rights enshrined in UK <u>and</u> international law ○ the nature of representative democracy ○ the use of referendums on significant issues ○ issues connected with public engagement or trust in UK decision-making <u>and</u> legal processes. • specific examples used to validate points • a substantiated 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. Features must include:</p>

	<ul style="list-style-type: none"> • Governments and post-holders in government are subject to the law (rule of law). • Within UK democracy, citizens have the right to representation, a fair trial and equal opportunity. • The rights above are constrained in practice by ‘ordinary people’ being unaware of them or lacking the skills, finance and confidence to use legal and political systems to their advantage. • Issues of inequality, poverty and discrimination persist leaving many citizens detached from the political process. <p><u>Section 2 – Democracy and government</u></p> <ul style="list-style-type: none"> • The electorate has ultimate power (as evidenced by the EU referendum) and democratic processes constrain the power of government. • The separation of powers in the British constitution means the government is subject to parliamentary scrutiny and challenge through the courts if its actions are deemed illegal. Citizens can take action against the government through the courts. • All citizens have the right to form a political party, stand for elected office, form or join a pressure group, and start or sign a public petition. • Governments representing the majority party in a parliament may not have support from most citizens. • Powerful interests in business and the media can influence public opinion disproportionately. • The upper house in the UK Parliament is unelected. • Once elected, MPs can remain in post for up to five years without a requirement to consult their constituency. 		<ul style="list-style-type: none"> • a good evaluation of appropriate evidence selected from across the specification • an understanding of the concept, ‘democracy’ • largely accurate references to at least three of the following: <ul style="list-style-type: none"> ○ significance of human rights enshrined in UK <u>and</u> international law ○ the nature of representative democracy ○ the use of referendums on significant issues ○ issues connected with public engagement or trust in UK decision-making <u>or</u> legal processes. • 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 at least two of the following: <ul style="list-style-type: none"> ○ significance of human rights enshrined in UK <u>or</u> international law ○ the nature of representative democracy ○ the use of referendums on significant issues ○ issues connected with public engagement or trust in UK decision-making <u>or</u> legal processes. • 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
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	<ul style="list-style-type: none"> Members of Parliament, senior civil servants and senior judges are still tend to be white, male, middle aged and from a privileged educational background. <p><u>Section 2 – Politics beyond the UK</u></p> <ul style="list-style-type: none"> ‘Ordinary people’s’ rights and access to power in the UK is more favourable than in non-democratic countries. There is relatively little devolution of power in the UK compared to the USA, France, Switzerland and India. The use of referendums is more widespread in the USA and Switzerland. In both these countries, citizens have the right to initiate a referendum. 	<ul style="list-style-type: none"> limited but valid reference to at least one of the following: <ul style="list-style-type: none"> significance of human rights enshrined in UK <u>or</u> international law the nature of representative democracy the use of referendums on significant issues issues connected with public engagement or trust in UK decision-making <u>or</u> legal processes. <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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MARK SCHEME – SECTION D

Question		Answer	Marks	Guidance
8	a	<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>There should be two aspects to candidates' responses as they describe the different ways local residents could help the <i>Say NO 2 Long Meadow</i> campaign.</p> <p><u>Aspect 1</u> Knowledge and understanding of the importance of using a variety of strategies to oppose housing on Long Meadow.</p> <p><u>Aspect 2</u> Application of knowledge and understanding in relation to this particular campaign.</p> <p>Points candidates could make/ include but are not limited to:</p> <ul style="list-style-type: none"> • This is a planning decision made by a local authority. • Locally elected representatives will be making this decision. • The local authority has a legal obligation to consult local people and their representatives. 	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 of campaigning methods to a description of the different ways local residents could help in this campaign. (Fig. 8).</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • demonstrates an excellent knowledge and understanding of the importance of a varied campaign involving local residents in a range of different ways. • applies this with precision to the information in Fig. 8 using at least three points from the 'answer' column or valid alternatives • as a result, describes comprehensively the different ways local residents could help. <p>For 3 marks</p> <ul style="list-style-type: none"> • demonstrates an excellent knowledge and understanding of the importance of a varied campaign involving local residents in a range of different ways.

		<ul style="list-style-type: none"> • Any town or parish council will have the right to make representations to the planning authority – usually the district council. • Radley developments may be vulnerable to a campaign against them including direct action. • Given the above: <ul style="list-style-type: none"> ○ it's important for as many people as possible to put their message across through petitions (including e-petitions), personal objections, lobbying and protest ○ media coverage and a social media campaign will be vital ○ residents with a legal, business, media or political background can lend their skills to the campaign ○ all this will need financing, so some residents can help with fund-raising • Campaigners should use a variety of methods targeted on decision-makers, officials, the developer and particular groups of potential supporters. 		<ul style="list-style-type: none"> • applies this to the information in Fig. 8 using at least two points from the 'answer' column or valid alternatives suggesting different aspects to the campaign • as a result, describes satisfactorily the different ways local residents could help. <p>Level 1 (1–2 marks) Some knowledge and understanding of strategies for supporting a campaign linked to the 'Long Meadow' context (Fig. 8).</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • demonstrates basic application of knowledge and understanding of the different ways people can support a campaign. • applies this in a basic way to the 'Long Meadow' context using at least one point from the 'answer' column. <p>For 1 mark</p> <ul style="list-style-type: none"> • At least one limited point show how local residents can support a campaign like 'Long Meadow'. <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>
8	b	<p>Any one of the following:</p> <ul style="list-style-type: none"> • no internet access or inability / reluctance to use it 	1	<p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark. Give credit to a valid point wherever it appears in the response space.</p>

		<ul style="list-style-type: none"> no access to social media or inability / reluctance to use it health issues. 		A maximum total of 1 mark can be awarded.
8	c	<p>Any one of the following possible links that the <i>Say NO 2 Long Meadow</i> campaigners should have added to their website's home page:</p> <ul style="list-style-type: none"> copy of the planning application / details of the developer's proposal summary of the reasons for opposing the developers' plan planning authority consultation / comments / objection page link for donations to the campaign local planning officers', councillors' and / or MP's contact details / website a phone contact number video link to sum up the issue 	1	<p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark. Give credit to a valid point wherever it appears in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p>
8	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 explain why the <i>Say NO 2 Long Meadow</i> campaign must do more than starting an e-petition.</p> <p>Reasons candidates could include:</p> <ul style="list-style-type: none"> not everyone has access / can use the internet some people may be reluctant to put their names to a petition but may wish to support the campaign in other ways an e-petition does not fully demonstrate the strength of feeling or the complexity of public opinion (opponents may 	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 a valid explanation of why the campaign described in Fig. 8 must do more than starting an e-petition.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> demonstrates an excellent knowledge and understanding of how to engage others in a citizenship campaign applies this with precision to the source material using at least three different points from the

		<p>dismiss an e-petition as lacking significance)</p> <ul style="list-style-type: none"> • an e-petition by itself does not fully engage a community • young people don't use websites / do use social media • an e-petition is unlikely to attract attention to the issue or be of interest to the print or broadcast media • an e-petition, by itself, may not be taken seriously or may lack focus on key decision-makers. <p>Candidates may describe strategies that will take the campaign group beyond an e-petition and explain why these strategies are necessary.</p>	<p>'answer' column or elsewhere to explain why the campaign must do more than starting an e-petition.</p> <p>For 3 marks</p> <ul style="list-style-type: none"> • demonstrates a good knowledge and understanding of how to engage others in a citizenship campaign • applies this to the source material using at least two points from the 'answer' column or elsewhere to explain why the campaign must do more than starting an e-petition. <p>Level 1 (1–2 marks) Some understanding of why the campaign described in Fig. 8 must do more than starting an e-petition.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • demonstrates a basic application of knowledge and understanding of campaigning • applies this in a basic way to Fig. 8 using at least one point from the 'answer' column or elsewhere to explain why the campaign must do more than starting an e-petition. <p>For 1 mark</p> <ul style="list-style-type: none"> • Limited application of knowledge and understanding from 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.</p>
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				Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.								
9	a	<p>This item is designed to test candidates' ability to apply their knowledge and understanding of citizenship to the case study of Hightown Community Centre.</p> <p>Candidates should be given credit for any two reasons in the second column of the table that follows as long as they are linked to a relevant piece of information from the data sets.</p> <table border="1"> <thead> <tr> <th>Piece of information</th> <th>Reason it will be helpful in support of the campaign</th> </tr> </thead> <tbody> <tr> <td>43% of Hightown residents are over 60 or 23% of Hightown residents are over 75</td> <td>This is much higher than the national average. A community centre can provide support, friendship and activity for older people.</td> </tr> <tr> <td>Hightown is amongst the 9% most deprived communities for education, skills and training.</td> <td>A community centre can be a focal point for people to learn new skills / access training.</td> </tr> <tr> <td>Hightown is amongst the 15% most deprived communities for employment.</td> <td>A community centre can provide activities and support for people with time on their</td> </tr> </tbody> </table>	Piece of information	Reason it will be helpful in support of the campaign	43% of Hightown residents are over 60 or 23% of Hightown residents are over 75	This is much higher than the national average. A community centre can provide support, friendship and activity for older people.	Hightown is amongst the 9% most deprived communities for education, skills and training.	A community centre can be a focal point for people to learn new skills / access training.	Hightown is amongst the 15% most deprived communities for employment.	A community centre can provide activities and support for people with time on their	2	Use ✓ or ✗ Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark. Give credit to valid points wherever they appear in the response space. The 'piece of information' quoted must be specific – not just a heading or number. A maximum total of 2 marks can be awarded.
Piece of information	Reason it will be helpful in support of the campaign											
43% of Hightown residents are over 60 or 23% of Hightown residents are over 75	This is much higher than the national average. A community centre can provide support, friendship and activity for older people.											
Hightown is amongst the 9% most deprived communities for education, skills and training.	A community centre can be a focal point for people to learn new skills / access training.											
Hightown is amongst the 15% most deprived communities for employment.	A community centre can provide activities and support for people with time on their											

			hands or needing support to return to work.		
		Hightown is amongst the 38% most deprived communities for income.	A community centre can provide local opportunities for friendship and leisure that are inexpensive or free		
		Hightown is amongst the 38% most deprived communities for health.	A community centre can provide local opportunities for sport and fitness		
		37% of households contain single adults.	A community centre may help people deal with loneliness / social isolation.		
		28% of households contain dependent children.	A community centre can act as a focal point for young people / prevent boredom / reduce anti-social behavior.		
9	b	<p>Credit must only be given for examples of elected representatives, or public or voluntary sector workers who may be able to give advice or support for the reopening of the community centre.</p> <p>Relevant responses include but are not limited to:</p> <ul style="list-style-type: none"> • Member of Parliament (MP) • Councillor or council • mayor • children’s centre / play group leader • doctor 		2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two 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>Do not allow Citizens Advice</p> <p>A maximum total of 2 marks can be awarded.</p>

		<ul style="list-style-type: none"> • community nurse • head teacher • police officer / police community support officer (PCSO) • local authority officer responsible for community centres / estates / community cohesion • youth worker • sheltered housing / care home manager. 		
9	c	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the Hightown Community Centre case study (AO2).</p> <p>Candidates should use information from Fig. 9.1, 9.2 and 9.3 to help them describe a process of research and consultation necessary before planning activities for the centre.</p> <p>Candidates should focus on the <u>process</u> of research and consultation rather than the activities they think might 'work' a reopened community centre. A suitable process could include:</p> <ul style="list-style-type: none"> • consulting community representatives • consulting public sector and voluntary workers with responsibility for the community • consulting different groups of residents • consulting former users • conducting a skills audit in the community • consulting former managers / staff / trustees to find out what worked or did not work before the centre closed 	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 of research and consultation with appropriate application to this case.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • demonstrates an excellent knowledge and understanding of the process of research and consultation • applies this with precision to this case using at least three points from the 'answer' column or elsewhere • as a result, provides a comprehensive description of a suitable process for research <u>and</u> consultation in this case. <p>For 3 marks</p>

		<ul style="list-style-type: none"> • consulting local authority representatives to find out their vision for the centre • consulting managers / trustees of successful community centres • researching the availability of activities / opportunities already available to residents • trying taster activities prior to a full commitment to a particular offer. 	<ul style="list-style-type: none"> • demonstrates a good knowledge and understanding of the process of research and consultation • applies this to this case using at least two points from the 'answer' column or elsewhere • as a result, provides a satisfactory description of a suitable process for research <u>and</u> consultation in this case. <p>Level 1 (1–2 marks) Some understanding of the types of research and consultation appropriate to this case.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of research and consultation • applies this to the case study using at least one point from the 'answer' column • as a result, provides a simple description of a research <u>or</u> consultation process appropriate in this case. <p>For 1 mark</p> <ul style="list-style-type: none"> • At least one limited point stated to demonstrate some knowledge of research or consultation. <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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9	d	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the Hightown Community Centre case study (AO2).</p> <p>Candidates should describe how they can make sure the centre is successful in the long-term. Relevant points include but are not limited to:</p> <ul style="list-style-type: none"> • the involvement and support of the community • long-term use by the community • recruiting sufficient volunteers • support for manager / staff / management committee (leadership / management /governance) • strong relationship with the local authority • sound financial management / a future income stream • targeted marketing (not just putting on events) • maintenance of the centre • policing of the site / enforcement of reasonable standards. 	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 to enable a comprehensive description of actions to ensure long-term success.</p> <p>For 4 marks</p> <ul style="list-style-type: none"> • demonstrates an excellent knowledge and understanding by describing measures for long-term sustainability, including engagement and financial strategy • applies this with precision to the case study using at least three points from the 'answer' column or elsewhere. <p>For 3 marks</p> <ul style="list-style-type: none"> • demonstrates a good knowledge and understanding by describing a long-term strategy that includes separate elements such as engagement, maintenance and management • applies this to the case study using at least two points from the 'answer' column or elsewhere. <p>Level 1 (1–2 marks) Some understanding of how to construct a long-term</p>

			<p>strategy to ensure the project's success.</p> <p>For 2 marks</p> <ul style="list-style-type: none"> demonstrates a basic knowledge and understanding by listing points appropriate for long-term success applies this to the case study using at least one point from the 'answer' column or elsewhere. <p>For 1 mark</p> <ul style="list-style-type: none"> at least one limited point stated to show how campaigners should plan for the long-term. <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>
10*		<p>This item is designed to assess candidates' ability to apply knowledge and understanding of:</p> <ul style="list-style-type: none"> citizenship action from across the whole specification and citizenship action taken by other learners in their school or college. <p>This item also enables examiners to reflect on:</p> <ul style="list-style-type: none"> candidates' understanding of the purpose of planning to ensure that action is well-targeted and effective both in the short-term and long-term methods used by candidates in their own planning and how these could have been improved and extended (AO2). 	<p>12</p> <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 12 marks can be awarded. No marks can be awarded for answers that are not related to the citizenship action undertaken.</p> <p>Level 4 (10–12 marks) Excellent knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's account. Features must include:</p> <ul style="list-style-type: none"> excellent explanation of the purpose of thorough and careful planning which might include references to:

	<p>The response should include:</p> <ul style="list-style-type: none"> • an explanation of the purposes of thorough and careful planning • a description of the methods used • using knowledge and understanding of citizenship studies, a description of how planning could have been more effective. 	<ul style="list-style-type: none"> ○ achieving agreed aims ○ setting targets ○ establishing success criteria ○ enabling each team member to understand the 'bigger picture' ○ engaging the team ○ clarifying roles ○ maintaining focus ○ ensuring accountability ○ responding to the unexpected ○ facilitating review and evaluation • an excellent, wide-ranging description of the planning process in the candidate's own action which might include references to: <ul style="list-style-type: none"> ○ agreement of aims and objectives ○ long-term strategic planning ○ agreement of success criteria ○ allocation of roles within the team ○ agreement of time allocations / deadlines ○ regular evaluation and review ○ short-term planning linked to particular tasks. • an excellent description of how planning could have been improved: or extended, citing other examples of citizenship action with which the candidate is familiar which might include the features of effective planning cited above • relevant examples used to validate points. <p>Level 3 (7–9 marks) Good knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's account. Features must include:</p>
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		<ul style="list-style-type: none"> • a good explanation of the purpose of thorough and careful planning which might include references to: <ul style="list-style-type: none"> ○ achieving agreed aims ○ keeping the project 'on track' • a good description of the planning process in the candidate's own action which might include references to: <ul style="list-style-type: none"> ○ agreement of aims and objectives ○ allocation of roles within the team ○ agreement of time allocations / deadlines ○ regular evaluation and review • a good description of how planning could have been improved: or extended, citing other examples of citizenship action with which the candidate is familiar which might include the features of effective planning cited above • mostly relevant examples used to validate points. <p>Level 2 (4–6 marks) Basic knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's account. Features must include:</p> <ul style="list-style-type: none"> • description of how they planned or the importance of planning, with examples • description of their project • a basic application of knowledge and understanding to describe how planning could have been improved. <p>Level 1 (1–3 marks) Limited knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's account. Features must include</p>
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			<ul style="list-style-type: none">• a limited description of their project or the need for planning• a limited description of how this might have been improved. <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.</p> <p>Do not credit any repetition of points.</p>
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