



Oxford Cambridge and RSA

Thursday 19 November 2020 – Afternoon

GCSE (9–1) Citizenship Studies

J270/03 Our rights, our society, our world

Time allowed: 1 hour

No extra materials are needed.



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

Centre number Candidate number

First name(s) _____

Last name _____

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. You can use extra paper if you need to, but you must clearly show your candidate number, the centre number and the question numbers.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **16** pages.

ADVICE

- Read each question carefully before you start your answer.

SECTION A

Answer **all** the questions.

This section is about our rights. You should spend approximately 10 minutes on this section.

1 (a) Education is very important to make sure a democracy works well.

State **two** ways in which democracy would be harmed if people were **not** educated.

1

.....

2

.....

[2]

Study **Fig. 1.1** and **Fig. 1.2** and answer question 1(b).

Percentage of each nation's student cohort that are female 2014–15

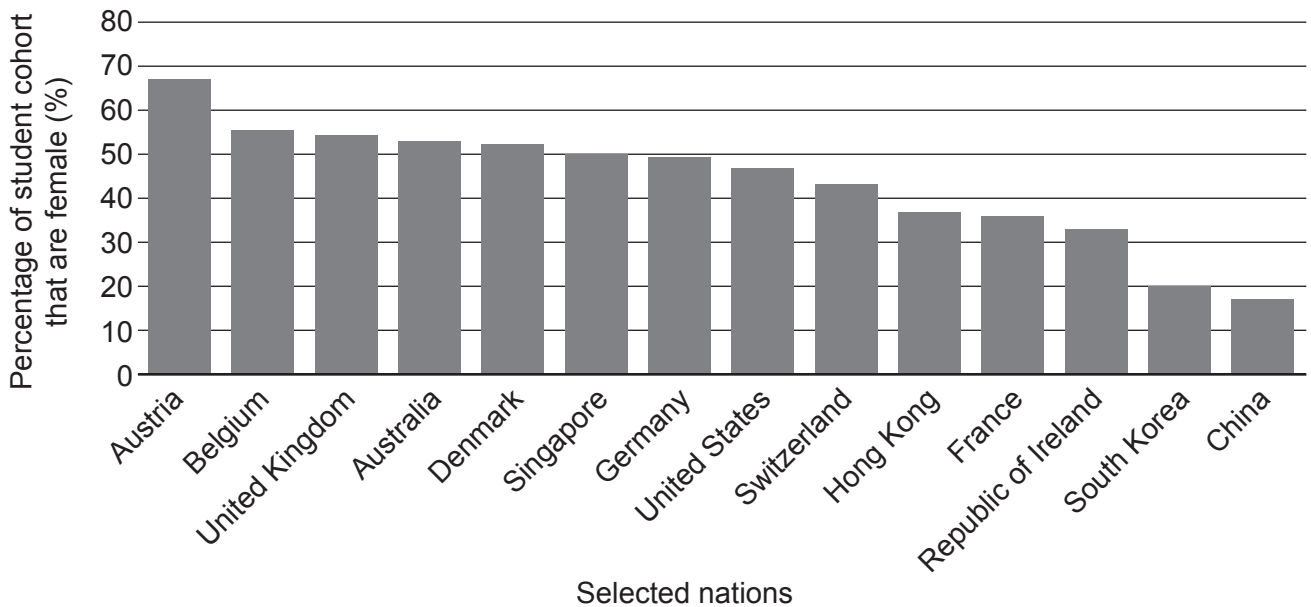


Fig. 1.1 (Adapted from the *Times Higher Education Supplement*)

(c) State **four** different points that could be used as part of a reasoned case **against** the viewpoint below:

'Trade unions are a good thing because they protect everyone's rights.'

- 1
- 2
- 3
- 4

[4]

SECTION B

Answer **all** the questions.

You should spend approximately 15 minutes on this section.

2 Read the introduction below:

Bringing aid to the earthquake victims of Haiti

In 2010 there was an earthquake in Haiti which may have killed 230 000 people and injured 300 000. Hundreds of thousands lost their homes. Haiti is a very poor country. The United Nations (UN) and non-governmental organisations (NGOs) quickly tried to help but later there were accusations of abuse by aid workers.

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

One view of the work of NGOs in Haiti

The latest reports of abuse by aid workers for Oxfam and Save the Children are only a part of the failings of NGOs. Haiti has more NGO aid workers per square mile than any other country but it is the poorest country in the western world. NGO aid workers do well for themselves. They go on to get jobs in universities and governments. They never get punished for their crimes. There are few signs of how the \$13.4 billion raised for earthquake relief has been put to good use. One NGO, the Red Cross, is planning to build a luxury hotel with unspent donations.

Fig. 2 (Adapted from a letter in the *Guardian*, 13 February 2018)

(a) Using **Fig. 2**, state **one** example to show that NGOs have **not** helped improve the standard of living of people in Haiti.

..... [1]

(b) State **one** action that NGOs could take to **prevent** aid workers abusing their position when they go abroad to deal with disasters.

..... [1]

(c) State **two non-economic** reasons why some people in Haiti would **oppose** the use of NGO aid workers.

1

.....

2

.....

[2]

SECTION C

Answer **all** the questions.

You should spend approximately 10 minutes on this section.

3 Study Fig. 3.1 and answer question 3(a).

THE ECONOMIC IMPACT OF INTERNATIONAL STUDENTS

UK EXPORT EARNINGS



£10.8bn

International students are good for the British economy. In 2014–15 they were responsible for **£10.8 billion** of UK export earnings.

OFF-CAMPUS EXPENDITURE



£5.4bn

Spending by international students benefits businesses all over Britain. As well as what they spend on university fees and accommodation, in 2014–15 international students spent **£5.4 billion** off-campus on goods and services.

JOBS GENERATED

206,600

Spending by international students supports jobs all over Britain. In 2014–15 they supported **206,600** jobs nationally.



BOOSTING OTHER SECTORS OF THE ECONOMY



International students are not just an economic asset to the higher education sector: they also boost other British industries. For example, in 2014–15 their off-campus spending added **£750 million** to the UK transport industry and **£690 million** to the retail industry.

TAX CONTRIBUTION

The economic activity and employment sustained by international students' subsistence spending generated **£1 billion** in tax revenues in 2014–15 – equivalent to the salaries of **31,700** nurses or **25,000** police officers.



Fig. 3.1 (Adapted from the *Universities UK* website)

(a) State **two** examples of evidence in **Fig. 3.1** that could be used to **support** the viewpoint below:

'International students bring economic benefits to the UK.'

1

.....

2

.....

[2]

Study **Fig. 3.2** and answer question **3(b)**.

One view of ‘Brexit’

Mike Cooper is the Conservative leader of Boston Borough Council. Boston was the town in the UK which had the highest ‘leave vote’ of 75.6% in the 2016 ‘Brexit’ referendum. He says immigration needs to be controlled.

‘We’ve got everyone from Polish, Lithuanians, Ukrainians, Czechs and Albanians – people from just about every country you can think of come here,’ he said.

‘There are a lot of people in this town and it’s full up now. Over a quarter of inhabitants of this town are from Eastern European countries.’

Irene Jackson, a resident of Boston, said she voted to leave the European Union (EU) because she wanted Britain to ‘stand on its own two feet.’

Fig. 3.2 (Adapted from an interview with Sky News, 2019)

(b)* Write a reasoned case **against** the viewpoint below:

‘People who voted for the UK to leave the EU did so only because of immigration.’

In your answer you should:

- refer to **Fig. 3.2** in your reasoned case
- consider at least **three other reasons** why people voted to leave the EU. **[8]**

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SECTION D

Answer **all** the questions.

You should spend approximately 20 minutes on this section.

4 Study **Fig. 4.1** and **Fig. 4.2** and answer questions **4(a)** and **4(b)**.

Taken from the North Atlantic Treaty of 1949 which established the North Atlantic Treaty Organization (NATO)

'The parties to this treaty are determined to safeguard the freedom and civilization of their peoples, founded on the principles of democracy, individual liberty and the rule of law.

They are resolved to unite their efforts for collective defence and for the preservation of peace and security.

The parties agree that an armed attack against one or more of them in Europe or North America shall be considered as an attack against them all and will take such action as is deemed necessary, including the use of armed force.'

Fig. 4.1

| NATO's estimates of the proportion of each member state's wealth spent on defence in 2017 (adapted from NATO's figures) | |
|--|--|
| Member state | % of GDP (Gross Domestic Product) – a measure of a country's wealth |
| United States of America (USA) | 3.6 |
| Greece | 2.4 |
| UK | 2.1 |
| Luxembourg | 0.5 |
| Germany | 1.2 |
| France | 1.8 |
| Average of other members | 1.4 |

Fig. 4.2

(a) State **two** countries that are members of NATO **in addition to** the member states highlighted in **Fig. 4.2**.

1

2

[2]

15
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