

**Modified Enlarged 24pt  
OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**Wednesday 24 May 2023 – Afternoon**

**GCSE (9–1) Citizenship Studies**

**J270/02 Citizenship in action**

**Time allowed: 1 hour 45 minutes  
plus your additional time allowance**

**YOU MUST HAVE:  
Resource Booklet (with this document)**

**Please write clearly in black ink.**

**Centre number**

**Candidate number**

**First name(s)** \_\_\_\_\_

**Last name** \_\_\_\_\_

**READ INSTRUCTIONS OVERLEAF**



## **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 100.**

**The marks for each question are shown in brackets [ ].**

**Quality of extended response will be assessed in questions marked with an asterisk (\*).**

## **ADVICE**

**Read each question carefully before you start your answer.**

**BLANK PAGE**

## SECTION A

You should spend about **20 MINUTES** plus your additional time allowance on this section.

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

### SOURCE 1

Should Scotland become an independent country?

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



A Scottish independence sticker

But the UK Government has **NOT** devolved all its powers to the Scottish Government. Some powers have been 'reserved' for the UK Government.

**‘Reserved’ powers include: defence, relationships with other nations and immigration.**

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

**(a) State TWO OTHER NATIONS (apart from Scotland) that are part of the UK.**

**1 \_\_\_\_\_**

**2 \_\_\_\_\_**

**[2]**

**(b) State TWO PUBLIC SERVICES that Scotland’s national and regional governments provide for Scottish people.**

**1 \_\_\_\_\_**

**2 \_\_\_\_\_**

**[2]**

**(c) State TWO REASONS why many Scottish people want independence for their country.**

**1** \_\_\_\_\_

**2** \_\_\_\_\_

**[2]**



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

### **SOURCE 2**

#### **The Online Safety Bill**

**The Online Safety Bill will introduce legal responsibilities for social media companies to keep their users safe.**

**That safety is defined in broad terms. It covers material that is already illegal under English law (such as sharing harmful images) as well as material that is legal but harmful.**

**Social media companies will also be given a legal responsibility to protect their users' right to freedom of expression.**

**How these companies deal with the new law will be monitored by Ofcom which will become the United Kingdom's online safety regulator.**

**Extract adapted from a report on Sky News 19th October 2021**

**(a) Using SOURCE 2, state TWO REASONS why laws are needed to promote and protect people’s online safety.**

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

**[2]**

**(b) State TWO PARLIAMENTARY STAGES that the Online Safety Bill must complete before it becomes law.**

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

**[2]**

**(c) State ONE UK PRESSURE GROUP or POLITICAL PARTY that is likely to be concerned about laws that control or restrict content.**

\_\_\_\_\_ [1]

**(d) State TWO LEGAL METHODS a PRESSURE GROUP might use to influence politicians as they consider the Online Safety Bill.**

1 \_\_\_\_\_

2 \_\_\_\_\_

[2]



**3 (a) State TWO REASONS why ALL defendants in CRIMINAL courts have a right to legal support and representation.**

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**[2]**

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

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**[2]**

#### **4 Study SOURCE 4 and answer questions 4(a) and 4(b).**

### **SOURCE 4**

#### **Government and politics in Gaul\***

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

**Gaul is divided into constituencies. A 'two round' system is used in each constituency to elect members of Gaul's National Assembly. Candidates with at least 12.5 percent of votes in the first ballot may enter a second round. The winner represents the**

**constituency. The National Assembly monitors government actions and passes laws. It is the lower house in Gaul's parliament. The Head of State can dissolve the National Assembly for any reason at any time.**

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

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

**\*Gaul is not a real country**

**(a) Using SOURCE 4, state the TYPE OF GOVERNMENT described in Gaul.**

\_\_\_\_\_ [1]

**(b) Describe FOUR WAYS in which government and politics in the UK is DIFFERENT from government and politics in Gaul.**

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_

[4]

## **SECTION B**

**You should spend about 30 MINUTES plus your additional time allowance on this section.**

**5 Study FIG. 5.1 and FIG. 5.2 in the Resource Booklet and answer questions 5(a)–5(e).**

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

\_\_\_\_\_ **[1]**

**(b) State ONE PIECE OF EVIDENCE from FIG. 5.2 that may discourage people from voting.**

\_\_\_\_\_ **[1]**

**(c) Using evidence from FIG. 5.1 AND FIG. 5.2, state TWO ACTIONS the government might take to increase public participation in elections.**

**1** \_\_\_\_\_

**2** \_\_\_\_\_

**[2]**



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

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

**Voters trust politicians and know that their vote matters.’**

**You should consider:**

**how well electors are engaged in the democratic process  
how far electors trust politicians  
how far peoples’ votes matter. [8]**

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**6 Study TABLE 6 and FIG. 6.1 and answer questions 6(a) and 6(b).**

**TABLE 6**

**Average life expectancy by current age and gender 1980 and 2020**

<b>Current age in years</b>	<b>Average age at time of death</b>			
	<b>1980</b>		<b>2020</b>	
	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>
<b>5</b>	<b>72</b>	<b>78</b>	<b>79</b>	<b>83</b>
<b>16</b>	<b>72</b>	<b>78</b>	<b>79</b>	<b>83</b>
<b>30</b>	<b>73</b>	<b>78</b>	<b>80</b>	<b>83</b>
<b>50</b>	<b>74</b>	<b>79</b>	<b>81</b>	<b>84</b>
<b>60</b>	<b>76</b>	<b>81</b>	<b>83</b>	<b>85</b>
<b>70</b>	<b>80</b>	<b>83</b>	<b>85</b>	<b>87</b>
<b>80</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>90</b>
<b>90</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>95</b>

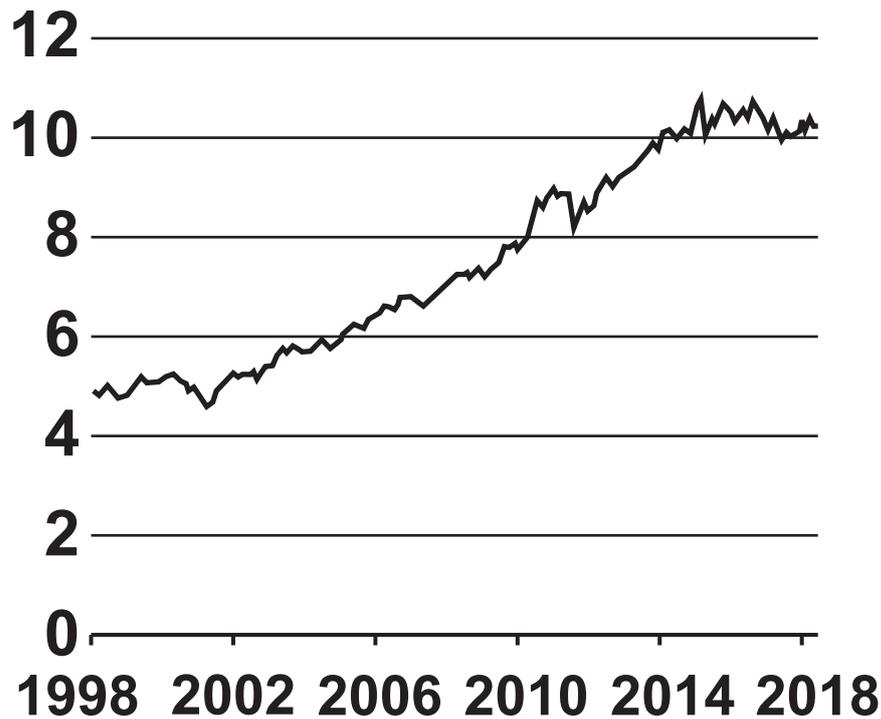
**Extract from the National Life Tables.  
Office for National Statistics 2021**



**FIG. 6.1**

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

**Employment rate (%) of adults aged 65+, 1998 to 2018**



**Extract from Labour Force Survey.  
Office for National Statistics 2021**

**(b) State FOUR CHANGES IN POLICY that local AND national government should consider in response to the information in TABLE 6 and FIG. 6.1.**

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**3** \_\_\_\_\_

\_\_\_\_\_

**4** \_\_\_\_\_

\_\_\_\_\_

**[4]**

## **SECTION C**

**You should spend about 15 MINUTES plus your additional time allowance on this section.**

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

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

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

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

**[12]**





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## **SECTION D**

**You should spend about 40 MINUTES plus your additional time allowance on this section.**

- 8 Study SOURCE 8 in the Resource Booklet and answer questions 8(a)–8(c).**

**Use the information in SOURCE 8, your knowledge of the whole citizenship course and your experience of citizenship action to help you answer questions 8(a)–8(c).**

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

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**[2]**

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

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**[2]**



**9 Use information from SOURCE 9 in the Resource Booklet, your knowledge of the whole citizenship course and your experience of citizenship action to answer questions 9(a)–9(f).**

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

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**[2]**

**(b) State TWO REASONS why you should consult the school or college headteacher or principal BEFORE planning your action.**

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

[2]

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

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

[2]



**(e) State TWO ACTIONS your team should take to STAY SAFE.**

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**[2]**

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

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**[2]**

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

**Your response should:**

**describe what you did**

**explain why you did it**

**describe what you might change next time**

**evaluate the IMPACT of your action. [12]**

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