



Oxford Cambridge and RSA

**Tuesday 14 June 2022 – Afternoon**

**GCSE (9–1) Citizenship Studies**

**J270/02** Citizenship in action

**Time allowed: 1 hour 45 minutes**



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 **100**.
- 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 **28** pages.

**ADVICE**

- Read each question carefully before you start your answer.

**2**  
**SECTION A**

Answer **all** the questions.

You should spend approximately 20 minutes on this section.

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

**Fig. 1**

**Devolve more power and money to local government**

People want their communities and families to be healthier, happier and safer. Local authorities (councils) provide important services for local people and can make changes locally to solve some of the country's biggest problems.

Councils are the only ones who can lead this change. Central government will never be able to deliver the changes needed at a local level – that is the role of councils.

However, local government's ability to make important choices is being reduced through the centralisation of power by the national government. This has led to cuts in resources for councils.

**Extract adapted from 'Councils Can' by the Local Government Association, 2019**

**(a)** State **three** services local authorities in England and Wales provide for local people.

- 1 .....
- 2 .....
- 3 .....

**[3]**

**(b)** State **one** source of local authority funding.

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

**(c)** State **two** public services that it may be better to provide centrally.

- 1 .....
- 2 .....

**[2]**



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

Fig. 2

**Should there be such a thing as human rights?**

Professor Stephen Emmott thinks that there should be ‘no such thing as human rights’. He is worried that the increasing world population will lead to more environmental destruction, more global pandemics and a loss of wildlife. Emmott says that, by concentrating on the rights of individuals, it becomes ‘impossible to say that people should have fewer children’.

Emmott states that there should be a ‘charter of human responsibilities’. The charter should set out our responsibilities or duties to each other and to other species we share the planet with.

(a) State **two** responsibilities or duties that Professor Emmott might include in the ‘charter of human responsibilities’ (Fig. 2).

1 .....

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2 .....

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**[2]**

(b) State **two** reasons for laws that promote and protect human rights.

1 .....

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2 .....

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**[2]**

(c) State **one** United Kingdom (UK) pressure group that is likely to agree with Professor Emmott.

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

(d) State **one** United Kingdom (UK) political party that is likely to disagree with Professor Emmott.

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



3 (a) State **one** legal jurisdiction in the UK.

..... [1]

(b) State **two** reasons why senior judges are **not** appointed by the UK Government.

1 .....

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2 .....

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[2]

(c) State **two** ways that criminal law is different from civil law.

1 .....

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2 .....

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[2]

4 Study Fig. 4 and answer questions 4(a) and 4(b).

Fig. 4

**Government and politics in Northland\***

Northland has a Head of State who inherited his position from his mother. Another member of the family will take over once the current Head of State dies. This royal family do their best not to take sides in politics.

Northland has a bicameral Parliament. Members of the 'lower house' are elected by those citizens who are over the age of eighteen. Elections are held at least every five years and voting is by secret ballot. Elections for the 'lower house' use a 'first-past-the-post' system. Some members of the 'upper house' inherit their position but the majority are nominated by the 'lower house's' political leaders.

Northland has several political parties. The one with the most seats in the 'lower house' usually forms a government. To pass a new law, the government must win the support of most members of the 'lower house'. The 'upper house' debates new laws and suggests ways in which these laws might be improved.

Northland has few referendums. Local communities are run by elected councils, but their powers have been reduced over the years.

The government does not select judges but has recently been appointing civil servants who support its policies. Northland's media is independent.

**\*Northland is not a real country**

(a) State the type of government described in Northland (Fig. 4).

..... [1]

(b) Describe how Northland could be made more democratic. Support your answer with examples from systems of government in real countries.

[4]

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**Turn over for the next question**

SECTION B

Answer **all** the questions.

You should spend approximately 30 minutes on this section.

5 Study **Figs 5.1** and **5.2** and answer questions **5(a)–5(e)**.

**Fig. 5.1**

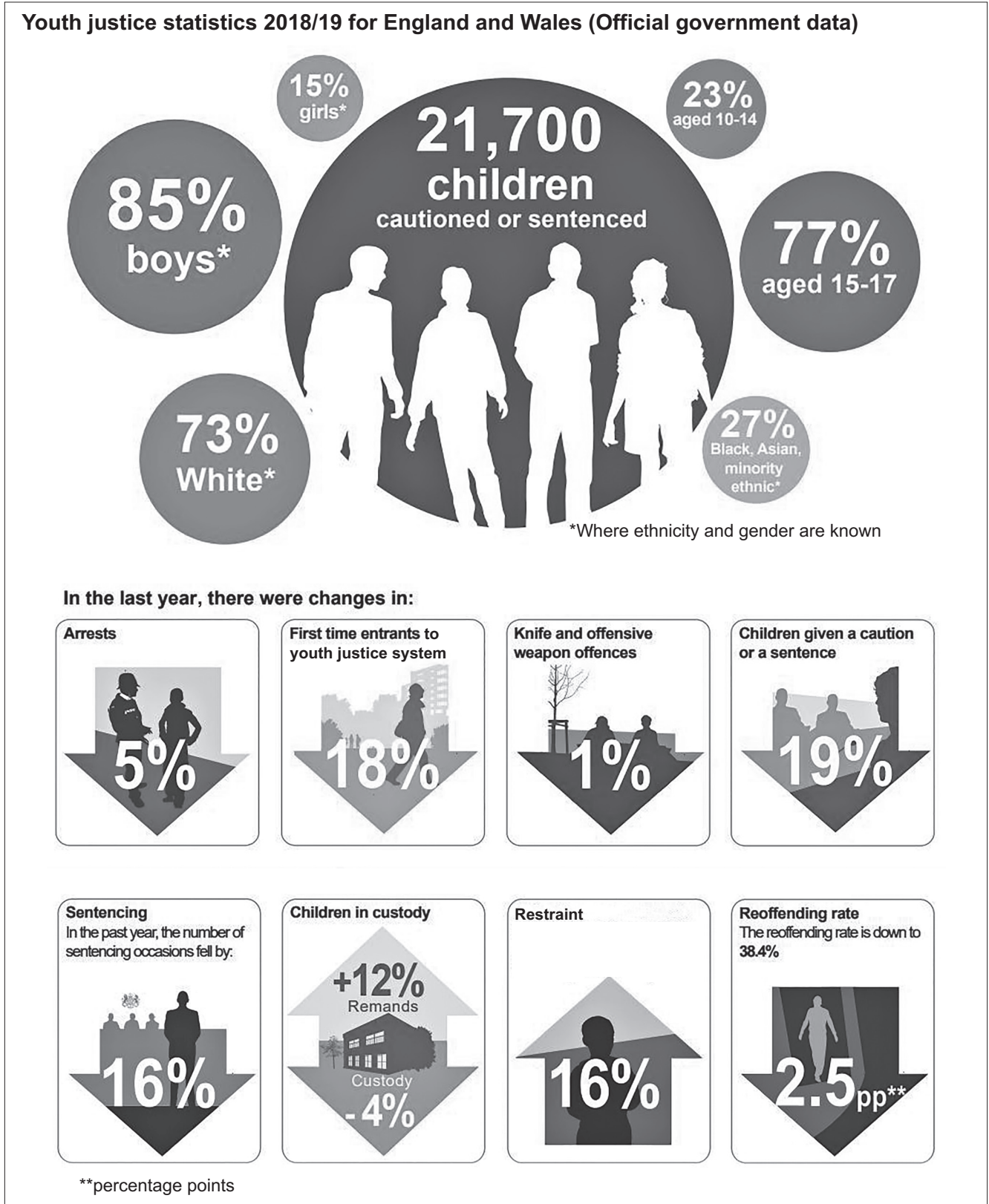
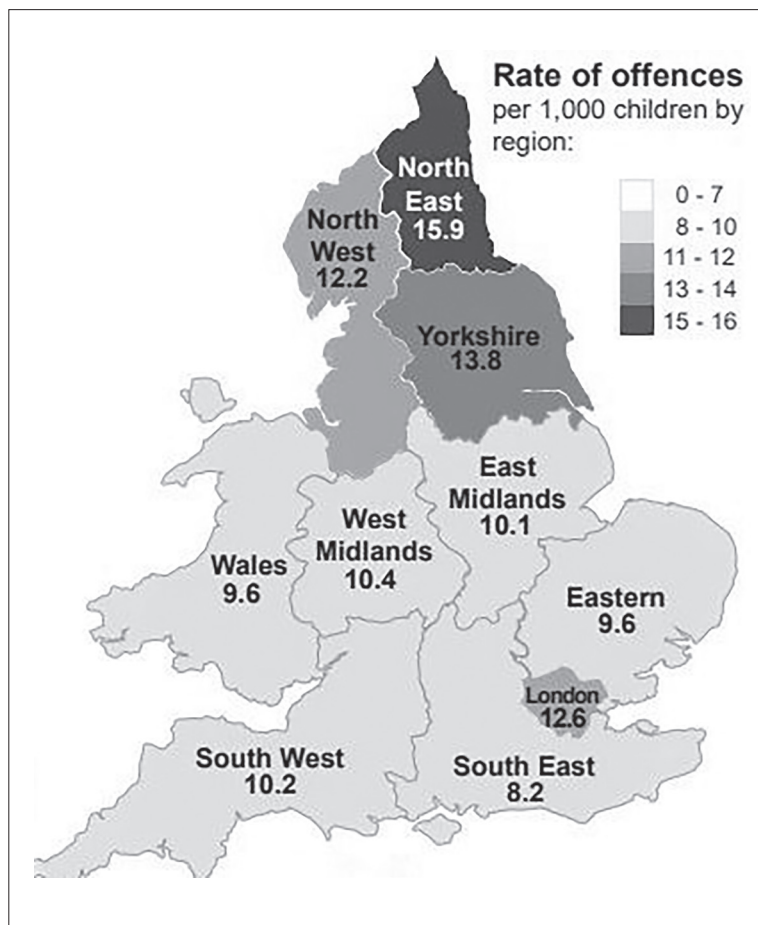


Fig. 5.2

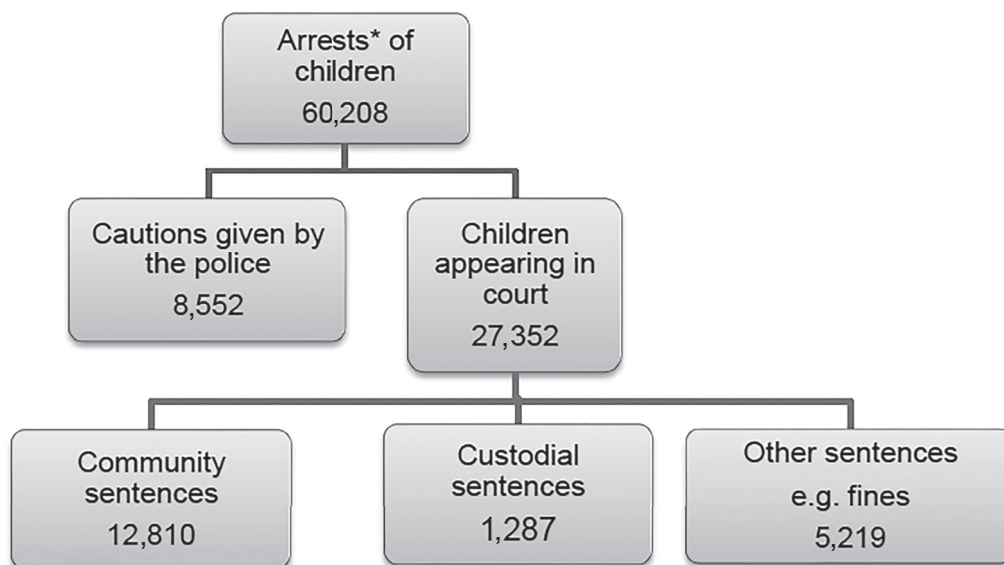
**Youth justice statistics 2018/19 for England and Wales (Official government data)**



Change in the proportion of offences committed by children between 2009 and 2019

Offences committed by children	Change in the proportion of total offences committed by children
Breach of a court order	-3.4%
Burglary	+1.7%
Criminal damage	-0.8%
Drugs	+3%
Motoring offences	+0.9%
Public order	-1%
Robbery	-0.4%
Sexual offences	+1%
Theft and handling stolen goods	-8.7%
Violence	+10.3%

**Flows through the youth justice system, year ending March 2019**



\*The police may decide to use a community resolution with a young offender. This means the young person does not enter the formal youth justice system.





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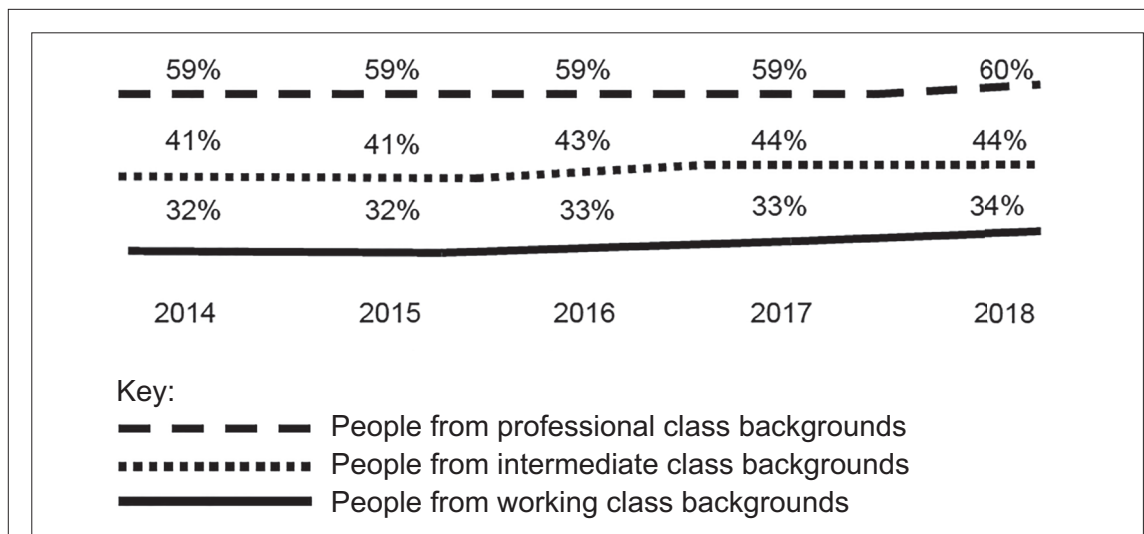
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Fig. 6.1

**Percentage (%) of people working in professional occupations from different class backgrounds 2014–2018**



Professional occupations include: head teachers; lawyers; doctors and engineers  
 Intermediate occupations include: nurses; junior managers and administrators  
 Working class occupations include: factory workers; care workers and bar staff

The Social Mobility Commission is asking school and university leaders, politicians, government and employers to act so that people from all backgrounds have access to equal opportunities.

**Social Mobility Commission, State of the Nation Report issued in 2019**

(b) State **one** way that each decision-maker listed below could help solve the problem shown in Fig. 6.1. [4]

1 Employers:

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 .....

2 School leaders:

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 .....

3 University leaders:

.....  
 .....



4 Government or local authority leaders:

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**SECTION C**

Answer the question.

You should spend approximately 15 minutes on this section.

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

‘The United Kingdom is governed by an elite of rich and powerful people. The elite say that everyone has equal rights and opportunities, but this is a lie.’

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

Answer **all** the questions.

You should spend approximately 40 minutes on this section.

8 Study **Fig. 8** and answer questions **8(a)–8(c)**.

**Fig. 8**

**News report – 16<sup>th</sup> June 2020**

England footballer Marcus Rashford has thanked the Prime Minister for changing government policy so that disadvantaged children could have free meals during the 2020 school summer holidays.

Before the Prime Minister's change of mind, Rashford had told his many thousands of social media followers: 'We aren't beaten yet'.

The Prime Minister was forced to reconsider after many Conservative Members of Parliament (MPs) supported Rashford's campaign and even threatened to vote against the government in a future Commons debate.

Labour leader Keir Starmer MP said: 'This is another welcome U-turn from the Prime Minister. The thought of 1.3 million children going hungry this summer was unimaginable.'



**Marcus Rashford, England footballer**

"I had the talent to kick a ball around to pull us out (of poverty). Many can't find a way out and aren't being offered a helping hand to do so."

**News report – 1<sup>st</sup> September 2020**

Following his successful campaign to get free summer holiday meals for disadvantaged children, Marcus Rashford has written to the Prime Minister and every MP saying 'the stability of the country' is at risk unless further action is taken on child food poverty.

Rashford's campaign has grown with the formation of a Task Force (Child Food Poverty Task Force), supported by 12 of the country's leading supermarket chains and brands, including Asda, Tesco, Aldi and Kellogg's.

The Task Force is calling for the expansion of free school meals to every child in a household on Universal Credit or the equivalent.



- 9 Use information from **Fig. 9**, your knowledge of the whole citizenship course and your experience of citizenship action to answer questions **9(a)–9(d)**.

**Fig. 9**

### Supporting your local food bank

#### What food banks do

Food banks rely on the support of local communities to help stop UK hunger. People are asked to donate food at collection points in shops, community centres and places of worship. Health, educational and community workers identify people and families who are going hungry and give them a food bank voucher. The voucher can be exchanged for a 3-day supply of food from the local food bank.

#### Donation collection point for a local food bank



#### Why food banks need extra support

Food banks are run by volunteers.

Volunteers:

- collect donations
- support people who need help
- campaign to prevent food poverty in the future.

The Covid-19 pandemic meant that more people needed emergency food support but there were fewer volunteers to run the service. Local food banks made big changes to keep volunteers and customers safe. These changes were expensive.

#### Your plans

Food bank volunteers usually need to be over eighteen. But you still want to support your local food bank somehow. You and your class decide to:

- encourage people to donate food or money
- encourage people over eighteen to volunteer
- raise awareness about the work of your local food bank.

#### Staying safe

Whatever you do, it's important for you and your friends to stay safe when taking your citizenship action.

(a) State **two** ways in which you could encourage other students to support their local food bank.

1 .....

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2 .....

.....

[2]

(b) State **two** reasons why you should ask the manager of the local food bank for their advice and support before planning your action.

1 .....

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2 .....

.....

[2]

(c) State **two** examples of elected representatives **or** community leaders whose support might be useful.

1 .....

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2 .....

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[2]

(d) Describe how you would engage **all** sections of the community when asking for donations of food or money. [4]

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(e) State **two** actions your team should take to stay safe.

1 .....

2 .....

[2]

(f) State **two** actions your team should take to respect people's privacy.

1 .....

2 .....

[2]





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**END OF QUESTION PAPER**

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