GCSE (9-1)

Examiners' report

CITIZENSHIP STUDIES

J270

For first teaching in 2016

J270/02 Summer 2022 series

Contents

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our website.

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Paper 2 series overview

There did not appear to be any issues with time and the majority of candidates completed the examination with some using a continuation booklet to continue to extend their responses.

There were clear differences between centres in the extent to which candidates had been prepared for the examination. In a minority of centres, the specification content had been studied in depth and candidates were experienced in applying their knowledge and understanding to citizenship questions, viewpoints and issues. Candidates from such centres responded with confidence to questions across the paper using examples appropriately and appreciating the complexities of such citizenship issues as the possible disjunctions between rights and opportunities for Question 7.

The majority of candidates had completed meaningful citizenship action with almost all describing what they did. However, many responses lacked a clear focus on achievements and outcomes. Few candidates reflected on their experience or considered how, with the benefit of hindsight, they may have organised their project differently. Having said that, centres had provided candidates with a wide range of appropriate opportunities for citizenship action in spite of the impact of the Covid-19 pandemic on schools.

Examples of teacher-initiated action included: projects to improve the school environment; litter clearance in the community; school-based action to alleviate period poverty; a campaign to improve school toilets and action to make school food more inclusive. These projects were usually well-planned and enabled candidates to make direct contact with key decision-makers either in their school or in the wider community. All of this is consistent with the specification requirements and enabled candidates to respond well to the questions in Section D of the examination.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
- drew on a comprehensive knowledge and understanding of the specification content - read questions carefully - used evidence from the source material when asked - used examples - understood command words such as 'state', 'describe', 'explain', and 'evaluate' - appreciated the importance of clear written communication - were specific and avoided irrelevance and repetition.	- misunderstood questions - found it difficult to communicate clearly and effectively - lacked the skills to structure explanations and evaluations.

Section A overview

Questions in this section focused on 'Rights, the law and the legal system in England and Wales' and 'Democracy and Government'. Candidates were given the opportunity to demonstrate their knowledge and understanding of the specification content, and to apply this knowledge and understanding to unfamiliar contexts.

Question 1 (a)

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

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

1 ....

2 ....

3 ....

[3]

Most responses identified at least one example of a service that local authorities (councils) provide. Popular correct responses included: waste collection; road maintenance; education; and parks.

Misconception
? Some candidates suggested incorrectly that local authorities provide police and ambulance services.

Question 1 (b)

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

.... **[1]**

'Council tax' was a popular correct choice with 'government grants' identified as a source of local authority funding. Many candidates did not achieve the mark by only mentioning 'tax'. This response was considered too vague to be credit worthy.

Question 1 (c)

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

1 ....

2 ....
                                                           [2]

This question proved difficult and was not answered well.. The National Health Service was identified correctly as a centrally-provided service, but most candidates had insufficient knowledge to go further. Successful additional responses included 'defence', 'the armed forces' and 'border force'.

Question 1 (d)

(d) Explain why local authorities may sometimes find it difficult to meet local people's needs.

....

....

....

....

....

.... **[4]**

Those candidates who had read and understood the stimulus (Fig.1) were able to respond to this question effectively by mentioning funding and power as 'difficulties' for local authorities. Some were able to give specific examples. Good responses included extra references to inefficiencies in local authority administration and to political disagreements. However, there were some vague responses where candidates spent too long describing local people's needs rather than focusing on the question of local authorities' capacity to meet those needs.

Assessment for learning

Candidates should be asked always to read the stimulus provided to identify points around which they can construct their response.

Question 1(d) is a good example of the need to read the question carefully so that the response can be focused on what is being asked. In this case many candidates described people's needs rather than explaining why it might be difficult for local authorities to meet those needs.

Question 2 (a)

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 ....

....

2 ....

....

[2]

Most candidates were able to cite at least one example of a responsibility that might be included in Professor Emmott's charter. Popular examples included protection of wildlife and care for the environment. A significant minority stated rights rather than responsibilities or duties, while others simply gave examples from the United Nations Declaration of Human Rights. No credit was given for such responses.

Question 2 (b)

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

1 ....

....

2 ....

....

[2]

As with Question 1(d), many candidates would have benefitted from reading this question carefully. Good responses to this question explained why laws on human rights are necessary. Many candidates explained that law clarifies expected behaviour and enables those who infringe human rights to be sanctioned. Poor responses simply offered examples of the human rights from particular international declarations, conventions or United Kingdom legislation. No marks were given for such responses.

Question 2 (c)

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

.... **[1]**

Candidates offered a range of appropriate responses including 'Extinction Rebellion', 'Green Peace', 'Oxfam' and 'Insulate Britain'. A significant minority mentioned political parties rather than pressure groups while others thought incorrectly that the English Defence League would be likely to support Professor Emmott.

Question 2 (d)

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

.... **[1]**

Candidates found this question more challenging than the previous one. Nevertheless, many offered examples of libertarian parties including the Conservatives and the Liberal Democrats that might be expected to disagree with Professor Emmott.

Assessment for learning

Candidates should understand the difference between pressure groups and political parties. It will be useful to practice applying their knowledge of political parties' policies to different scenarios.

Question 2 (e)

(e) Explain why democratic governments may find it difficult to promote Professor Emmott's ideas (**Fig. 2**).

....

....

....

....

....

.... **[4]**

Good responses to this question showed a sound understanding of why democratic governments in particular would find it difficult to promote Professor Emmott's ideas. Many candidates explained that human rights are at the heart of democracy and that any perceived diminution of people's rights might be regarded as a threat to democracy. Others focused on the need for political parties to be popular in order to win elections and that a Charter of Responsibilities might win favour with voters. Few candidates included both these points in their explanation but those who did so were well rewarded.

Assessment for learning
Candidate explanations will be more convincing if they include more than one relevant supportive point.

Exemplar 1

A democratic government may find it difficult to promote his ideas as responsibilities cannot be enforced into law, and therefore it may not be possible to enforce them. A democratic government may lack enough support to get into power if they were to promote or base campaigns off these ideals and so may not be able to enact them. A democratic government may not be re-elected to power if they promote the ideas. In order for the ideas to be successful, they would need international support and so it would be difficult for just one democratic government to promote them to the world. **[4]**

Exemplar 1 is a comprehensive and confident response to Question 2(e). Note the number of relevant points that contribute to a convincing explanation overall. The first point about enshrining responsibilities in law is rather vague but the overall response gains full marks.

Question 3 (a)

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

.... **[1]**

Very few candidates were familiar with the term 'legal jurisdiction'. The most popular correct response was 'Scotland'.

Question 3 (b)

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

1 ....

....

2 ....

....

[2]

Many candidates gave at least one relevant response. The most popular responses focused on the potential for bias if governments appointed senior judges. However, a significant minority also gave appropriate mentions to the 'separation of powers' and to the need for judges to hold governments to account.

Misconception

? | Some candidates thought that 'senior' judges were judges approaching retirement who should not be appointed because they would be suffering from deteriorating physical or mental capacity.

Question 3 (c)

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

1 ....

....

2 ....

....

[2]

Most candidates made valid points to describe features of criminal law and, to a lesser extent, civil law. However, many responses did not show contrasts or differences between the two. For example, some candidates stated that criminal law focuses on 'offences' without mentioning that civil law focuses on 'disputes'. Credit was given only when an appropriate difference was firmly established.

Assessment for learning

Centres could teach candidates the skill of establishing a difference by using connectives such as 'but', 'whereas', 'conversely' and 'on the other hand'.

Question 4 (a)

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]**

Most candidates answered this question correctly usually by describing Northland as a democracy. Some went further to use the terms 'representative democracy' or 'constitutional monarchy'.

Question 4 (b)

(b) Describe how Northland could be made more democratic. Support your answer with examples from systems of government in real countries. **[4]**

There was a good response to this question. Most candidates used Fig. 4 well. They identified features of government and politics in Northland that could be adjusted to promote greater democracy. Popular recommendations included: proportional representation; an elected upper house; the use of referendums; reducing the voting age, devolving more power to regional or local government and electing a head of state. Candidates were rewarded for linking their recommendations to examples from other nations. Many cited Switzerland (referendums and devolution), the USA (elected head of state and upper house) and Scotland (voting at 16).

Misconception
?   Some candidates thought incorrectly that an 'independent' media was unlikely to engender free speech. They expressed the view that government control of the media would be more democratic.

Exemplar 2

Northland could be made more democratic by ensuring that civil servants are not appointed by the government. This will allow future policy to be prescribed with less bias from the civil service. The "upper house" could also be made to be elected, as seen in the USA with their "upper house", the senate, being elected by the populous. In addition, the electoral system for the lower house could be changed to proportional representation to ensure every vote cast makes a difference. This is like what is seen in New Zealand, where they elect their representatives using MMP (additional member system).

The response in Exemplar 2 is concise and quick to address the question. Note the number of examples used and the two references to other democratic countries. The candidate shows an excellent understanding of 'democracy' and has analysed and interpreted the source material very well. The response was given full marks.

Section B overview

Questions in this section focused on the same areas of the specification content as Section A. However, in this section, candidates were required to write valid responses by analysing and interpreting information from source material as well as by drawing on their own knowledge and understanding.

Question 5 (a)

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

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(a) Using evidence from **Fig. 5.1**, state **one** reason why the government might be pleased with the police and youth justice system's 2018/19 performance.

.... **[1]**

Most candidates selected a piece of relevant evidence from Fig. 5.1 in response to this question. Many chose to mention the decline in arrests. A significant minority of candidates offered responses that were too vague. These responses often included comments such as 'the figures are decreasing'. Only specific references were given credit.

Question 5 (b)

(b) State **one** piece of evidence from **Fig. 5.1** or **Fig. 5.2** that could be used to criticise or condemn the police and youth justice system's performance.

.... **[1]**

Responses to this question seemed less confident than to Question 5(a), but most chose to state an example from Fig. 5.2. The increased proportion of children involved in violent crime was cited by many. Again, many candidates gave vague generalisations for which they received no credit.

Question 5 (c)

(c) Using evidence from **Figs 5.1** and **5.2**, state **two** actions the government might take to reduce youth crime.

1 ....

2 ....
[2]

Most candidates used evidence from Figs 5.1 and 5.2, as asked, to help them identify two actions the government might take to reduce youth crime. Some noted the differences in youth crime rates in different parts of the country and decided, correctly, that it might be worth focusing on those areas with the most serious problem. Others noticed that males aged 15-17 were responsible for most crime and made valid suggestions about school, college or community interventions with this group. Such responses were well rewarded. Unsubstantiated suggestions such as bringing in longer custodial sentences received no marks.

Assessment for learning

Candidates should always heed advice to 'use evidence from the sources' and avoid using vague, common sense generalisations which will rarely receive credit.

Question 5 (d)

(d) Explain how far the information in **Figs 5.1** and **5.2** helps you decide whether the police and youth justice system is effective and fair.

....

....

....

....

....

.... **[4]**

Those candidates who used evidence from Figs 5.1 and 5.2 tended to perform well on this question. However, only a minority considered both effectiveness and fairness. The best responses used statistical evidence to show that the youth justice system is effective but that the actions of the police may be less so. The minority of candidates who also assessed 'fairness' by describing their concerns about gender, ethnic and regional imbalances usually gained full marks.

Question 5 (e)*

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

> Youth crime is increasing. The youth justice system just makes things worse by labelling young offenders as criminals. More must be done to help young people understand their responsibilities to the community.

You should consider:

- how far youth crime is increasing
- how the youth justice system works
- how young people could be better integrated into their communities. **[8]**

Too many candidates accepted the viewpoint at face value and were reluctant to challenge it. Those who were critical of the viewpoint tended to perform better on this question. Time management was also a key determinant of the quality of a response. Good responses included separate paragraphs on the extent of youth crime, the aims of the youth justice system and ways to help young people understand their responsibilities to the community. Few candidates demonstrated sufficient understanding of strategies for rehabilitation to give anything other than a general response in what should have been the third paragraph of their response. Most candidates scored 4 marks or less on this question.

Assessment for learning

To break a viewpoint down into its component, candidates should use underlining or highlighting to identify different parts of the statement. They should then decide their response to each component, identify relevant evidence and write a separate paragraph explaining their position. A final paragraph summarising their response to the entire viewpoint is likely to secure a top mark.

Question 6 (a)

6   Study **Table 6** and **Fig. 6.1** and answer questions **6(a)** and **6(b)**.

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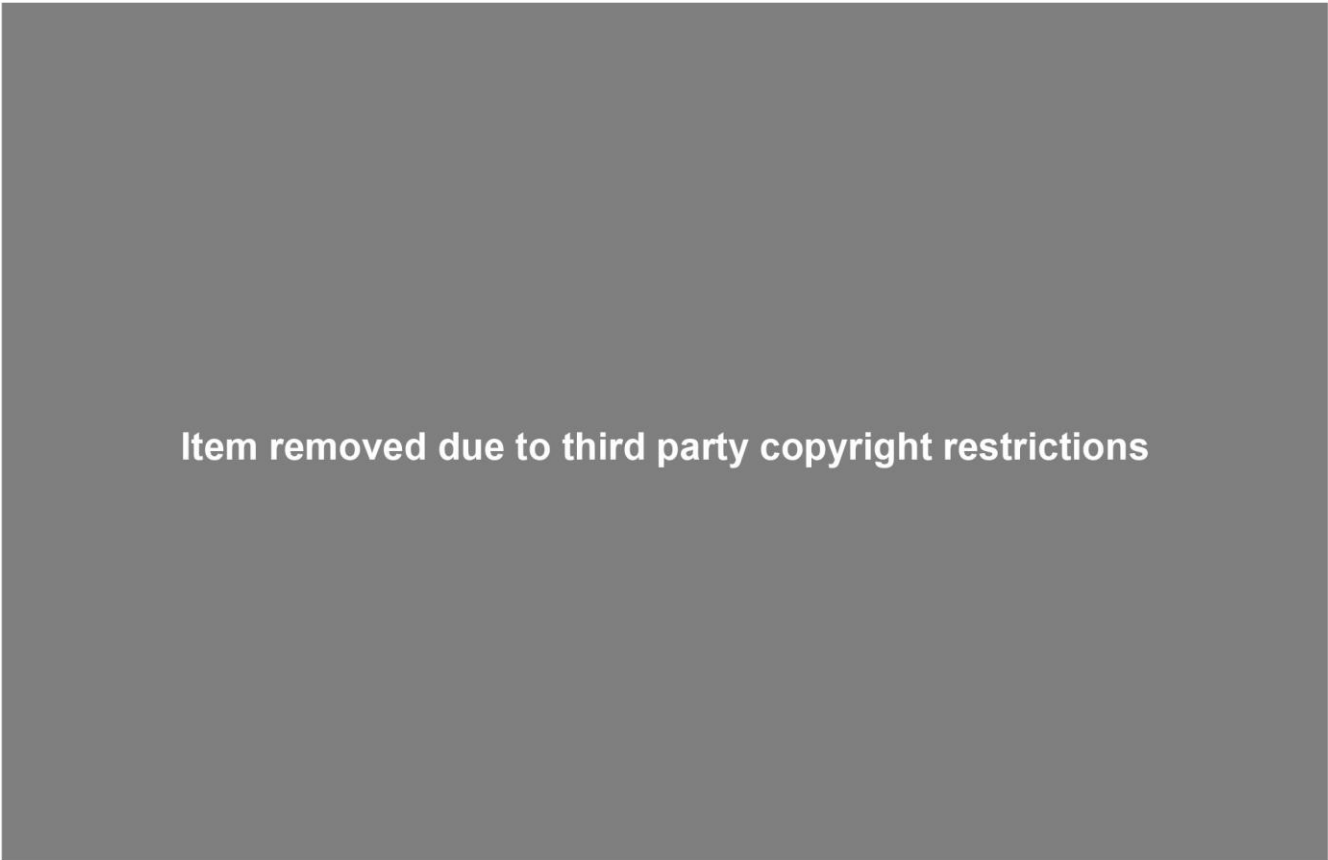
(a) Explain why the UK government collect and study the type of information shown in **Table 6**.

....

....

....

....

....

.... **[4]**

Good responses to this question included specific examples from the table and relevant explanations of the government's reasons for collecting such information. Less successful responses did not describe the 'messages in the data', except in the most general terms. However, most candidates did understand that the government could be concerned about possible discrimination related to ethnic pay gaps and so received some credit for their response.

Question 6 (b)

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

1   Employers:

....

....

2   School leaders:

....

....

3   University leaders:

....

....

4   Government or local authority leaders:

....

....

Most candidates understood the significance of the information about social mobility in Fig. 6.1. Many applied their understanding to give practical advice about how businesses, schools, universities and governments should respond to low levels of social mobility. There were some very good responses where candidates had thought carefully about the issue and targeted their advice appropriately. For example, in some of the best responses, candidates suggested that businesses should not automatically reject candidates lacking formal qualifications but should be prepared to offer more on-the-job training for motivated applicants.
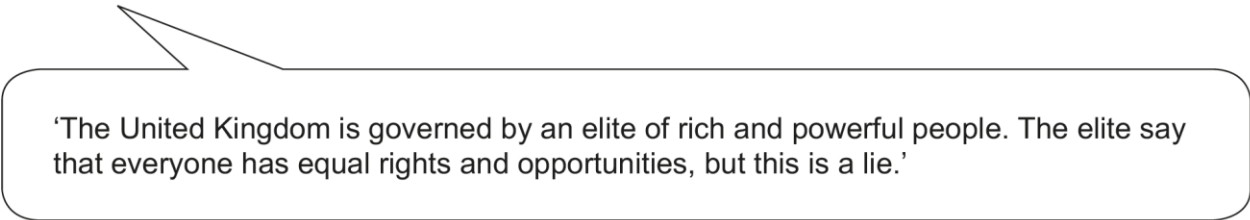
A significant minority offered vague generalisations such as 'improve education'. Such responses were not rewarded.

Section C overview

This 'synoptic' question asked candidates to draw on knowledge and understanding from across the specification's content to evaluate the viewpoint that, 'The United Kingdom is governed by an elite of rich and powerful people'.

Question 7*

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]

This question elicited a response from almost all candidates. Most wrote an impassioned evaluation of the viewpoint, agreed with it overall and strongly criticised Boris Johnson's government alleging double standards over 'party gate' as well as unacceptable age, class, gender and ethnic bias. Many described British values, mentioned the provisions of the Equality Act and citizens' right to vote, but claimed that all this was compromised by what they saw as the elite's own casual approach to citizens' rights and opportunities.

While candidates' views on the opportunities available to them are concerning, their evaluations were usually well-expressed, supported by evidence and balanced against the rights to which they are entitled.

Some responses were constrained by their lack of specific knowledge and understanding but most were not and wrote substantiated and interesting responses to achieve creditable marks.

Exemplar 3

Overall, while the Lords are not elected and there are differences in opportunity between North and South England, I disagree with the statement. This is because elections allow the government to be removed and laws such as the Equality Act guarantee equal rights for citizens. Therefore, the UK cannot be governed by the rich elite who ensure a lack of equality in opportunities and rights for citizens.

The conclusion in Exemplar 3 summarises the candidate's position while including brief references to relevant evidence. It is clear, convincing and concise and achieved 11 out of 12 marks.

Section D overview

Questions in this section required candidates to write valid responses by applying their knowledge, understanding and personal experience of citizenship action largely within unfamiliar contexts.

Question 8 (a)

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

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Use the information in **Fig. 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 Marcus Rashford's campaign has had widespread support.

1 ....

....

2 ....

....

[2]

> This question was well answered by almost all candidates. Most used the information in Fig. 8 effectively. Candidates were able to relate to the issue of food poverty and to Marcus Rashford himself. A minority thought incorrectly that they were being asked to describe the support Rashford had already received for his campaign but, that apart, candidates performed well.

Question 8 (b)

(b) State **two** reasons why Rashford needed support from MPs.

1 ....

....

2 ....

....

[2]

> This question was also well answered. Candidates knew that MPs had the power to change the law and to change the Prime Minister's mind over the issue. Some candidates stated correctly that the MPs' support would give the campaign extra credibility.

Question 8 (c)

(c) Explain why launching a task force was a good idea.

....

....

....

....

....

.... **[4]**

Most candidates gained marks for their response to this question, but many were content to give only one reason for launching a task force. Those who went further by including two or three valid reasons as part of a convincing explanation were given at least 3 marks out of the 4 available.

Assessment for learning

Some candidates seemed to be disadvantaged by their lack of experience writing convincing and substantiated explanations.

Developing candidates' communication skills is a vital part of their citizenship education. Some centres clearly see this as a priority and this is reflected in the levels of success that candidates experience on Paper 2.

Question 9 (a)

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)**.

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

1 ....

....

2 ....

....

[2]

Almost all candidates understood this question, but many were unable to answer it with sufficient specificity. Good responses included references to methods that might encourage support for a local food bank such as: posters around the school, newsletters to parents, social media posts and setting up donation points in strategic places. Less convincing responses included references to students improving their CV and volunteering at the foodbank in spite of Fig. 9 giving the minimum volunteer age as 18.

Question 9 (b)

(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 ....

....

2 ....

....

[2]

This question was also answered well by most candidates. There was widespread recognition that the food bank manager would have the knowledge and experience to support students. Good responses cited relevant and specific ways in which the manager might help including specifying particular food shortages; offering suggestions about the students' campaign and giving tips about the best ways of engaging people.

Candidate responses did show a higher than average level of repetition, perhaps because this question was one of the last on the paper.

Assessment for learning

Centres could encourage candidates to avoid repetition by checking each of their responses carefully and being prepared to replace one of their responses if necessary.

Question 9 (c)

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

1 ....

....

2 ....

....

[2]

Most candidates chose the local MP, mayor or councillor as potential sources of support. Other valid responses mentioned community leaders such as clergy, headteachers and doctors.

Question 9 (d)

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

Responses to this question were often vague and described a general approach to awareness-raising rather than a focused campaign that would 'engage all sections of the community'. The minority of very good responses demonstrated the importance of a carefully targeted campaign with different strategies to engage young people, adults and the elderly. Some candidates described how to involve different ethnic groups through their places of worship and community centres. Such responses were almost always given high marks.

Question 9 (e)

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

1 ....

....

2 ....

....

[2]

Most candidates were able to make at least one valid point. Popular responses included references to avoiding Covid-19, having a trusted adult involved in any out-of-school action; keeping together and avoiding danger. Very few candidates mentioned conducting a risk assessment. There were some inappropriate responses that referred to police protection or the use of security guards. These were not given credit.

Question 9 (f)

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

1 ....

....

2 ....

....

[2]

This question was generally well-answered. Appropriate examples included references to guaranteeing anonymity, avoiding personal questions and respecting people who preferred not to support the action.

Question 10*

10* Using your own experience of citizenship action, describe what you achieved and how you overcame any difficulties.

Your response should:

- describe your achievements as part of your own citizenship action

- describe how you overcame any difficulties

- evaluate your action to show how outcomes could have been improved.

You should also use information from examples of citizenship action that you have studied or know about.   **[12]**

This final question asked candidates to describe their achievements and how they overcame any difficulties before going on to show how outcomes could have been improved. Most candidates described their citizenship action in detail but tended to be less fulsome in identifying achievements and outcomes. Most candidates described their project well and with enthusiasm but with only limited reflection about how they sought to overcome any difficulties or could have extended their action. This meant that few candidates reached the high levels of achievement. Most achieved marks within Levels 1 or 2. A minority of detailed and reflective responses were rewarded at Level 3 and above.

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