

GCSE (9-1)

Examiners' report

CITIZENSHIP STUDIES

J270

For first teaching in 2016

J270/03 Summer 2023 series

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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.

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Paper 3 series overview

This paper constitutes the final component of the J270 GCSE in Citizenship Studies and comprises of a mixture of short and longer response questions. As in previous series, the majority of candidates attempted most or all of the questions on the paper. Overall, there were fewer questions omitted than in 2022 and the mean score on the paper increased slightly suggesting candidates were well prepared despite the disruptions to their learning over the past few years.

The majority of candidates attempted the longer questions (Question 2(e), Question 3(b) and Question 4(b)) recognising that these comprise over half of the total marks on the paper. These questions also allowed more successful candidates to demonstrate their advocacy and their ability to evaluate a viewpoint, showing a clear understanding of different factors that inform citizenship debates.

Again this year, certain elements of the specification for this paper were answered more successfully than others. Candidates were well prepared for Section A with a clear understanding of the age of key rights and responsibilities beyond those provided in the sources. As with previous series this section was the one most candidates answered in full, with fewer questions omitted. Section B focused on the topic of regional divides and development through the lens of the levelling up agenda. This section saw a variety of responses that called upon their own understanding of regional inequality and the causes and potential solutions to this. There was a clear understanding of the concept of community cohesion, though the concept of national identity was less secure for many. Candidates engaged well with Section C and Section D that explored migration from outside the EU and the UK and international organisations respectively and could pull on a wide range of relevant and interesting examples from their studies to support their answers. The better responses to the final 'essay' question had been planned and there was evidence of key points being identified and organised before writing the final response.

One final point of note this year was a deterioration in handwriting among a smaller number of candidates that made some of their responses very difficult to read. Under the pressure of examinations some candidates clearly rushed their writing and while every attempt was made to read all responses, some were very difficult to decipher.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • had prepared fully for the examination and were familiar with the style of questions • read the questions carefully and ensured they responded to the full wording of the question • used the response guidance that can be found in bullet points above the answer space on the paper • gave examples to support their arguments and answers, demonstrating greater understanding of the complexities of key issues • allocated their time appropriately and were able to attempt all questions. 	<ul style="list-style-type: none"> • had not read the question carefully and as such did not always provide a response that utilised information from the sources provided • gave general and limited responses that failed to respond fully to the questions • omitted questions or had clearly run out of time on the final question • gave repetitive answers on short response questions, for example rewording but effectively repeating points especially on Question 1(c), Question 1(d), and Question 2(c).

Section A overview

In this section candidates were required to engage with two sources and their own knowledge to respond to four short response questions on the topic of rights and responsibilities within the legal and voting systems.

Question 1 (a)

- 1 Study **Fig. 1.1** and **Table 1.2** and answer questions **1(a)–1(c)**.

Fig. 1.1

The minimum ages of criminal responsibility around the world in January 2022.

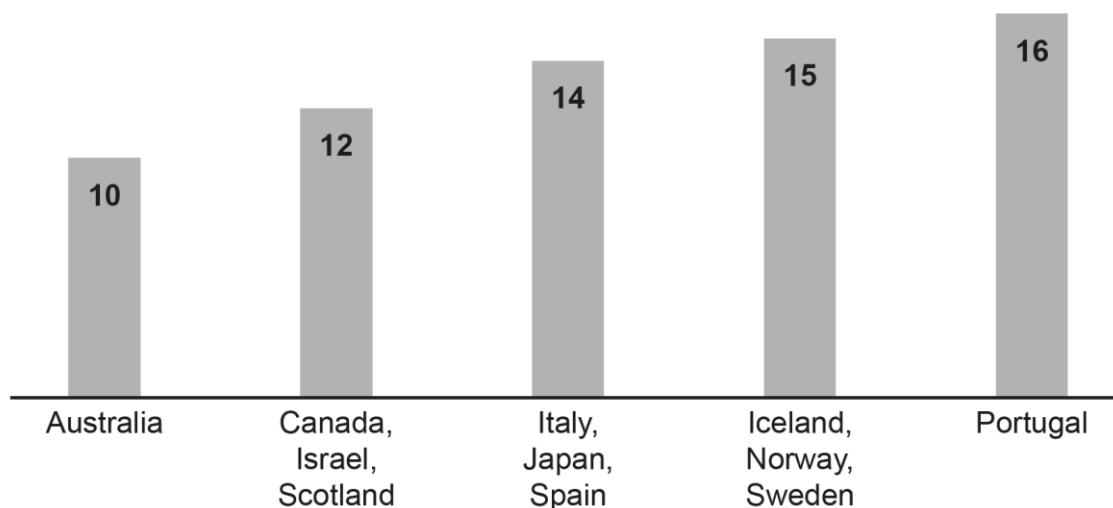


Table 1.2

Legal rights and responsibilities of young people in England and Wales

Legal rights and responsibilities	Age
A person can be held legally responsible for any criminal actions	10
A person can get a part-time job	13
A person can leave home	16
A person can learn to drive	17
A person can join the armed forces without parental consent	18
A person can marry	18
A person can vote in a parliamentary election	18
A person can buy and drink alcohol	18

(a) Apart from those in **Table 1.2**, state **one other** legal right a young person in England and Wales gains at the age of 18.

..... [1]

The majority of candidates were able to answer this correctly though some had clearly not read the instruction to 'state **one other**' legal right and had taken their answer from the table. Common mistakes were the right to drive, or to marry without parental consent.

Assessment for learning



Change in the law 2023

The Marriage and Civil Partnership (Minimum Age) Act 2022 came into force on 27th February 2023, meaning that no one can marry or enter into a civil partnership under the age of 18, even with parental support. While this is a relatively new change, centres should be aware of this for future series.

Question 1 (b)

(b) State **one** piece of evidence from **Fig. 1.1** or **Table 1.2** which shows that the age of criminal responsibility is **not** the same throughout the United Kingdom (UK).

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

The majority of candidates successfully answered this question. Incorrect responses often referred to other countries such as Portugal as a comparison rather than the UK nations.

Question 1 (c)

(c) Using evidence from **Fig. 1.1** and **Table 1.2**, state **four** reasons why people in England and Wales might want the age of criminal responsibility raised from ten years old.

- 1.
.....
- 2.
.....
- 3.
.....
- 4.
.....

[4]

The majority of candidates were able to gain some marks on this question. Common incorrect answers focused on the damage done to young people by being sent to prison at ten years old, or the likelihood of young people being coerced into crime by adults rather than utilising the evidence in the sources to support their response.

Question 1 (d)

Young people should be able to vote in all English and Welsh elections once they are 16 years old.

(d) State **four** different points that could be used to **support** the viewpoint above.

- 1.
.....
- 2.
.....
- 3.
.....
- 4.
.....

[4]

The majority of candidates scored some marks on this question that required them to use their own knowledge rather than relying on the evidence provided. Candidates had read the question carefully and responses consistently supported the viewpoint. There were some very sophisticated points made here and successful candidates who scored full marks were able to use the evidence from the sources to support their points about maturity and suitability for voting. The best responses included references to being old enough to leave home and being mature enough to vote or working and paying taxes and therefore deserving of a vote to have a say in how this money is spent. Contrasts with Scotland were also common.

Responses that focused on simple points such as 'you can leave school' that did not make a clear link between the fact and being eligible for voting, or 'because some 16 year olds are as mature as 18 year olds' were not specific enough and so did not gain marks.

Section B overview

This section looks at regional wealth inequality within the UK, and the impact of this on national identity and community cohesion. The shorter questions required candidates to consult the sources and interpret these correctly, while the longer responses gave candidates the opportunity to respond to viewpoints and demonstrate skills of argument and advocacy.

Question 2 (a)

2 Study **Source 2.1** and **Source 2.2** and answer questions **2(a)–2(c)**.

Source 2.1

The Conservative Government's plans to level up communities

There are great differences in wealth between regions in England. In the 2019 general election, the Conservative Party won many seats in poor areas. It says it will "level up" the wealth of these areas to equal that of the wealthiest. The Conservative Government has created a fund of £4.7 billion for spending money on transport, rebuilding or cultural improvements. This policy has been criticised by Labour-supporting newspapers such as the Guardian.

Source 2.2

"Levelling up: some wealthy areas to see 10 times more funding than poorest"

The Communities' Secretary will announce new policies to end what the Prime Minister has called the "outrage" of regions being unequal. But some of England's most deprived areas have had far less support from the Levelling Up Fund than some of the richest local authorities. The Health Secretary's constituency had been given £148 per person although it is one of the wealthiest areas in England; however, eight of the poorest local authorities in England have received less than £10 per person so far.

One researcher said: "The fact that some of the most deprived local authorities have received no money yet is not acceptable. It will only widen the UK's existing regional divides."

Adapted from an article in the Guardian 2 Feb 2022

(a) Using **Source 2.1**, state **one** example of how spending money in the ways mentioned would increase the wealth of a region.

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

While candidates could generally identify from the source how the money was to be spent, the majority of candidates found it difficult to link this to ways this could increase the wealth of a region. Common correct responses focused on improved transport bringing businesses to the area making it easier for people to travel to jobs or how improving cultural investment brings in visitors and a potential increase in tourists.

Question 2 (b)

(b) State **one** reason why the claims about levelling up in **Source 2.2** might **not** be trustworthy.

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

The majority of candidates missed the point of this question and could not identify the potential for bias based on the publication. Some candidates wrote 'it is biased' but without saying why this may be the case which was not sufficient for the mark here. Source 2.1 mentions the Guardian is critical of the policy as they are a Labour-supporting newspaper. Candidates were not required to know the political affiliation of the publication as this information was provided for them.

Question 2 (c)

(c) Using **Source 2.2** state **two** reasons why the public might be disappointed by the outcome of the Government's levelling up policy.

1.
.....
2.
..... [2]

Candidates could select information from the source to answer the question though a minority of candidates repeated their point only scoring 1 mark. The response here required reasons, not just pieces of evidence quoted from the text.

Question 2 (d)

Levelling up is vital to promote a greater sense of national identity in the UK.

(d) Explain why people might **support** the viewpoint above.

.....

.....

.....

.....

.....

.....

[4]

There were some very good responses to this question, but also some weaker ones. Where the candidates did not score well, it was often due to a lack of understanding of 'national identity' and this was frequently confused with community cohesion, possibly due to the wording of Question 2(e). There was also a lack of understanding that levelling up is across the region, the money is not given to individuals to improve their standard of living or to pay for training and education.

Exemplar 1

Educat

6

Study the viewpoint below and answer question 2(e).

• Crime

• Discrimination - Steven Law

• Lack of job

Stigma

Economic differences are the main cause of the lack of community cohesion in the UK.

(e)* Write a detailed case **opposing** the viewpoint above.

Economic differences are not the main cause. Instead, it can be argued that crime is heavily responsible. An example of this is knife crime in London where 100's of offences are committed. This can lead to people feeling they are at risk and cause them to be more wary and less social.

Another cause is discrimination. Discrimination can lead to antisocial behaviour and cause people to feel unwanted and unsafe due to the unjust actions of others. Therefore, economic differences are not the main cause.

Educational differences can also be argued to be responsible as many people do not go on to further education leading to them having to rely on a life of crime. Therefore, economic differences are not the only cause.

Additionally a distrust in the capability and competence of police can cause a lack of community cohesion. An example of this is the London Riots. This shows the disorder caused and ~~is the~~ can be argued to be the main cause of a lack of community cohesion.

Exemplar 1 demonstrates the candidate has drafted some key points before beginning to write their response opposing the viewpoint. They used accurate examples to support their points on the role of crime and distrust of the police in creating a lack of community cohesion. Discrimination is acceptable as a reason though the assertion that this automatically creates anti-social behaviour is less valid. The point about educational differences and a lack of further education meaning people must rely on a life of crime is also inaccurate and not linked to community cohesion specifically. It gained 6 marks.

Section C overview

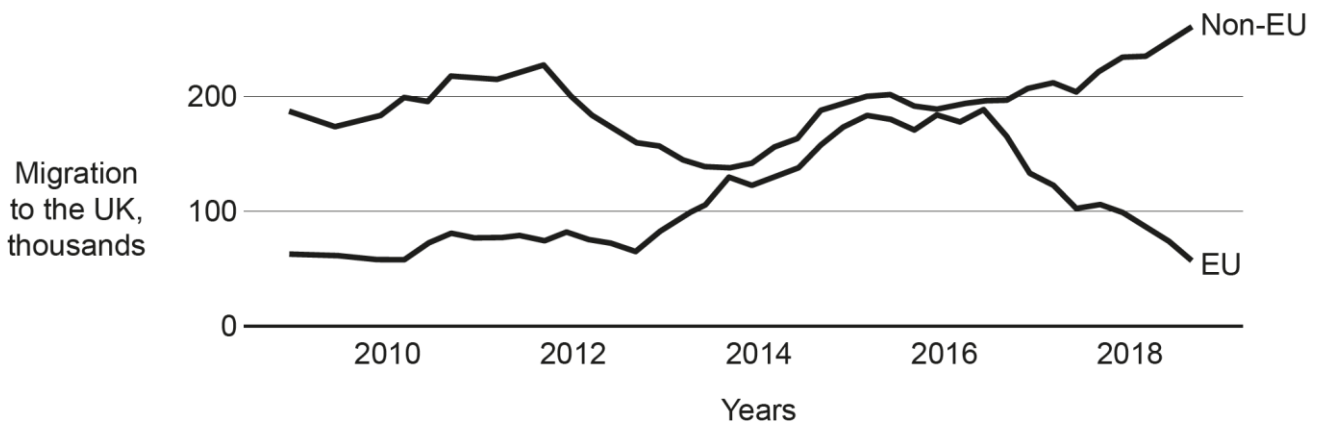
This section focused on evaluating the patterns of migration to the EU and the reasons why individuals choose to come to this country. Question 3(a) requires candidates to analyse the changing patterns of migration to the UK following the EU referendum in 2016, using Source 3.1. Question 3(b) was designed to assess the skills underpinning AO3. Effective written advocacy should include focusing on the argument, selecting strong supportive points and utilising convincing examples from Source 3.2 and their own knowledge.

Question 3 (a)

3 Study **Fig. 3.1** and the notes below it and answer question **3(a)**.

Fig. 3.1

A breakdown of migration to the United Kingdom 2008–2019



Source: Office for National Statistics



Note:

Non-EU citizens include large numbers of migrants from India and Pakistan.

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

Voting to leave the EU in 2016 has changed the pattern of migration into the UK.

1.
-
2.
-

[2]

This was a straightforward question that candidates answered well. The most common simple error was candidates mixing up EU and non-EU in their responses.

Question 3 (b)*

Source 3.2

Hong Kong: China crackdown is likely to boost migration to the United Kingdom

Many supporters of democracy in Hong Kong have been arrested for trying to overthrow the city's government. The Chinese Government which oversees Hong Kong has been trying to crush political opposition. There is now a law that the Hong Kong Government can send people out of the city to China itself. Therefore in 2021, the UK will open a new immigration route which could allow up to 5.4 million Hong Kong residents to move to the UK and become British citizens. This is equivalent to almost three-quarters of Hong Kong's resident population of 7.5 million.

Adapted from an article in The Conversation 6 Jan 2021

(b)* Use information from **Source 3.2** and information from your studies to evaluate the following viewpoint:

Migrants from outside the EU mainly come to the UK to gain political freedom.

In your answer you must:

- use information from **Source 3.2**
- consider at least **three** reasons from your own knowledge why migrants come to the UK from non-EU states.

[8]

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.....

This question required candidates to consider reasons for migration to the UK from non-EU states. Both political and non-political reasons were given marks providing they were sufficiently detailed. Typically candidates made good use of Source 3.2 and many were able to provide three reasons for migration. Some candidates were able to evaluate the reasons for migration from non-EU states well, with accurate examples given to support their arguments. A minority of candidates explored one or two reasons well and then resorted to listing pull factors for migration such as 'free NHS' or 'better education' without detail or explanation, thus missing out on the higher marks available for this question.

Exemplar 2

One reason that migrants come to the UK is for political freedom. For example, in Hong Kong, ~~Chinese~~ the Chinese Government has actively tried to crush political opposition by sending people out of the city to China. As a result, this restricts citizens rights to protest as they're freedom as they're being forced to move. As a result, this means that Hong Kong citizens are more likely to migrate to UK in order to gain back their right to freedom as China is a dictatorship.

^{different} reason
 However, ~~one reason~~ many migrants may travel to UK to gain a better Education. For example, ~~peop~~ migrants from ~~the~~ low 3rd world countries with a poor education system are more likely to migrate to the UK. This is because our education system allows a better Education for citizens and better resources than other 3rd world countries. As a result, this means that migrants can receive better education, opening opportunities for the future, allowing them a better quality of life.

In conclusion, ~~one reason~~ I believe the main reason migrants come to the UK is to seek asylum. For example, ~~peop~~ ~~migrant~~ refugees in countries at war such as Syria migrate to the UK in order to avoid persecution or death. As a result, this leads to more migration as the UK is a safe option to migrate to because the UK is a part of NATO. As a result, migrants travel to the UK come to as a result of political freedom from countries at war.

Exemplar 2 demonstrates a detailed response that gained full marks. The candidate gave three clear reasons why migrants come to the UK from non-EU states and used the information in Source 3.2 to support part of their response. While the point about people migrating to escape war with the example of Syria and membership of NATO appears in what the candidate identifies as their conclusion, this is the third substantiated reason hence full marks for meeting all of the criteria.

Section D overview

This section explores the UK's international presence and the role of the country in a wide range of European and world organisations that focus on issues of both global development and international relations. Source 4.1 gives an overview of the UK's membership of many international organisations and some evidence to support the impact of the UK's contribution to these globally. Figure 4.2 provides data from a YouGov poll from 2020 polling attitudes towards the government's foreign aid budget.

Question 4(b) asks candidates to evaluate a viewpoint, allowing candidates the opportunity to argue both sides and form an argument supporting their own opinion. The marking guidance for this question changed last year and the assessment criteria AO3a and AO3c are again considered separately though recorded as a joint mark.

Question 4 (a) (i)

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

Source 4.1

The United Kingdom's role in international relations

A GLOBAL LEADER IN DIPLOMACY AND DEVELOPMENT



4th largest diplomatic network:
281 posts in 178 countries and territories

One of the largest funders of the **WHO**, increasing funding by 30% over four years, and the largest funder of **Gavi**

(a) Using information in **Source 4.1**:

(i) State **one** international organisation which is linked with **diplomacy**.

..... [1]

people in over 90 developing countries

Notes:

Gavi and Covax provide Low Income Countries with free vaccinations

OSCE is the Organization for Security and Co-operation in Europe

WHO is the World Health Organization

Taken from a UK government publication, Global Britain in a Competitive Age (2020)

Question 4 (a) (ii)

(ii) State **one** international organisation which is linked with **development**.

This must be a **different** organisation to your answer for **4(a)(i)**.

..... [1]

There was a marked difference in candidate's success on these two questions. The majority of candidates answered Question 4(a)(i) correctly, but less candidates were successful on Question 4(a)(ii). The most common error on Question 4(a)(ii) was giving a second example of an organisation linked to diplomacy. The minority of candidates also gave 'WTO' as an incorrect answer here. Whether this was a slip and they had misread WHO, or was an attempt to use their own knowledge is impossible to tell.

Question 4 (b)*

(b)* Using information from **Source 4.1** and **Fig. 4.2** and evidence from your studies, evaluate the following viewpoint:

The UK Government should concentrate on solving issues in the UK rather than trying to solve the world's problems.

You must consider:

- the arguments which could be made from the information in **Source 4.1** and **Fig. 4.2** as well as your own knowledge to **support** this view
- the arguments which could be made from the information in **Source 4.1** and **Fig. 4.2** as well as your own knowledge to **oppose** this view
- the benefits which international organisations give to the people of the world.

[12]

.....

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.....

.....

This question was attempted by the majority of candidates. They responded well to the viewpoint and were able to use both sources provided in their answers. It was clear that candidates understood the work of some of the main international organisations that the UK is a member of, and they were able to incorporate this well into their responses. Candidates made use of the prompts to structure and support their response.

Candidates were less secure in their discussion of the benefits international organisations give to the people of the world. Often this point was implicit in their discussion of the reasons why the UK government should continue to be involved in funding and supporting international organisations, but clear consideration of this was rare. In the better responses, candidates used a good range of examples to support the discussion of the viewpoint, and the very best responses also evaluated the data in Figure 4.2 critically.

Exemplar 3

I agree because the UK's issues are more important than the world's. In Source 4-1 it states the UK are part of the UN, Nato, Commonwealth and Council of Europe. This demonstrates how we are already involved in world issues for example serving on UN Security Council ~~and~~ as a permanent member and being able to veto resolutions to keep world peace and by being the founder of the Commonwealth which serves to improve Human Rights in member states such as UK pushing to abolish Nigeria's gay marriage law which prohibits gay marriage. This means UK already contribute plenty to the world through the organisations they operate in and their roles within these organisations. These organisations are generally successful as seen with extensive peacekeeping UN troops operating in ~~the~~ Syria and the Council of Europe having the ECHR. This means the UK should concentrate on our own issues such as immigration and UK economy. Furthermore in Source 4-2 it states 66% of the UK population believe we should cut foreign spending. This means we should concentrate on ourselves by

using money we were paying to other countries to fund our underpaid services such as NHS. Finally, it's also democratic to concentrate on ourselves due to the majority of people stating they want less foreign spend.

I disagree because the world's issues are more desperate than UK's. For example in Fig 4-1 it states UK helps the world by being in the UN and Commonwealth. These both have many failures. For example Russia veto'd a resolution to aid Ukraine in which innocent people's right to life is being stripped away, showing UK should do more to help the needy who suffer in war in Ukraine, Syria and other countries. In addition in Commonwealth UK advice isn't legally binding, therefore more should be done as within Nigeria and other states there are still human rights violations and gay marriage is still not prohibited. In Source 4-2 it states for Labour cut or keep is pretty close with 35% 49% and voting for this isn't legally binding.

In conclusion it's clear UK should focus more on world as death is more important than economy

END OF QUESTION PAPER

Exemplar 3 demonstrates a thorough response to the viewpoint that addresses all the recommended discussion points, while analysing and drawing on the information in Source 4.1, Figure 4.2, and their own studies to exemplify the key aspects of their argument. The candidate evaluates Figure 4.2 and links this to a key argument that democratically elected governments should consider the wishes of the people.

There is further consideration of these figures as the response progresses, though this point is incomplete. There is evidence of critical engagement with the value of these figures and that they are not binding. The exploration of the benefits of international organisations is discussed alongside the arguments for the UK's continued involvement in and contribution towards resolving global issues, exemplifying a common challenge candidates found with separating these two elements. Despite this and the very limited conclusion, likely a result of running out of time, this response scored just under full marks for the quality of evaluation and analysis.

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