



Oxford Cambridge and RSA

GCSE (9–1) Citizenship

J270/02 Citizenship in action

Monday 18 June 2018 – Morning

Time allowed: 1 hour 45 minutes



No additional material is required for this Question Paper



First name

Last name

Centre
numberCandidate
number

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided. If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the barcodes.

INFORMATION

- The total mark for this paper is **100**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **28** pages.

2

Answer **all** the questions.**SECTION A**

You should spend approximately 20 minutes on this section.

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

Alan's story

Alan is twenty-four years old. He earns £15 000 a year and has worked for the same business for two years. Alan has recently moved out of his parents' house into a rented flat of his own.

Alan is confused about deductions from his wages. He knows only that 'the government takes some of his pay'. Alan is also worried because the local authority has suddenly asked for £1000 in council tax.

Alan is registered as a disabled person. He is in debt. He is scared about being dismissed from his job. Alan has no employment contract and is worried that his wages may be cut.

Alan has asked what he should do.

Fig. 1

- (a) State two types of deduction the **government** may make from Alan's wages.

1

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2

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[2]

- (b) State two ways in which national governments use the money they take from people's wages.

1

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2

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[2]

3

(c) State two ways in which Alan's **legal rights** may be at risk.

1

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2

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[2]

(d) State **one organisation, group or representative** Alan should consult over the issues in **Fig. 1**. Explain the reasons for your choice.

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..... [4]

2 Study **Fig. 2** and answer Questions **2(a)–2(d)**.



Index on Censorship is a pressure group that campaigns for and defends free speech worldwide.

We believe that everyone should be free to express themselves without fear – no matter what their views.

One of the methods we use to achieve our aims is to raise awareness about the value of free speech.

Fig. 2. Adapted from the website of Index on Censorship

(a) State two **further methods** Index on Censorship could use to achieve its aims.

- 1
-
- 2
-
- [2]**

(b) State two **reasons** people might support Index on Censorship's aims.

- 1
-
- 2
-
- [2]**

- (c)** Explain why **censorship** takes place in the United Kingdom (UK). Use examples to support your answer.

..... [4]

- (d)** State two **reasons** why the UK government has had difficulty regulating the media.

1

2

[2]

- 3 (a) Decisions in the UK have sometimes been made by referendum.
State one **national decision** made by referendum in the UK.

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

- (b) State two **advantages** of using a referendum for decision-making in the UK.

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

- (c) State two **disadvantages** of using a referendum for decision-making in the UK.

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

Answer **all** the questions.

SECTION B

You should spend approximately 30 minutes on this section.

5 Study **Tables 5.1, 5.2** and **5.3**, and answer the questions that follow.

The UK's smallest and largest parliamentary constituencies, 2015

| Constituencies | Electorate | Country | Political party |
|----------------------------|------------|----------|-------------------------------|
| Smallest UK constituencies | | | |
| Na h-Eileanan an Iar | 22 000 | Scotland | Scottish National Party (SNP) |
| Orkney and Shetland | 35 000 | Scotland | Liberal Democrat |
| Arfon | 40 000 | Wales | Plaid Cymru |
| Dwyfor Meirionnydd | 44 000 | Wales | Plaid Cymru |
| Aberconwy | 46 000 | Wales | Conservative |
| Largest UK constituencies | | | |
| North West Cambridgeshire | 90 000 | England | Conservative |
| West Ham | 91 000 | England | Labour |
| Bristol West | 91 000 | England | Labour |
| Ilford South | 92 000 | England | Labour |
| Isle of Wight | 109 000 | England | Conservative |

Table 5.1

Average number of electors in each UK nation's constituencies, 2015

| Country | England | Scotland | Northern Ireland | Wales |
|----------------------------|---------|----------|------------------|--------|
| Average number of electors | 72 400 | 69 000 | 66 800 | 56 800 |

Table 5.2

UK general election, 2015
Votes for the main political parties and members of parliament (MPs) elected

| Party | Number of votes | Percentage of the total vote | MPs elected to parliament | MPs – if elected MPs had been in proportion to votes |
|--|-----------------|------------------------------|---------------------------|--|
| Conservative | 11 335 000 | 36.9% | 330 | 240 |
| Labour | 9 347 000 | 30.4% | 232 | 198 |
| United Kingdom Independence Party (UKIP) | 3 881 000 | 12.6% | 1 | 82 |
| Liberal Democrat | 2 415 000 | 7.9% | 8 | 51 |
| Green | 1 158 000 | 3.8% | 1 | 25 |
| Scottish National Party (SNP) | 1 454 000 | 4.7% | 56 | 31 |
| Plaid Cymru (Party of Wales) | 182 000 | 0.6% | 3 | 4 |

Table 5.3

- (a) Using evidence from **Tables 5.1** and **5.2**, state one **reason** why Plaid Cymru might be **against** each UK constituency having the same number of electors.

..... [1]

- (b) Using evidence from **Table 5.3**, state one **reason** why opposition parties claimed that the Conservatives did not deserve to form a majority government in 2015.

..... [1]

- (c) Using evidence from **Table 5.3**, state two **political parties** that would have most reason to support a change to the voting system.

1

2

[2]

- [4]

UK democracy's most important value is 'equal opportunity'.

- the importance of equal opportunity for UK democracy
- the importance of other UK values.

..... [8

6 Study Fig. 6.1 and 6.2, and answer the questions that follow.

Programme for International Student Assessment (Pisa), 2015
Boys' and girls' average scores for science at age 15 in seven of the world's richest countries

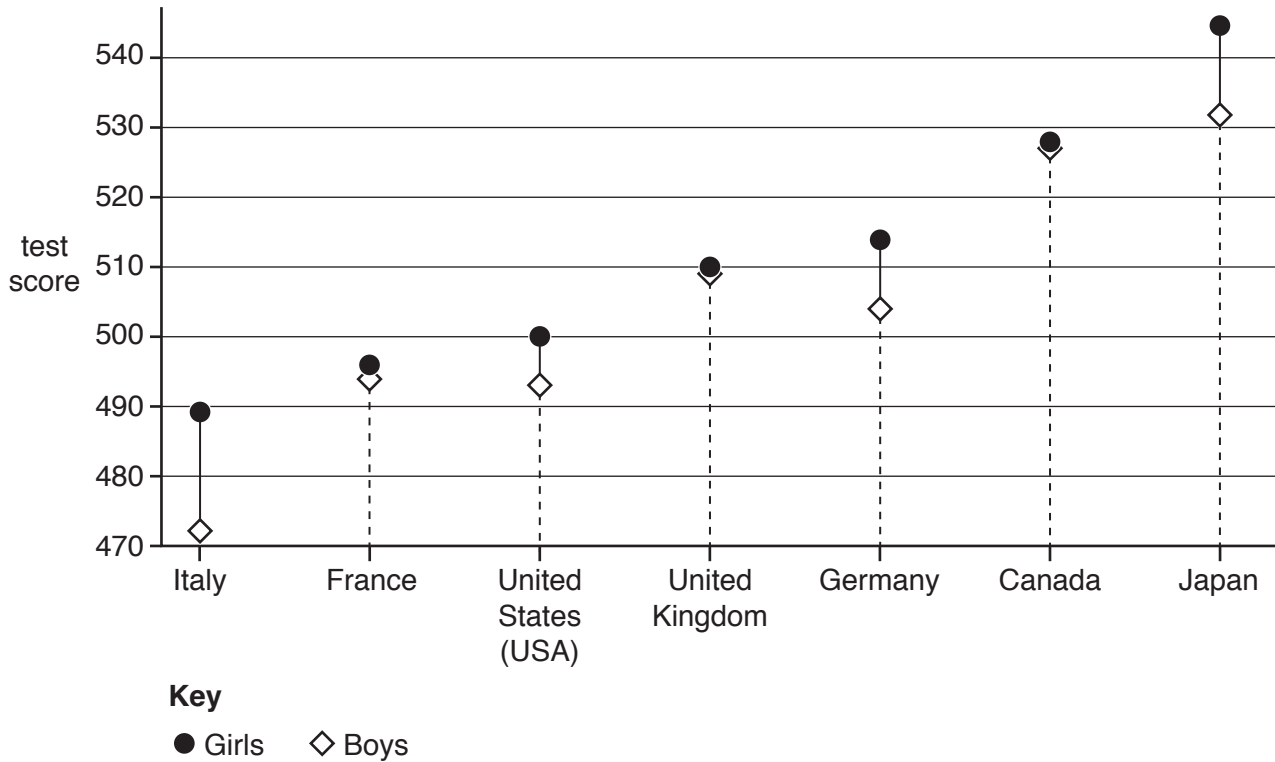


Fig. 6.1

Pisa test result averages in Science, 2006–2015, for 15-year-olds in the UK nations

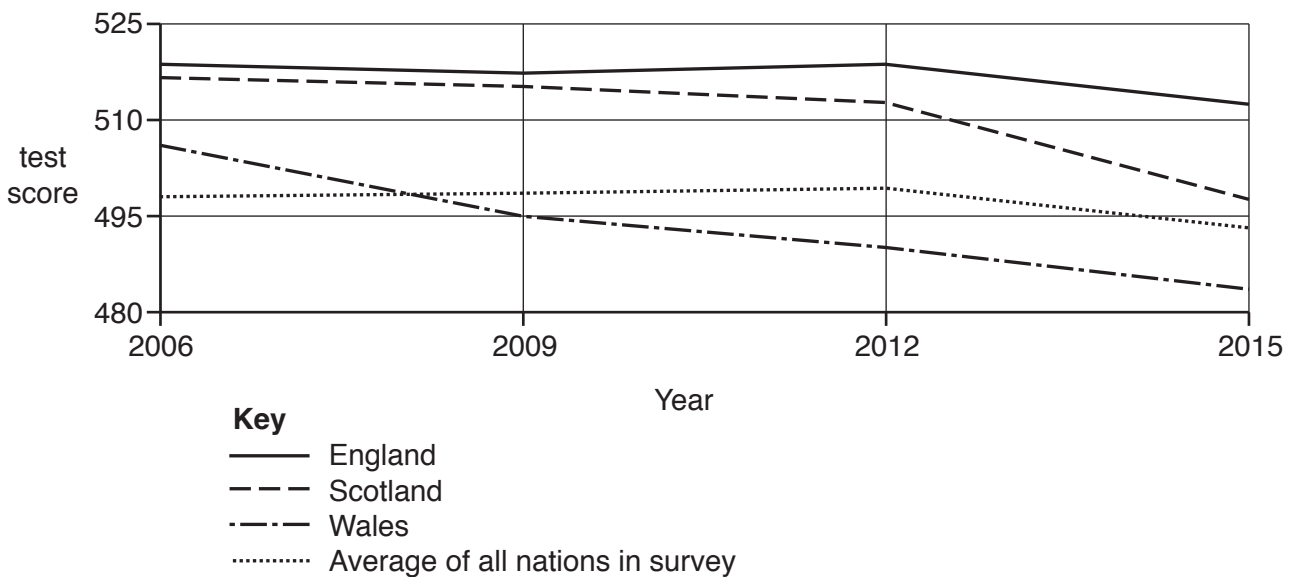


Fig. 6.2

- [4]

- [4]

14

Answer the question.

SECTION C

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:



A United Kingdom (UK) government can do what it likes.

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

- Rights, the law and the legal system
- Democracy and government
- The UK and the wider world.

[12]

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Answer **all** the questions.

SECTION D

You should spend approximately 40 minutes on this section.

8 Study **Fig. 8** and answer the questions that follow.

Littleborough charity duck race

(Page from the website of the fictional Littleborough Parish Council)

Littleborough's annual charity duck race will take place in the Little Brook Gardens on Sunday, 22 July 2018 from 1 pm. We aim to raise funds for this year's village charities.

Entertainment from 2 pm in Brook Centre

Race start times:

2.00 pm Sir Kenneth Wagstaff race
Children's race £1 per duck

2.30 pm Business Challenge Shield
Local business – dress a duck, £25 entry

3.00 pm Horatio Carter Memorial race
Adults' race £1 per duck

3.30 pm Memorial Cup** (free entry – see details below)

**** Ghazala Khan Cup**

This race will be run in heats, followed by a grand final depending on number of entries.

Design & build something that will float – any materials may be used but no electronics.

Entry is open to individuals, families and groups. All funds raised go to charity.



Fig. 8

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

- (a) Apply knowledge and understanding from your own experiences of citizenship action to **explain** why the web page shown in **Fig. 8** may not help the race organisers achieve their aims.

[4]

- (b)** State one way in which race organisers should **keep people safe** at the duck race.

.....[1]

- (c) State one way in which race organisers should safeguard or promote people's **freedoms and equalities**.

.....[1]

- (d) Describe how the race organisers could engage **local businesses, schools** and **voluntary groups** to help make the duck race a success.

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..... [4]

- 9 Use information from **Fig. 9.1**, **9.2**, **9.3** and **9.4**, your knowledge of the whole citizenship course and your experience of citizenship action to answer Questions **9(a)–(d)**.

A skate park for Anytown?

Young people in Anytown are unhappy and bored. At night and during holidays, many just stay at home. Others 'hang out' in the town centre and sometimes get into trouble. Data available to the local authority shows high levels of 'Living Area Deprivation' in Anytown (see **Fig. 9.2** below).

You and a group of friends know of a little-used local authority car park. You think it would be a good site for a skate park. (See **Fig. 9.3** and **9.4** on pages 21–22.)

Your group think a skate park will bring young people together by enabling them to share a popular activity. You and your friends know that more research, advice and support will be needed for the campaign to succeed.

Fig. 9.1

'Living Area Deprivation' in Anytown, 2015

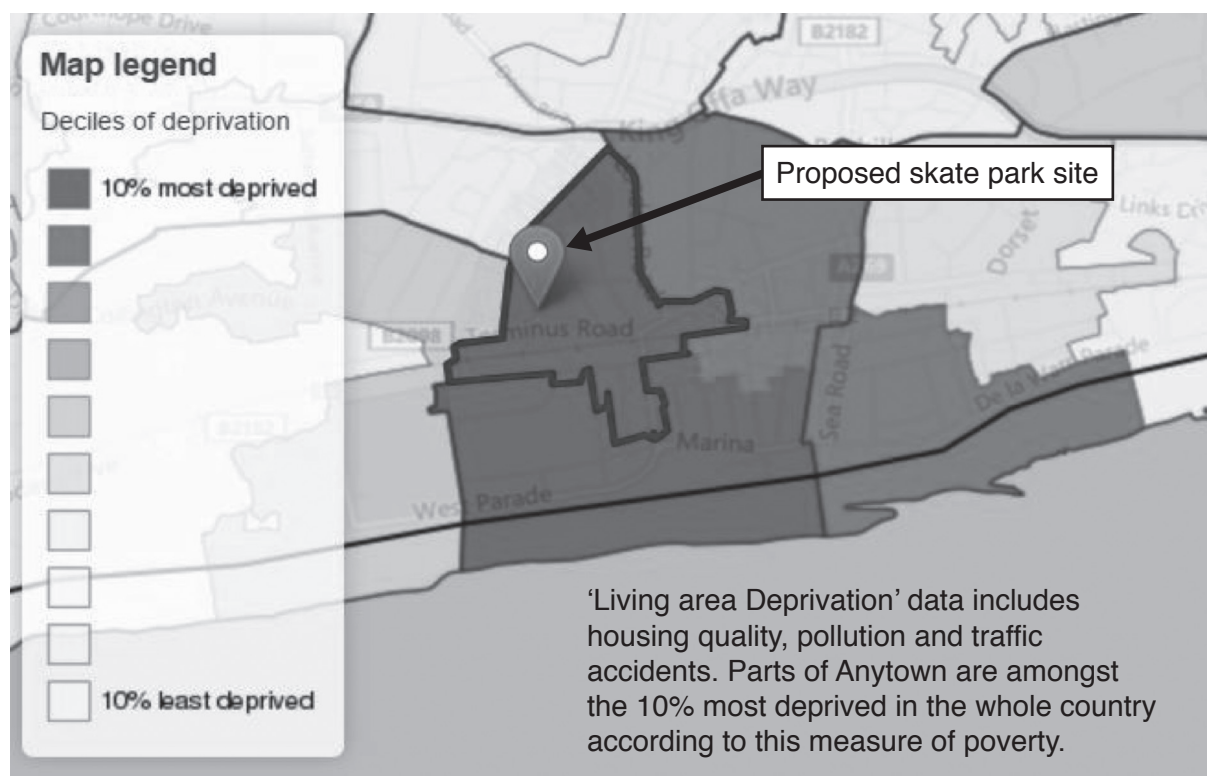


Fig. 9.2

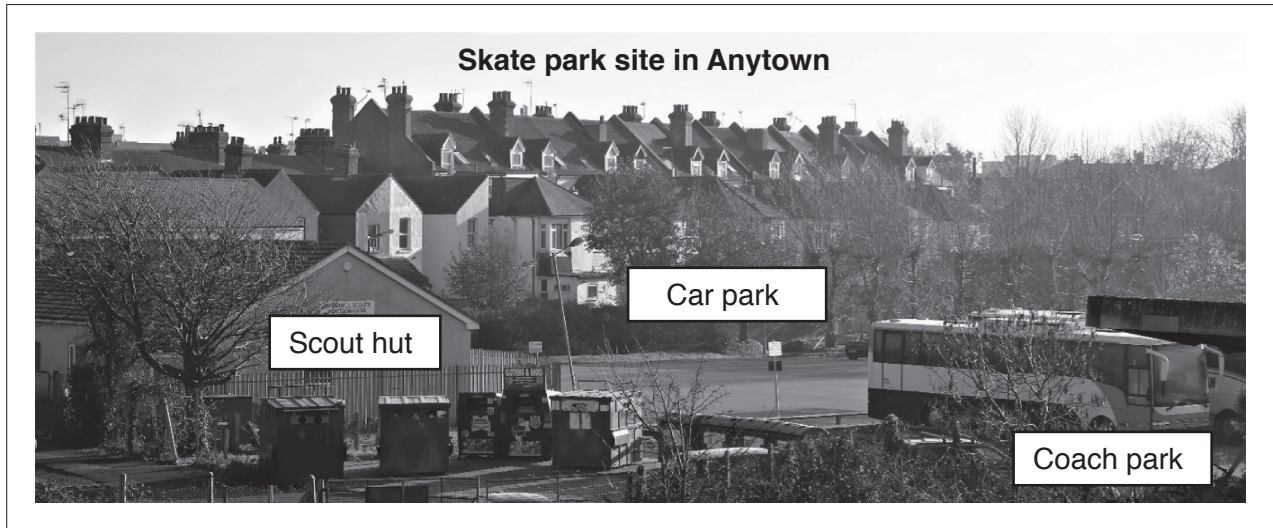


Fig. 9.3

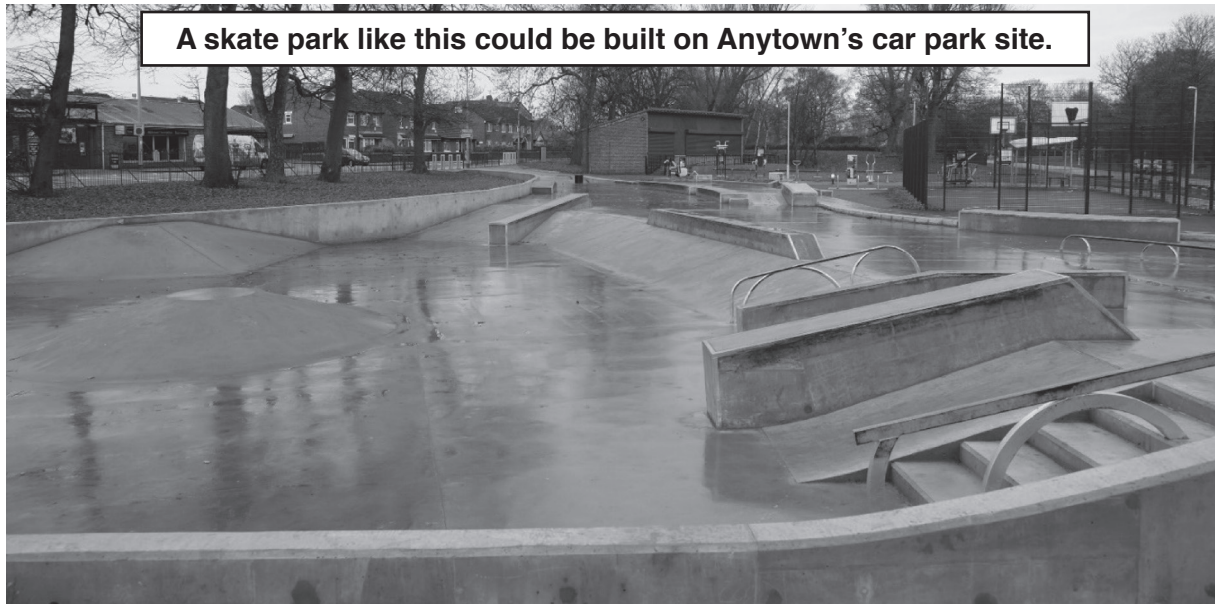


Fig. 9.4

- (a) State **two examples** of information held by central or local government, apart from 'Living Area Deprivation' data, that could be used to support a case for a skate park in Anytown.

1

2 [2]

- (b) State **two examples** of **elected representatives or voluntary sector workers** who may be able to give advice or support for this skate park campaign.

1

2 [2]

(c) Explain why the **police** may offer advice and support for this skate park campaign.

..... [4]

(d) Describe how you could encourage **local residents** to support this campaign.

[4]

- 10*** Using your experience of taking citizenship action, describe how you evaluated your own action and what you learnt from your evaluation.

Your response should include the following:

- an explanation of why evaluation is important and a description of the methods you used to evaluate your own action
- a description of your findings, including details of how your own action could have been improved
- an evaluation of the impact of your own action and a description of how it could be extended or developed.

You should draw upon your studies of citizenship action from across your whole citizenship course **and** from other examples of citizenship action in your own school or college. **[12]**

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