

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**  
**GCSE (9–1)**  
**J270/02**  
**CITIZENSHIP**  
**Citizenship in action**  
**MONDAY 18 JUNE 2018: Morning**  
**TIME ALLOWED: 1 hour 45 minutes**  
**plus your additional time allowance**  
**MODIFIED ENLARGED 36pt**

<b>First name</b>						<b>Last name</b>					
<b>Centre number</b>						<b>Candidate number</b>					

**OCR SUPPLIED MATERIALS:**  
**Source Booklet**

**READ INSTRUCTIONS OVERLEAF**



# **INSTRUCTIONS**

**Use black ink.**

**Complete the boxes on the front page 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.**

# **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 (\*).**

**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).**

## **Fig. 1**

### **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.**

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

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

\_\_\_\_\_

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

\_\_\_\_\_

**[2]**

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

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

\_\_\_\_\_

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

\_\_\_\_\_

**[2]**

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

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

\_\_\_\_\_

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

\_\_\_\_\_

**[2]**

**(d) State ONE ORGANISATION, GROUP or REPRESENTATIVE Alan should consult over the issues in Fig. 1. Explain the reasons for your choice. [4]**

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

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



**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.**



**(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]**

[illegible]

**(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]**

## **4 Study Fig. 4 and answer Questions 4(a)–4(c).**

### **Fig. 4**

#### **Government and politics in Democia\***

**Democia's citizens elect a president as head of state every four years. The president chooses supporters from politics, business and the universities to form an executive. In recent elections, the president won fewer votes overall than the other main candidate. Voter turnout was 60%.**

**Citizens also elect a single-chamber legislature. The legislature debates presidential proposals and then approves or rejects them. One third of the members of this chamber are elected every two years.**

**The president and legislature work together to appoint members of the judiciary. These judges usually share the president's views.**

**Citizens must apply to be added to the electoral register before they are allowed to vote. Voting takes place at polling stations, or by phone, tablet or computer.**

**Single-issue ballots are held only by regional authorities. Such ballots are not used for national decision-making.**

**\*Democia is not a real country.**

**(a) State THE TYPE OF DEMOCRACY described in Fig. 4.**

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

[illegible]



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**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 in the Source Booklet, and answer the questions that follow.**

**(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]**

**(d) Using evidence from TABLES 5.1, 5.2 and 5.3, explain how far each person's vote was of EQUAL WORTH in the 2015 general election. [4]**

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**(e)\* Evaluate the following viewpoint:**

**“UK democracy’s most important value is ‘equal opportunity’.”**

**You should consider:**

**the importance of equal opportunity for UK democracy**

**the importance of other UK values. [8]**

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[illegible]

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**6 Study Fig. 6.1 and 6.2 in the Source Booklet, and answer the questions that follow.**

**(a) Explain why GOVERNMENTS IN THE UK are concerned about the information in Fig. 6.1 and 6.2. [4]**

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[4]

**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]**

[illegible]

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[illegible]

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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.**

**Fig. 8**

### **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.**

**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]**

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**(b) State one way in which race organisers should KEEP PEOPLE SAFE at the duck race.**

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**[1]**

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

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**[1]**

[4]

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

**(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]**

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[4]

**Describe how you could encourage LOCAL RESIDENTS to support this campaign.**

[illegible]



**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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**END OF QUESTION PAPER**

## ADDITIONAL ANSWER SPACE

**If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).**

This image shows a blank sheet of white paper with horizontal ruling lines. A single vertical line runs down the left side, creating a narrow margin. There are ten horizontal lines spaced evenly across the page, starting from the top margin and extending to the right edge. The lines are thin and black.



