

GCSE (9-1)

Examiners' report

CITIZENSHIP STUDIES

J270

For first teaching in 2016

J270/01 Summer 2019 series

Version 1

Contents

Introduction	4
Paper 1 series overview	5
Section A overview	6
Question 1	6
Question 2	6
Question 3	7
Question 4	7
Question 5	8
Question 6	8
Question 7	9
Question 8	9
Question 9 (a)	10
Question 9 (b)	10
Question 10	11
Question 11	11
Question 12 (a)	12
Question 12 (b)	13
Section B overview	14
Question 13 (a)	14
Question 13 (b)	15
Question 13 (c)	15
Question 14	15
Question 15	16
Question 16	16
Question 17	17
Question 18	17
Question 19	18
Question 20	18
Question 21	19
Question 22	19
Question 23 (a)	20
Question 23 (b)	21
Section C overview	22
Question 24	22
Question 25	22

Question 26	23
Question 27	23
Question 28	24
Question 29	24
Question 30	25
Question 31	25
Question 32 (a)	26
Question 32 (b)	27
Question 33	28
Copyright information.....	29



Would you prefer a Word version?

Did you know that you can save this pdf as a Word file using Acrobat Professional?

Simply click on **File > Save As Other...** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as...** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for *pdf to word converter*).



We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

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. 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 can be downloaded from OCR.

Paper 1 series overview

This is an objective test paper. Candidates are asked to identify correct responses by writing the appropriate letter or letters in the spaces provided.

The paper assesses candidates' knowledge and understanding of the whole specification's content (Assessment Objective 1). Candidates are also asked to read short scenarios based on citizenship issues or debates and to apply their knowledge and understanding to these scenarios (Assessment Objective 2).

The paper is divided into three sections, reflecting the organisation of the specification's content.

Section A: Rights, the law and the legal system in England and Wales

Section B: Democracy and government

Section C: The UK and the wider world

To do well on this paper, candidates need to have developed a broad knowledge and understanding of citizenship terminology, concepts, issues and debates from across the whole specification. They also must be practiced in applying this knowledge and understanding to various different scenarios.

Candidates who did well on this paper took time to read the questions and the range of optional responses carefully. Many successful candidates eliminated incorrect responses by crossing through them to narrow their focus before choosing the correct response.

Candidates who did less well on this paper demonstrated significant gaps in their knowledge and understanding or spent insufficient time reading scenarios and questions.

Many candidates changed their mind after writing their choice of response in the answer boxes. Most crossed out their initial response clearly before writing their new choice next to the answer box. Examiners were able to understand their intention and mark the question. A significant minority of candidates attempted to overwrite their original response, so their intention was often unclear and examiners were unable to award a mark.

Questions are differentiated in order to cater for candidates across the whole ability range, so most candidates found some questions relatively easy to answer correctly. Among these more straightforward questions were: 7, 8, 10, 13b, 13c, 16, 19, 23a, 23b, 25, 28, 30, 32a, 32b. Other questions were designed to be more challenging. These included 1, 3, 4, 11, 17, 27, 29 and 31.

Overall, candidates demonstrated good knowledge and understanding of the following: courts and the jury system; human rights; free speech and its possible conflict with other rights; bicameral government; taxation and spending; characteristics of democracy; member states of the European Union, British values and the origins of the Commonwealth.

Areas where candidates could improve their knowledge included: the role of trade unions; policies of the main UK political parties; the Magna Carta's wider significance; the relationship between pressure groups and government; political rights, privacy law; challenges caused by high levels of immigration and the role of NATO.

Section A overview

Section A covers the first section of the specification content 'Rights, the law and the legal system in England and Wales'. Candidates demonstrated a good knowledge and understanding of human rights generally but were much less clear about some specific aspects such as the purpose of trade unions and the reasons why free speech might sometimes be constrained. Knowledge and understanding of the differences between criminal and civil law was slightly weak but most candidates were clear about the meaning of the term 'rule of law' and able to differentiate between crown courts and magistrates' courts.

There was a better response to those questions that assessed knowledge or understanding directly than to questions which required candidates to apply that knowledge and understanding to specific scenarios.

Question 1

1 Which one of the following is a **legal responsibility**?

- A voting in a general election
- B serving on a jury
- C carrying personal identification
- D attending school.

Your answer

[1]

Although the correct response was B, most candidates incorrectly stated that attending school was a legal responsibility.

Question 2

2 Identify **three political rights** held by United Kingdom (UK) citizens.

- A elect the UK Prime Minister every five years
- B vote in each of the constituencies where they own or rent property
- C vote at age 16 in local authority elections
- D trigger a referendum if they can get the support of 100000 other electors
- E vote by post
- F trigger a government response if 10000 supporters sign their petition
- G vote in Scottish and Welsh elections if they were born in those countries
- H be a candidate in a parliamentary or local authority election
- I nominate candidates for the House of Lords.

Your answer

[3]

Most candidates were able to identify two of E, F and H as the correct responses. The most popular incorrect response was A, implying many candidates believe that the UK Prime Minister is directly elected, rather than chosen by MPs from the majority party in the House of Commons.

Question 3

3 Which reason best explains why **trade unions** were founded?

- A to improve international trade
- B to promote employees' interests
- C to encourage people to vote for the Labour Party
- D to enforce laws that protect workers from discrimination.

Your answer

[1]

Many candidates nominated D incorrectly as the best reason to explain why the unions were established. Less than 20% chose the correct response – B.

Question 4

4 Study the two statements. Choose option **A, B, C** or **D** to describe their accuracy.

First statement: The Magna Carta was one of the first laws passed by the UK Parliament.

Second statement: Members of Parliament (MPs) wanted the Magna Carta to give them more power over the Monarch.

A	both statements are true ... and the second statement is a correct explanation of the first
B	both statements are true ... but the second statement is not a correct explanation of the first
C	the first statement is false but the second statement is true
D	both statements are false

Your answer

[1]

This question proved difficult for many, largely because of the mistaken belief that the United Kingdom Parliament played a role in framing the document. Few candidates knew that the Magna Carta significantly pre-dates the establishment of the United Kingdom, making both statements false.

Question 5

5 Why does the UK have a **jury system** for criminal trials?

- A to protect defendants from police bias
- B to enable judges to concentrate on sentencing
- C to enable defendants to be tried by other ordinary citizens
- D to achieve good value for money.

Your answer

[1]

70% of candidates knew that the main reason for a 'jury system' is 'to enable defendants to be tried by other ordinary citizens'. Option A was a popular, incorrect response.

Question 6

6 Which row in the table is correct for **civil law**?

	responsibility for bringing the case	how the case is dealt with
A	the Crown Prosecution Service brings a case against the defendant	cases are usually heard in a magistrates' court
B	the Crown Prosecution Service brings a case against the defendant	cases are often settled out of court
C	the claimant brings a case against a defendant	cases are usually heard in a magistrates' court
D	the claimant brings a case against a defendant	cases are often settled out of court

Your answer

[1]

Just under half of this year's candidates knew that neither the Crown Prosecution Service nor magistrates' courts have a role in civil law. These candidates identified D as the correct response.

Question 7

7 Identify **three** UK examples where the law can be used to limit citizens' **free speech**.

- A if one citizen makes untrue statements that affect another citizen's reputation
- B if a citizen criticises the royal family
- C if a citizen tries to encourage racial hatred
- D if a citizen tells others how to pay less tax
- E if a citizen says or writes something to make others feel unsafe
- F if a citizen makes fun of a religion
- G if a citizen criticises democracy as a system of government
- H if a citizen misleads other voters during an election campaign
- I if a citizen endangers national security.

Your answer

[3]

Many candidates suggested incorrectly that it is against the law to 'make fun of religion' and 'to mislead other voters during an election campaign'. Nevertheless, the majority identified at least two of the correct responses (A, C, E and I).

Question 8

8 What is meant by the term '**rule of law**'?

- A laws following a set of rules laid down by parliament
- B laws making sure that equalities are fully respected
- C everyone being subject to the law in the same way
- D laws being adjusted by judges over hundreds of years.

Your answer

[1]

Most candidates identified C as the correct response but many chose response A incorrectly, perhaps because it includes the terms 'laws' and 'rules'.

Question 9 (a)

9 Study **Fig. 9** and answer questions 9(a) and 9(b).

Mr Smith's letters

Mr Smith was in prison for life.

The prison department brought in a policy that prison officers could examine letters sent to prisoners from legal advisors. Prison officers would be allowed to read the letters before the prisoners had seen them. Prison officers would read the letters without the prisoners being there.

Mr Smith decided to challenge the policy.

Fig. 9 (Adapted from a real example)

(a) Which option best describes Mr Smith's position?

- A he has a case under the Human Rights Act of 1998
- B as a prisoner, he has his rights removed and so is not entitled to challenge the policy
- C as the policy applies to all prisoners in all prisons, he is not entitled to challenge it
- D he has a case under the Equality Act of 2010.

Your answer

[1]

This question tested candidates' ability to apply their knowledge and understanding to a 'real' citizenship issue based on a prisoner's right to privacy. Just under half recognised that Mr Smith had a case under the Human Rights Act but many thought that, as a prisoner, he had no human rights.

Question 9 (b)

(b) Using your citizenship knowledge and information from **Fig. 9**, describe how this policy could be changed.

P	through a decision of the prison governor in Mr Smith's prison
Q	through the judgement of the Supreme Court
R	by parliament making changes to the law

- A P, Q and R
- B Q and R
- C P and R
- D R only

Your answer

[1]

A significant majority of candidates knew that either a judgement of the Supreme Court or an Act of Parliament could trigger a change of policy in this context.

Question 10

10 Describe how a **crown court** is different from a magistrates' court.

P	more severe sentences can be given in a crown court
Q	members of the public can attend the hearings only in a magistrates' court
R	only a crown court has a jury

- A P, Q and R
- B Q and R
- C P and R
- D R only

Your answer

[1]

By identifying P and R as the correct responses, over half of candidates showed a good knowledge of the differences between a crown court and a magistrates' court.

Question 11

11 Which legal setting would hear a claim for unfair dismissal by someone aged 17?

- A an industrial or employment tribunal
- B a youth court
- C a county court
- D a public enquiry.

Your answer

[1]

Many candidates chose option B as the correct response thinking that all matters connected with a seventeen-year-old would be considered by a youth court. Only a quarter knew that all unfair dismissal claims are heard by a tribunal.

Question 12 (a)

12 Study **Fig. 12** and answer Questions 12(a) and 12(b).

Crime statistics for the year to March 2017		
Offences	Number of offences reported to the police	Number of offences reported to the CSEW
Violent crime	1 100 000	1 300 000
Burglary	205 000	51 600
Vehicle theft	407 000	68 200
Criminal damage	548 000	84 800
Cyber-crime* and other fraud	649 770	3 990 000

*Cyber-crime includes bank and credit card fraud; consumer fraud; hacking; computer misuse and offences linked to the use of computer viruses.

Fig. 12 (Adapted from the *Crime Survey of England and Wales (CSEW) 2017*)

(a) Using your citizenship knowledge and information from **Fig. 12**, explain why only 1% of police budgets were spent dealing with cyber-crime in 2017.

P	few people were affected by cyber-crime
Q	people didn't know they had been a victim of cyber-crime
R	police and crime commissioners had other priorities

A P, Q and R
B Q and R
C P and R
D R only

Your answer

[1]

This was the second question on the paper to test candidates' ability to apply their knowledge and understanding to a previously 'unseen' issue. Candidates found it difficult to identify the correct response with most thinking that few people were affected by cyber-crime or that victims didn't realise that a crime had taken place. This was despite Fig. 12 showing that neither of these assertions is correct.

Question 12 (b)

(b) Using your citizenship knowledge, identify the strategy most likely to **reduce cyber-crime**.

- A promote the secure use of personal data
- B train police officers to track offenders' on-line activities
- C change sentencing guidelines so that offenders are punished more severely
- D make it easier for victims to report offences to the police.

Your answer

[1]

Less than half of this year's candidates understood that crime prevention (option A) is likely to be more effective at reducing crime than responding to crime that has already taken place.

Section B overview

Section B covers the second section of the specification content 'Democracy and government'.

Most candidates were familiar with the term 'manifesto' and were able to show their understanding of the major political parties' approach to policy. While candidates showed good knowledge of the purpose of a bicameral parliament, many thought incorrectly that the UK's Prime Minister and senior judges are elected. There was also uncertainty about the relationship between pressure groups, parliament and government, and the voting age in England.

On the other hand, most candidates were clear about the relationship between taxation and government expenditure. They were also able to identify important features of non-democratic countries

Question 13 (a)

13 Study Fig. 13 and answer Questions 13(a), 13(b) and 13(c).

Some Conservative and Labour policies for the 2017 General Election	
The Conservative Party	The Labour Party
<p>'Forward Together'</p> <ul style="list-style-type: none"> leave the European single market and customs union reduce personal taxation remove the winter fuel allowance from wealthier pensioners lift the ban on setting up new grammar schools SPACE 1 	<p>'For the many, not the few'</p> <ul style="list-style-type: none"> nationalise railways, energy companies and water companies scrap university tuition fees borrow money to pay for better transport, energy and housing provide free meals for all children in primary schools SPACE 2

Fig. 13

(a) Choose a policy, which fits the Conservative Party's principles, to go in **SPACE 1**.

- A allow free movement of people to the UK
- B increase business taxes
- C increase the national living wage
- D increase welfare benefits.

Your answer

[1]

This was designed as a challenging question but around 40% of this year's candidates were able to apply their knowledge and understanding of Conservative Party policy to identify C as the correct response. A popular but incorrect response was to suggest that the Conservatives would be likely to increase business taxes.

Question 13 (b)

(b) Choose a policy, which fits the Labour Party's principles, to go in **SPACE 2**.

- A reduce business taxes
- B increase taxation for the wealthy
- C cut all existing agreements with the European Union (EU)
- D allow young people to leave education and training at 16.

Your answer

[1]

Candidates were clearer about Labour Party policy in this context. Well over half suggested correctly that the Labour Party is inclined to increase taxation for the wealthy.

Question 13 (c)

(c) Name the document where political parties set out their principles and policies.

- A a manifesto
- B a white paper
- C a green paper
- D a specification.

Your answer

[1]

Most candidates knew that a manifesto contains a political party's principles and policies.

Question 14

14 Why is there a **second chamber** in the UK Parliament?

- A so the government has another chance to pass laws rejected by the House of Commons
- B so that parliamentary bills can be revised as necessary
- C so that the views of business and religious leaders can be more fairly represented
- D so that older politicians can still contribute to public life.

Your answer

[1]

While many candidates chose option A incorrectly, most understood that the role of the 'second chamber' is to revise parliamentary bills.

Question 15

15 Why does UK democracy have an **official opposition**?

- A so that the Monarch can appoint a replacement government if necessary
- B so that all MPs can have their say even if they are not government ministers
- C so that government ministers can be challenged
- D so that MPs have a choice about which party to join once they are elected.

Your answer

[1]

Around half of candidates understood the role of the 'official opposition' by choosing C as the correct response.

Question 16

16 Why might **tax increases** reduce economic growth?

- A the government would have less money to spend
- B immigration would increase leading to pressure on public services
- C businesses would become less efficient and productivity would fall
- D people would have less money to spend.

Your answer

[1]

Most candidates understood the relationship between taxation and economic growth by choosing D as the correct response in this context.

Question 17

17 Which row in the table best describes the role of **pressure groups** in UK decision-making?

	relationship with government ministers	relationship with parliament
A	lobbies government ministers	tries to get its representatives elected to parliament
B	lobbies government ministers	provides information to MPs
C	holds ministers accountable for implementing party policy	tries to get its representatives elected to parliament
D	holds ministers accountable for implementing party policy	provides information to MPs

Your answer

[1]

The relationship between pressure groups and both government and parliament were not well understood. Many candidates seemed unsure of the difference between government and parliament while others seemed unsure about pressure groups' role in this context or confused about what is meant by 'lobbying'. Given these various potential 'pitfalls' only around a quarter showed good understanding by choosing option B.

Question 18

18 What is the main role of the **National Citizen Service**?

- A to encourage young people to support their communities
- B to promote citizens' participation in the legal and justice system
- C to encourage people to register to vote
- D to promote careers in the law and civil service.

Your answer

[1]

There was unanticipated confusion over the main role of the National Citizen Service. The majority of candidates chose options B, C or D incorrectly with many claiming that the NCS's main role is to 'promote citizens' participation in the legal and justice system'. The correct response is A.

Question 19

19 What valid arguments could be used to support the viewpoint that businesses and charities should run public services?

P	businesses and charities have new ideas and greater flexibility
Q	the EU has required governments to encourage competition
R	businesses and charities keep costs down

A P, Q and R
 B Q and R
 C P and R
 D R only

Your answer

[1]

Most candidates showed an understanding of the arguments supporting the idea that businesses and charities should run public services by choosing P and R as the correct responses in this context.

Question 20

20 Jenny is 16 and lives in England. She wants to get involved in politics.

Which of the actions below is she able to take?

P	vote in elections
Q	join a political party
R	join a pressure group

A P, Q and R
 B Q and R
 C P and R
 D R only

Your answer

[1]

This question prompted many incorrect responses caused by candidates thinking incorrectly that sixteen-year-olds have the right to vote in English elections. While this is untrue, sixteen-year-olds are entitled to join political parties and pressure groups. Hence, option B is correct but only a quarter of this year's candidates made that choice.

Question 21

21 Study the two statements. Choose option **A**, **B**, **C** or **D** to describe their accuracy.

First statement: Senior judges are chosen by the electorate.

Second statement: Judges' independence from parliament is an important part of the British constitution.

A	both statements are true ... and the second statement is a correct explanation of the first
B	both statements are true ... but the second statement is not a correct explanation of the first
C	the first statement is false but the second statement is true
D	both statements are false

Your answer

[1]

Many candidates knew about judicial independence from parliament but thought incorrectly that senior judges are chosen by the electorate. Just under 50% of candidates identified C as the correct response.

Question 22

22 Study the two statements. Choose option **A**, **B**, **C** or **D** to describe their accuracy.

First statement: The media cannot report on issues such as wrong-doing by politicians if, by doing so, they infringe people's privacy.

Second statement: People have the legal right to respect for their private and family life, home, health and correspondence, including digital communications.

A	both statements are true ... and the second statement is a correct explanation of the first
B	both statements are true ... but the second statement is not a correct explanation of the first
C	the first statement is false but the second statement is true
D	both statements are false

Your answer

[1]

Privacy law was widely misunderstood. Many candidates thought that privacy laws protect errant politicians from media scrutiny despite the media's frequently exercised responsibility to expose 'wrong-doing'. Well under half of candidates identified C as the correct response.

Question 23 (a)

23 Study **Fig. 23** and answer Questions **23(a)** and **23(b)**.

Item removed due to third party copyright restrictions

Fig. 23 (Adapted from the *Los Angeles Times*)

(a) How could a person with a knowledge and understanding of UK democracy best challenge the definitions of democracy in **Fig. 23**?

- A democracy is about how leaders are chosen
- B democracy has nothing to do with equal rights
- C decisions in a representative democracy do not reflect public opinion
- D it doesn't really matter how leaders run the government in a democracy.

Your answer

[1]

The article from the Los Angeles Times used in the exam is a description of how Chinese people see their political system. The article suggests that an overwhelming majority of Chinese citizens define democracy in terms of rights. Most candidates realised that the best 'challenge' to such a definition would be to suggest that 'democracy is about how leaders are chosen'.

Question 23 (b)

(b) Which **three** of the following statements apply to **non-democratic** countries?

- A most people oppose the government
- B different political parties have different policies
- C the judiciary and police are independent of the government
- D media outlets are monitored and regulated by the government
- E people are economically deprived
- F people who oppose the government are at risk
- G once a leader is in power, they cannot be replaced
- H there is more inequality than in democratic countries
- I individuals have limited political influence.

Your answer

[3]

Almost all candidates were able to identify one statement that applies correctly to non-democratic countries with most choosing at least two of the correct statements (D, F and I). There was some support for the incorrect option H, even though the Los Angeles Times' article had highlighted the high levels of equality mentioned by Chinese citizens.

Section C overview

Section C covers the third section of the specification content 'The UK and the wider world'. Candidates demonstrated sound knowledge about the nature of the Commonwealth and the member nations of the European Union but were much less clear about NATO's purpose and the United Nations' role in international disputes. They understood why recent migrants to the UK have been returning to their countries of origin but were unclear about recent patterns of immigration and its social and economic consequences.

Question 24

24 Study the two statements. Choose option **A**, **B**, **C** or **D** to describe their accuracy.

First statement: People need to become British citizens to live in the UK.

Second statement: British citizenship gives people the right to live and remain in the UK.

A	both statements are true ... and the second statement is a correct explanation of the first
B	both statements are true ... but the second statement is not a correct explanation of the first
C	the first statement is false but the second statement is true
D	both statements are false

Your answer

[1]

Just under half of this year's candidates identified C as the correct option. Many thought incorrectly that people needed to become British citizens in order to live in the UK.

Question 25

25 Why did UK net migration* fall quickly after the EU referendum in 2016?

*(immigration – emigration = net migration)

- A** more people returned to their former homes in the EU
- B** more EU citizens arrived to find work in the UK
- C** more UK citizens left to retire in warmer countries
- D** more asylum seekers went back to Syria and Libya.

Your answer

[1]

The majority of students identified A as the correct response, perhaps because the movement of EU citizens back to their former homes has been well publicised as a consequence of 'Brexit'. Nevertheless, a significant minority of candidates incorrectly thought that the sudden fall in net migration was a result of asylum seekers returning to Syria and Libya. This suggests many candidates could know more about recent patterns of migration affecting the UK.

Question 26

26 What have been the **main** reasons for world migration in the **last ten years**?

P	searching for a better standard of living
Q	joining other family members
R	escaping from conflict and discrimination

- A P, Q and R
- B Q and R
- C P and R
- D R only

Your answer

[1]

This question proved challenging for many candidates, the majority of whom determined that all three reasons were main reasons for migration in the last ten years. In fact, there have been two main reasons for migration in recent years – reaching for a better standard of living and escaping from conflict and discrimination. Less than half of candidates knew this.

Question 27

27 What have been the **main** challenges caused by immigration to the UK in the **last ten years**?

P	more unemployment
Q	pressure on facilities for elderly care
R	pressure on school places for young children

- A P, Q and R
- B Q and R
- C P and R
- D R only

Your answer

[1]

This question on the challenges of immigration for the UK over the last ten years also proved difficult for most candidates and exposed common misconceptions. For example, many thought that immigration had put pressure on facilities for elderly care, even though care homes rely on migrant labour and most immigrants are of working age or younger. Many candidates also believed incorrectly that immigration had caused greater unemployment, even though unemployment has been falling in recent years. Less than 10% of candidates identified option D as the correct response – immigration has resulted in pressure on school places for young children.

Question 28

28 Identify **four** members of the EU.

- A Switzerland
- B France
- C Germany
- D Turkey
- E Norway
- F Armenia
- G Italy
- H USA
- I Spain
- J India
- K Canada
- L Russia.

Your answer

[4]

This question was answered well. Almost all knew of one EU country while the overwhelming majority identified at least three. A common but understandable misconception was that Norway and Switzerland are EU members.

Question 29

29 Why do most countries in Eastern Europe support the **North Atlantic Treaty Organisation (NATO)**?

- A they feel threatened by Russia
- B they want to take advantage of NATO's free trade agreements
- C they want to protect their fishing grounds in the North Atlantic ocean
- D they have long-standing historic links with other NATO members.

Your answer

[1]

This question was answered well largely by those candidates who demonstrated good knowledge and understanding across the rest of the paper. Candidates with little knowledge and understanding of NATO's role incorrectly chose options B, C and D simply perhaps because they included the NATO initials or the term 'North Atlantic'.

Question 30

30 Which international organisation is composed largely of former British colonies?

- A the UK
- B the Commonwealth
- C the World Trade Organisation
- D the European Free Trade Association.

Your answer

[1]

This question was easily understood and well-answered with three quarters of candidates identifying the Commonwealth correctly – as an international organisation composed largely of former British colonies.

Question 31

31 Why does the UK have more influence in the **United Nations (UN)** than most other countries of a similar size?

P	the UK is respected because it is home to people of many different cultures
Q	english is a language understood by all the other UN members
R	the UK is a long-standing member of the Security Council

- A P, Q and R
- B Q and R
- C P and R
- D R only

Your answer

[1]

In common with Question 29, this question was answered well largely by those candidates who demonstrated good knowledge and understanding across the rest of the paper. Around a quarter of candidates identified D as the correct response showing their understanding of the Security Council as a key element of the UN's decision-making process.

Question 32 (a)

32 Study **Fig. 32** and answer Questions 32(a) and 32(b).

Social mobility in the UK

The chances of someone from a disadvantaged background succeeding in life (social mobility) depends on where they live. London seems increasingly like a different country from the rest of the UK. It is moving ahead as are many of our country's great cities. But too many rural and coastal areas and the towns in old industrial heartlands are being left behind economically and socially.

There is no direct link between the wealth of an area and high levels of social mobility. Richer areas do tend to outperform deprived areas but some of the most deprived areas in England are hotspots for social mobility. These hotspots include most London boroughs - such as Tower Hamlets, Hackney and Newham.

On the other hand, some rich areas - such as West Berkshire, Cotswold and Crawley - are amongst the worst for offering good education, employment opportunities and affordable housing to their more disadvantaged residents.

Fig. 32 (Adapted from the 5th report of the *Social Mobility Commission*, 2017)

(a) Which **British value** is being undermined according to the report in **Fig. 32**?

- A equal opportunity
- B tolerance and respect for diversity
- C representative democracy
- D the rule of law.

Your answer

[1]

This question tested candidates' ability to apply their knowledge and understanding of British values to an article on social mobility in the UK. Almost 80% showed a sound knowledge of British values by choosing A (equal opportunity) as the correct option.

Question 32 (b)

(b) Using your citizenship knowledge and information from **Fig. 32** identify **two** ways in which governments could best respond to the report's findings.

- A promote community cohesion in London and the UK's larger cities
- B improve education for the UK's black and ethnic minority community
- C put additional resources into the UK's larger cities
- D improve education in coastal and rural areas
- E reduce immigration
- F boost opportunities for disadvantaged people.

Your answer

[2]

This question was generally well answered with most candidates identifying at least one way in which governments could respond to the Social Mobility Commission's report in Fig. 32. By far the most popular correct choice was F – boosting opportunities for disadvantaged people. Fewer candidates used the extract from the report carefully to identify D – improving 'education in coastal and rural areas' – as the second correct option. Just over 40% of candidates chose both correct options.

Question 33

33 Study **Fig. 33** and answer the question that follows.

North Korea tests nuclear weapons

In 2017, North Korea was testing rockets and nuclear weapons. The rockets were aimed to land harmlessly in the sea and did so. However, North Korean rockets had the power to reach Japan, the USA and many neighbouring countries, some of which were key allies of the USA. North Korea's leader had made threats against the USA. America's president had made his own threats in return but, in 2018, peace talks had begun and the leaders of the USA, North Korea and South Korea were seeking to resolve their differences.

North Korea's actions were against a UN treaty, first signed in 1968, which opposed the spread of nuclear weapons. The treaty also urged states with such weapons (USA, Russia, France, China and the UK) to cut the number of weapons. All these states still had nuclear weapons in 2017. Since 1968, India and Pakistan have built their own nuclear weapons. It is thought that Israel may have done so too.

Fig. 33

Identify **two** actions the UN would be **able and likely** to take if peace talks break down.

- A destroy North Korea's nuclear bases
- B encourage North Korea's people to overturn their government
- C arrange further mediation between North Korea and its enemies
- D send a UN peace-keeping force to North Korea
- E expel North Korea from the UN
- F apply trade sanctions to North Korea.

Your answer

[2]

This question required candidates to apply their knowledge and understanding of the power and authority of the United Nations to the nuclear weapons crisis on the Korean peninsula. To respond correctly, candidates need to know that the UN very rarely expels member nations, would be unlikely to send a peace-keeping force in such circumstances and wouldn't use force to destroy military bases. Neither would they encourage regime change. This leaves the two appropriate actions – C and F. 70% of candidates identified one of these but only 15% chose both.

Copyright information

Section A, Q12, Fig. 12, data

'Crime in England and Wales: year ending Mar 2017', Office for National Statistics', www.ons.gov.uk, 2017. Reproduced under the terms of the Open Government Licence v3.0.

Section C, Q32, Fig. 32

'Social mobility in Great Britain: fifth state of the nation report', Social Mobility Commission, www.gov.uk, 28 November 2017. Reproduced under the terms of the Open Government Licence v3.0.

Supporting you

For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#). If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.



Review students' exam performance with our free online results analysis tool. Available for GCSE, A Level and Cambridge Nationals.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level*
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

*To find out which reports are available for a specific subject, please visit ocr.org.uk/administration/support-and-tools/active-results/

Find out more at ocr.org.uk/activeresults

CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

www.ocr.org.uk

OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: resources.feedback@ocr.org.uk.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: www.ocr.org.uk/expression-of-interest

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

www.ocr.org.uk/i-want-to/find-resources/

www.ocr.org.uk

OCR Customer Support Centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© OCR 2019 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



Cambridge
Assessment

