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Examiners' report

CITIZENSHIP STUDIES

J270
For first teaching in 2016

J270/02 Summer 2019 series

Version 1

Contents

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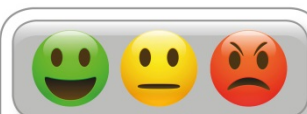
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Introduction

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. 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 2 series overview

Most candidates completed the examination with many using the additional answer space to extend their responses.

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

Again this year, there were differences between centres in the extent to which candidates were able to comment meaningfully on their own experience of citizenship action for question 10 or to apply their knowledge and understanding of citizenship action to help them tackle questions 8 and 9. Only a minority of candidates were able to describe effective citizenship action where they had worked with others to achieve a significant impact on their school or wider community. Examples of such action included: projects to improve community cohesion, campaigns against bullying, and awareness-raising linked to issues such as religious observance and mental health. These projects were usually well-planned, carefully evaluated and enabled candidates to make direct contact with key decision-makers either in their school or in the wider community. (All of this is consistent with the specification requirements and enabled candidates to respond well to questions in Section D of the examination.) On the other hand, many candidates were able only to describe limited examples of citizenship action where they had worked either as part of a teacher-initiated project or alone on minor fund-raising or awareness-raising initiatives. This made it difficult for them to apply relevant knowledge and understanding of citizenship action within Section D of the examination and especially in relation to question 10 where candidates were asked to analyse and evaluate their experience of planning their citizenship action.

Section A overview

Questions in this section gave candidates the opportunity to demonstrate their knowledge and understanding of the specification content, and to apply this knowledge and understanding to unfamiliar contexts.

Question 1 (a)

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

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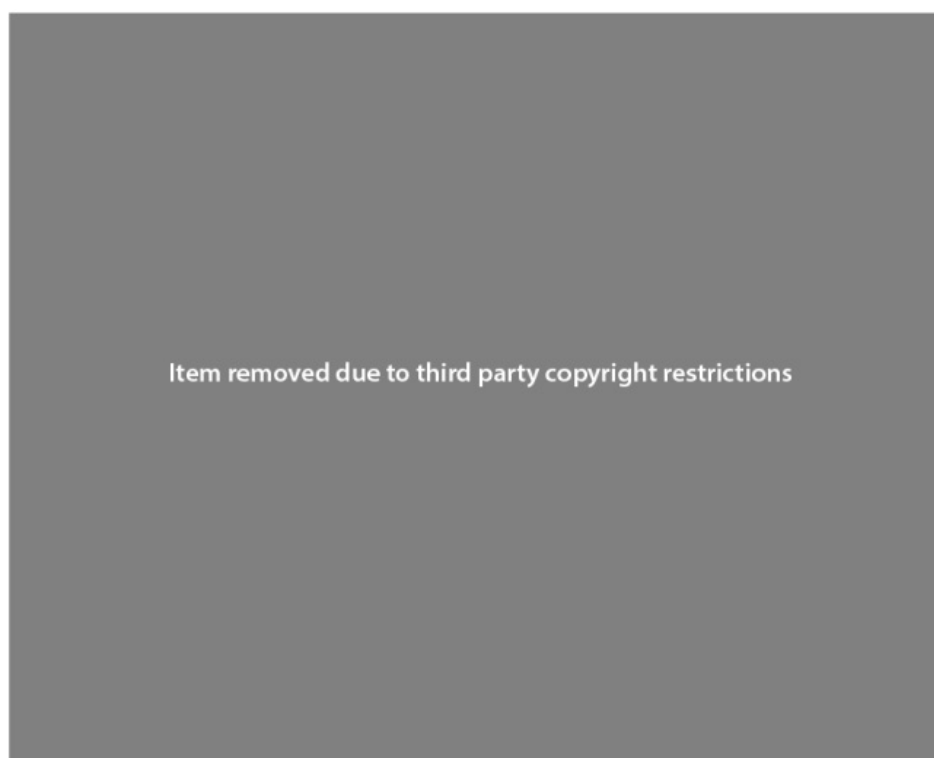
Fig. 1

(a) State **three** services shown in **Fig. 1** that are fully-funded or partly-funded by a **local authority or local council**.

1 ....

....

2 ....

....

3 ....

....

[3]

The photograph above was of a typical town street. Most candidates were able to identify at least two examples of from the photograph that were fully or partly funded by a local authority or local council. Some candidates mentioned local authority services not shown in the photograph. Others gave examples from the photograph that were services not provided by the local authority such as the shop or pub.

Question 1 (b)

(b) State **one** example of a **tax** that is collected by a **local authority or local council** and is used to pay for public services.

.... **[1]**

Council tax was given as a correct response to this question by many candidates.

Question 1 (c)

(c) Explain why it is important for citizens to **elect** representatives to serve on a local authority or local council.

....

....

.... **[4]**

Almost all candidates achieved some credit for this question by giving at least one reason why citizens should elect representatives to serve on a local authority or local council.

Many responses mentioned the importance of citizens having a choice while others explained that local people would be able to judge which election candidates would be best placed to make appropriate decisions for the community. The best responses included references to 'democracy' and showed very good conceptual understanding of the term 'representation'.

Exemplar 1

Citizens have a right to vote for representatives who will have the ability to express their views on behalf of the people in the local area. This is evident in general elections in which MPs are voted in by electors so that changes can be implemented because of the what the citizens desires. It is also vital that representatives serve on a local council because people would know who to contact if there are problems in the area that they would like to discuss with the representative.

This response demonstrates a good conceptual understanding, supported by clear examples.

Question 1 (d)

(d) State **two** public services in England and Wales that are the responsibility of **United Kingdom (UK) government departments, ministries or agencies**.

1 ....

....

2 ....

....

[2]

Most candidates identified at least one public service correctly. Common examples were 'health' and 'education'. A small number of responses mentioned services devolved to local authorities such as refuse collection, parks and traffic management.

Question 2 (a)

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

Item removed due to third party copyright restrictions

Fig. 2 (Extract adapted from *The Daily Telegraph***)**

(a) Explain why media reporters such as Jeremy Warner help to **safeguard democracy**.

....

....

....

....

.... [4]

Most candidates used the source to help them identify at least one reason why journalists' work can help to safeguard democracy. Many responses included appropriate references to freedom of speech while others cited the importance of scrutiny and challenge. The best responses demonstrated good conceptual understanding of 'democracy'.

Question 2 (b)

(b) State **two** reasons why **government ministers** have their own blogs and social media profiles.

1 ....

....

2 ....

....

[2]

This question was answered well with most candidates giving at least one reason why government ministers have their own blogs and social media profiles. Good responses mentioned the need to promote the work of their department or to be more accessible to the electorate.

A small number of responses such as 'to keep in touch' and 'to keep updated' were not specific enough to the needs of government ministers and so were not given credit.

Question 2 (c)

(c) State **two** ways in which the media can affect the choice people make when they **vote in elections**.

1 ....

....

2 ....

....

[2]

Most candidates were aware of the media's influence on voting behaviour and many were able to offer valid examples of media influence such as the selective use of information and bias in their response to politicians, parties and manifestos. Some candidates focused on the ways in which social media can influence political opinions, with most including valid examples in their answers too.

Question 2 (d)

(d) State **two** reasons why the UK Government usually avoids **direct control** of the media.

1 ....

....

2 ....

....

[2]

The majority of candidates correctly gave at least one appropriate reason linked to the importance of free expression or the need to safeguard democracy. A minority referred to the UK's national reputation while others were appropriately more specific in their mention of international law.

Question 3 (i)

3   (i)   State **one** other democratic country you know about, **apart from the UK**.

.... **[1]**

> The overwhelming majority of candidates gave a correct example. The USA, Switzerland and France were the most common.

Question 3 (ii)

(ii)   State **two** ways that **decision-making and/or government** in the country you stated in **part (i)** above are **similar to** decision-making and/or government in the UK.

1 ....

....

2 ....

....
[2]

> The majority of candidates mentioned that citizens could vote or participate in elections in both countries but that was usually as far as their knowledge extended. Some candidates were able to give correct and specific examples.

Question 3 (iii)

(iii)   State **two** ways that **decision-making and/or government** in the country you stated in **part (i)** above are **different to** decision-making and/or government in the UK.

1 ....

....

2 ....

....
[2]

> Some candidates were able to give specific and accurate examples, as seen in Exemplar 2. However, many candidates struggled and tended to give vague or incomplete answers.

Exemplar 2

1 Their leader always gets the final say and can not be overruled.
2 They rely on the leader alot to make a fair decision.
[2]

Question 4 (a)

4   Study **Fig. 4** and answer questions **4(a)** and **4(b)**.

> ### The Race Disparity Audit
>
> In 2017 the Prime Minister of the UK started the first Race Disparity Audit. It showed how people of different backgrounds were treated across different areas including health, education, employment and the criminal justice system.
>
> It was the intention of the Government to update the Audit regularly.

Fig. 4

(a) State **one** reason why there may be **inequalities** between UK citizens from different backgrounds.

....

.... **[1]**

Most candidates gave a correct answer, with many using 'racism' or 'discrimination' appropriately in this context. Others mentioned language barriers or educational disadvantage as valid reasons for inequalities between UK citizens from different backgrounds.

Question 4 (b)

(b) Explain why it is important for the UK Government to **collect and publish** information about race disparity.

....

.... **[4]**

....

Candidates who dealt separately with the collection and publication of information often achieved full marks by explaining that the collection of information on race disparity enables the government to act and assess progress, while data publication is important in terms of both accountability and in enabling non-governmental organisations, businesses, charities and individuals to act of their own.

Many responses were vague; often citing the public's right to information without focusing specifically on how people, organisations and groups might be able to respond to such information.

Section B overview

Questions in this section required candidates to write valid responses by analysing and interpreting information from source material as well as by drawing on their own knowledge and understanding.

Question 5 (a)

5   Study **Fig. 5.1**, **Fig. 5.2** and **Fig. 5.3** and answer questions **5(a)–5(e)**.

    (a) Using evidence from **Fig. 5.1**, state **one** reason why **the leader of the Conservative Party** had difficulty forming a stable government in 2017.

        ....

        .... **[1]**

Some candidates were able to correctly point out that the Conservatives had did not achieve sufficient MPs for a parliamentary majority.

Many candidates found it difficult to distinguish between votes and numbers of MPs, misunderstanding the significance of the popular vote.

Question 5 (b)

    (b) Using evidence for both elections from **Fig. 5.1**, state the **political party** with the best reason to claim that the UK election system is unfair.

        .... **[1]**

Every political party was mentioned in answer to this question, with a small number of candidates identifying UKIP as the political party with the most to complain about with reference to the outcomes of both the 2015 and 2017 elections.

Question 5 (c)

    (c) Using evidence from **Fig. 5.2** and **Fig. 5.3**, state **two priorities for the Conservative Party** if it is to win the next general election.

        1 ....

        ....

        2 ....

        .... **[2]**

A number of candidates analysed the data to conclude correctly that a focus on young people and on the UK's regions would be necessary for the Conservatives to win next time.

Others presented their own advice, and while this showed an awareness of politics, answers had to come from the data provided.

Question 5 (d)

(d) Using evidence from **Fig. 5.1**, **Fig. 5.2** and **Fig. 5.3**, explain why **the UK** has been described as a 'divided nation'.

....

.... **[4]**

The majority of candidates understood what was meant by the term 'divided nation' and were able to use information from at least one source to explain the division.

Candidates who mentioned the three divisions with supporting evidence from all three sources achieved full marks.

Question 5 (e)

(e)* Use information from **Fig. 5.1**, **Fig. 5.2** and **Fig. 5.3** to evaluate the following viewpoint:

'The Labour Party was the real winner of the 2017 UK general election.'

You should consider:

- the results of the 2017 general election;
- differences between the 2015 and 2017 general elections;
- other knowledge from your studies.

....

.... **[8]**

Candidates who achieved higher marks analysed all three sources to notice that the Labour party had gained parliamentary seats and been overwhelmingly popular among younger age groups, but had few MPs in Scotland or the south of England. Most used this information to construct a good response to the question in which they explained that it was possible to both agree and disagree with the viewpoint.

As with question 5d, many candidates limited their analysis to the information on vote shares from Fig. 5.1. Even good answers based on this source alone were limited to lower levels of achievement.

Exemplar 3

The statement isn't entirely true, but can be reasoned. In the 2017 general election, shown by Figure 5.1, Labour gained for roughly 10% of voter share, which is the highest increase of voter share than any other party including the conservatives, despite their higher total result. This however was only 2% higher than Labour. Furthermore, in figure 5.2, Labour is the most voted party with over 50% of votes for four different age groups whereas conservatives only received over half votes for two age groups, showing that Labour was more popular with a wider ranges of ages.

In the first part of this response, the candidate appreciates the complexity of the question and uses information from two sources to support their case.

Question 6 (a)

6   Study **Fig. 6.1** and **Fig. 6.2** and answer questions **6(a)** and **6(b)**.

Outcomes for criminal offences* reported to the police in the year to March 2017

Offences / Outcomes %	Suspect is charged / court summons	Formal action out of court (includes cautions and penalty notices)	Informal action out of court (includes community resolutions)	Suspect identified, victim supports action but there are difficulties with evidence	Difficulties with evidence because the victim does not support action against the suspect	Police investigation complete – no suspect is identified	Police investigation continues / outcome not yet recorded
Violence against the person	13	3	3	17	36	14	7
Sexual offences	8	1	0	17	24	14	27
Robbery	12	0	0	8	16	55	8
Theft	8	1	2	4	6	73	4
Criminal damage and arson	6	2	3	5	10	68	4
Drug offences	35	18	29	5	0	2	8
Possession of weapons	48	8	3	13	5	8	8
Public order offences	15	3	3	14	28	26	6
Crimes against society	24	2	3	16	15	16	13
All offences reported to the police	11	3	3	9	17	48	6

*Information for fraud is not included

Fig. 6.1 (Adapted from data collected by the *Office for National Statistics* (ONS))

People agreeing that the police are doing a 'good' or 'excellent' job

Age	%
16–24	62
25–44	63
45–64	60
65–74	64
75+	69

Ethnic group	%
White	63
Non-white	62
Mixed	58
Asian or Asian British	63
Black or Black British	60
Chinese or other	64

Employment status	%
In work	63
Unemployed	52
Retired	65
Student	68

Gender	%
Men	61
Women	64

Fig. 6.2 (Adapted from data collected by the *Office for National Statistics* (ONS))

(a) Explain why the information in **Fig. 6.1** might affect people's confidence in **the police, the courts and politicians**.

....

.... **[4]**

References to the police, the courts and politicians were necessary to achieve full marks. Some candidates were able to interpret the data correctly, sorting it to show why confidence in the three groups might be affected.

A number of candidates seemed to find the question quite challenging and either misinterpreted or misread the data and were not able to use it effectively.

Question 6 (b)

(b) Describe how government policy may be affected by the information shown in **Fig. 6.1** and **Fig. 6.2**.

....

.... **[4]**

Valid responses included appropriate policy suggestions such as increased police funding, better training and a focus on those groups reporting less confidence in the police such as the unemployed or minority ethnic groups. Similar to Question 6 (a), a number of candidates seemed to find this question challenging. Although good attempts were made, many candidates needed to be more specific in their answers.

Section C overview

This synoptic question asked candidates to draw on knowledge and understanding from across the specification's content to evaluate the viewpoint that, 'ordinary people don't really matter in the UK's democracy'.

7*   Use your knowledge and understanding from across the whole citizenship course to evaluate the following viewpoint:

'Ordinary people don't really matter in the UK's democracy.'

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

* rights, the law and the legal system;
* democracy and government in the UK;
* politics beyond the UK.   [12]

....

....

Question 7

Some excellent responses were received, explaining it is possible to support the viewpoint. These candidates referred to issues such as disengagement from politics; inequality; lack of public consultation; an unelected second chamber and 'first-past-the-post' elections.

Overall, the majority of candidates made valid points in response to the question, showing their understanding of representative democracy. Fewer candidates discussed citizens' opportunities for civic and political action by, for example, becoming a special constable, joining a political party or participating in a demonstration. Candidates tended to be less sure about how to include references to politics beyond the UK but those that did so usually compared British citizens' rights favourably with those available in non-democratic countries.

Most candidates made use of the prompts in the question to give a reasonably broad response.

Exemplar 4

on the one hand, it can be argued that
ordinary people do not really matter in the
UK's democracy. this is because according
to the democracy ranking the UK is
only rated 12th. and a major party or
democracy is citizen involvement. Many
people feel that they cannot be get
involved and make a beneficial change,
and that politics is dominated by the
MPs, and people's views do not account for
much. This view is supported by campaigns

This response opens with a clear response to the question and shows good knowledge and understanding of the specification content.

Section D overview

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

Question 8 (a)

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

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

(a)   Apply knowledge and understanding from your own experience of citizenship action to describe the **different ways** local residents could help the *Say NO 2 Long Meadow* campaign.

    ....

    .... **[4]**

Most candidates were able to describe at least two ways in which residents could support the campaign described in the source material. Many did not refer specifically to the 'Long Meadow' campaign and so their examples were sometimes out of context, involving appeals to central government, national demonstrations and even strikes. No marks were given for these ideas.

Other candidates spent time describing action already covered in the source material rather than applying 'knowledge and experience from their own citizenship action' as the question specified.

Question 8 (b)

(b)   State **one** reason why some **older residents** might find it difficult to keep up-to-date with the campaign.

    ....

    .... **[1]**

Appropriate responses mentioned access and knowledge barriers to engagement. Many candidates mentioned that the campaign being online could have been a reason why – but needed to explain it further to access the mark.

Question 8 (c)

(c)   State **one additional link** that the *Say NO 2 Long Meadow* campaigners should have added to the home page of their website.

    ....

    .... **[1]**

Most candidates referred to an appropriate link. Examples included links for contacting the organisers, viewing the planning application, making donations or linking through to social media sites.

Some responses mentioned links already included in the source and so gained no marks.

Question 8 (d)

(d) Explain why the *Say NO 2 Long Meadow* campaign must do **more than** starting an e-petition.

....

.... **[4]**

Most candidates tried to explain why the 'Long Meadow' campaign must do more than start an e-petition.

The best responses included reasons why an e-petition was likely to be ineffective on its own in this context with reference to issues such as access, visibility and impact. These responses usually included a range of ideas for a more effective 'Long Meadow' campaign.

Many responses ignored the 'Long Meadow' context and discussed campaigning generally, which was not what the question had asked.

Question 9 (a)

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

(a) Choose **two** pieces of information from the data sets in **Fig. 9.3** to **support your campaign**. State **why** each piece of information would support your campaign.

1 Piece of information ....

   Why it would support your campaign ....

   ....

2 Piece of information ....

   Why it would support your campaign ....

   ....

                                                                                                                          [2]

Most candidates were able to find examples of information from the source material that could be used to support a campaign to keep the 'Hightown' community centre open. However, they were not always able to explain why the information might be significant.

For example, many candidates noticed that the population of Hightown contained disproportionately large numbers of elderly people, but fewer pointed out that the community centre could play a significant role in meeting this group's needs.

Question 9 (b)

(b) State **two** examples of **decision-makers or public servants in the community** who may be able to give you advice and support.

1 ....

2 ....

[2]

Most candidates gave at least one relevant example. Popular examples included local political representatives, police, teachers and community workers.

Question 9 (c)

(c) Using the information from **Fig. 9.1**, **Fig. 9.2** and **Fig. 9.3** to help you, describe the **research and consultation** you would need to carry out before planning suitable activities for the centre.

....

.... [4]

For high marks on this question, candidates needed to differentiate between research and consultation. Some candidates did so, but most wrote generally and exclusively about community surveys without including such critical steps as consulting former managers, volunteers or the local authority.

Question 9 (d)

(d) Describe how your team can make sure the centre is successful in the long-term.

....

.... [4]

Many candidates made useful suggestions in response to this question. Good responses included references to achieving a stable financial position, recruiting sufficiently reliable volunteers and engaging the whole community. Such responses were often written in context and showed a good understanding of the problems the centre had faced in the past.

Question 10

10* Using **your own experience** of taking citizenship action, evaluate the planning of your citizenship action.

Your response should:

* explain why careful planning is important;

* describe your plans and any changes you made to them;

* evaluate how your planning could have been improved or extended.

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]**

....

....

....

This final question asked candidates to describe how they planned their own citizenship action and evaluate how they might improve their planning in future.

Many candidates did not quite answer the question, or answered in very general terms. Some candidates did not refer to their own action and instead described either the 'Long Meadow' or 'Hightown community centre' examples as they had been participants.

Candidates who described their project and commented on areas of possible improvement were able to achieve marks within Level 1 but no more. Candidates who addressed the question to discuss the nature and impact of planning with reference to their own experience achieved better marks.

Exemplar 5

Our aim was to bring a change in the types of donation people gave in food banks, as a result planning was very imperative.

Planning is a very important element in citizenship action. This is because it sets out what you want to do, how you are going to do it and what you should do if things go wrong. Careful planning is also important because rather than just getting on with it, it allows you to consolidate ti your ideas, and th e as a result it makes your action more efficient and doesn't waste time.

> This candidate started their answer well by making it clear why effective planning is important.

Copyright information

Section B, Q6, Table 6.1

'Crime outcomes in England and Wales 2016 to 2017 second edition', Fig. 2.1, Home Office, www.gov.uk, 26 July 2017. Reproduced under the terms of the Open Government Licence v3.0.

Section B, Q6, Table 6.2

'Crime statistics, Focus on Public Perceptions of Crime and the Police, and the Personal Well-being of Victims', Chapter 2, Table 1.02, Office for National Statistics, www.ons.gov.uk, 26 March 2015. Reproduced under the terms of the Open Government License v3.0

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