

GCSE (9-1)

Examiners' report

CITIZENSHIP STUDIES

J270

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Version 1

Contents

Introduction	3
Paper 3 series overview	4
Section A overview	5
Question 1 (a)	5
Question 1 (b)	5
Question 1 (c)	6
Question 1 (d)	7
Question 1 (e)	7
Question 1 (f)	8
Section B overview	9
Question 2 (a)	9
Question 2 (b)	10
Question 2 (c)	10
Question 2 (d)	10
Question 2 (e)	11
Section C overview	13
Question 3 (a)	13
Question 3 (b)	13
Question 3 (c)	14
Section D overview	16
Question 4 (a)	16
Question 4 (b)	17
Question 4 (c)	17
Copyright information	20

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.

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Paper 3 series overview

In general, most candidates completed the paper, although a small number did not.

The following points give a general overview of the paper and the performance of candidates. Individual questions have itemised comments later in this report.

- Many responses for the extended questions, 2e, 3c and 4c were based on personal opinion rather than specific knowledge and understanding.
- Some candidates decided to write out the statement at the beginning of their response to Questions 2e, 3c and 4c – in a one hour paper this would have used up valuable time.
- It was clear from the responses that many candidates had sound knowledge and understanding of the European Union and the impact of Brexit. Centres had prepared the candidates well for this aspect of the specification and candidates were clearly well informed. Many candidates were able to express an opinion on this topic.
- Candidates, in general, were well informed of the issues relating to immigration. However, some candidates were confused with the terms migration, immigration, and emigration.
- In this specification, the command words used in relation to a given Assessment Objective are state, explain, evaluate and analyse. In the final question, 4c, it was pleasing to see that candidates were able to analyse the given statement.

Candidates would be able to improve their performance in this paper by focussing on the following examination techniques:

- Correctly allocating their time to maximise performance. Three questions, 2e, 3c and 4c, carried a total of 28 marks, over 50% of the marks available. It may be worth considering advising candidates to start with these questions.
- When a question states, “you should consider”, this is an advisory statement to help candidates to maximise their response to the viewpoint. In Question 4c, candidates were asked to consider four key areas, including their own viewpoint. There is clear evidence to suggest that the candidates who followed this advisory statement achieved the higher levels.
- Those candidates who made simple notes or trigger points did achieve well in the extended response questions. For example, in Question 4c, some candidates listed in the margins of the paper the key points they wanted to make – immigration, own laws, trade, free movement, NHS bus, security. This was deemed good practice to help candidates to establish a planned response.
- Finally, reading the question twice always helps the candidate to understand what is expected. On some occasions, candidates did not respond in the right way to questions, gathering the wrong information that had not been asked for.

Section A overview

In this section, candidates had three sources to gather information from, and these covered both literacy and numeracy. A sound knowledge and understanding of rights and responsibilities was required to gain high marks. This, together with the ability to evaluate data, was needed to answer the later questions on youth offending.

Question 1 (a)

1 Study Fig. 1.1 below and answer questions 1(a) and 1(b).

Row i of the table has been completed for you.

In row i a legal right for a child has been matched with a legal responsibility for a parent.

Legal rights linked with legal responsibilities		
Row	Legal rights	Legal responsibilities
i	For a child: – to receive an education.	For a parent: – to make sure their children are educated.
ii	For a consumer: – to claim compensation if they become ill after eating out.	For a business: – (SPACE 1)
iii	For a citizen: – (SPACE 2)	For a citizen: – not to commit election fraud.

Fig. 1.1

(a) State a legal responsibility for a business (SPACE 1) linked to a legal right for a consumer in row ii.

..... [1]

Many candidates answered with "give compensation" and this was deemed too vague to award a mark.

In addition, a number of candidates responded with employee rights rather than consumer rights, as the question asked.

Question 1 (b)

(b) State a legal right for a citizen (SPACE 2) linked to a legal responsibility for a citizen in row iii.

..... [1]

A large proportion of the cohort answered with "vote" to gain the mark.

Question 1 (c)

Study Fig. 1.2 and Fig. 1.3 and answer questions 1(c) – 1(f).

Information on youth offending			
Minimum age of criminal responsibility in selected countries			
Country	Age	Country	Age
India	7	Scotland	12
United States of America (USA)	7	France	13
Kenya	8	Italy	14
Ethiopia	9	Sweden	15
England, Wales and Northern Ireland	10	Argentina	16
Turkey	11	Brazil	18

Number of youth offenders and sentence outcomes for all offences, 2005–2015 (England and Wales)			
Sentence outcome	2005	2010	2015
Absolute or conditional discharge	12000	10000	4000
Fine	14000	7000	2000
Community sentence	61000	48000	20000
Detention/custody	6000	4000	2000
Other*	3000	5000	1000
TOTAL	96000	74000	29000

*Including deportation, disqualification from driving, restraining orders, travel restrictions and a day in police cells.

Fig. 1.3

(c) State one way in which the treatment of youth offenders in England and Wales has not fitted in with international law.

.....
.....

[1]

This question was answered well by the candidates.

Question 1 (d)

(d) State two pieces of evidence that show policies on youth offending may be changing.

1

.....

2

.....

[2]

Some candidates did not realise that they could gain two marks for pointing out that there was decrease across differing sentence outcomes. Others were able to provide two pieces of evidence.

Question 1 (e)

(e) State one reason why people under the age of 18 may be tried in adult courts in England and Wales.

.....

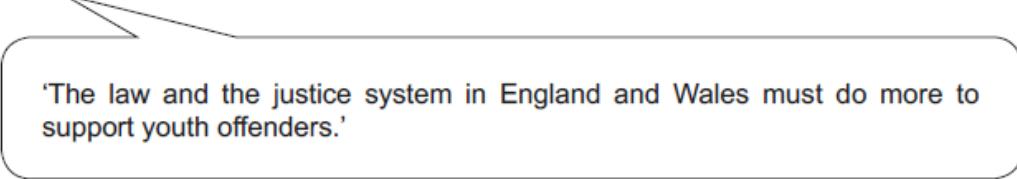
.....

[1]

A significant number of candidates answered correctly by referring to the serious nature of a crime. However, a small number of candidates thought it was "to teach them a lesson" or linked it to deterring from a future crime.

Question 1 (f)

(f) Using Fig. 1.2, Fig. 1.3 and evidence from your own studies, state four different points that could be used as part of a reasoned case for supporting the viewpoint below:


'The law and the justice system in England and Wales must do more to support youth offenders.'

1

2

3

4

[4]

This proved to be a challenging question for many candidates, although those who understood the question did score well. Supporting the viewpoint required candidates to reference to specific actions that could support young offenders: better education, rehabilitation, working with the Police, raising aspirations, etc.

Section B overview

In this section, candidates were expected to have a sound knowledge and understanding of how young people and adults can make a positive contribution to society. The sources provided enabled the candidates to extract positive key points to enhance the economy and democracy. It was expected that candidates would have a good knowledge of organisations and schemes that help people to make positive contributions to society.

Question 2e was designed to assess the skills underpinning AO3. Effective written advocacy should include focussing on the argument, selecting strong supportive points, selecting convincing examples and being clear and concise.

Question 2 (a)

2 Study Fig. 2.1 and answer questions 2(a) – 2(e).

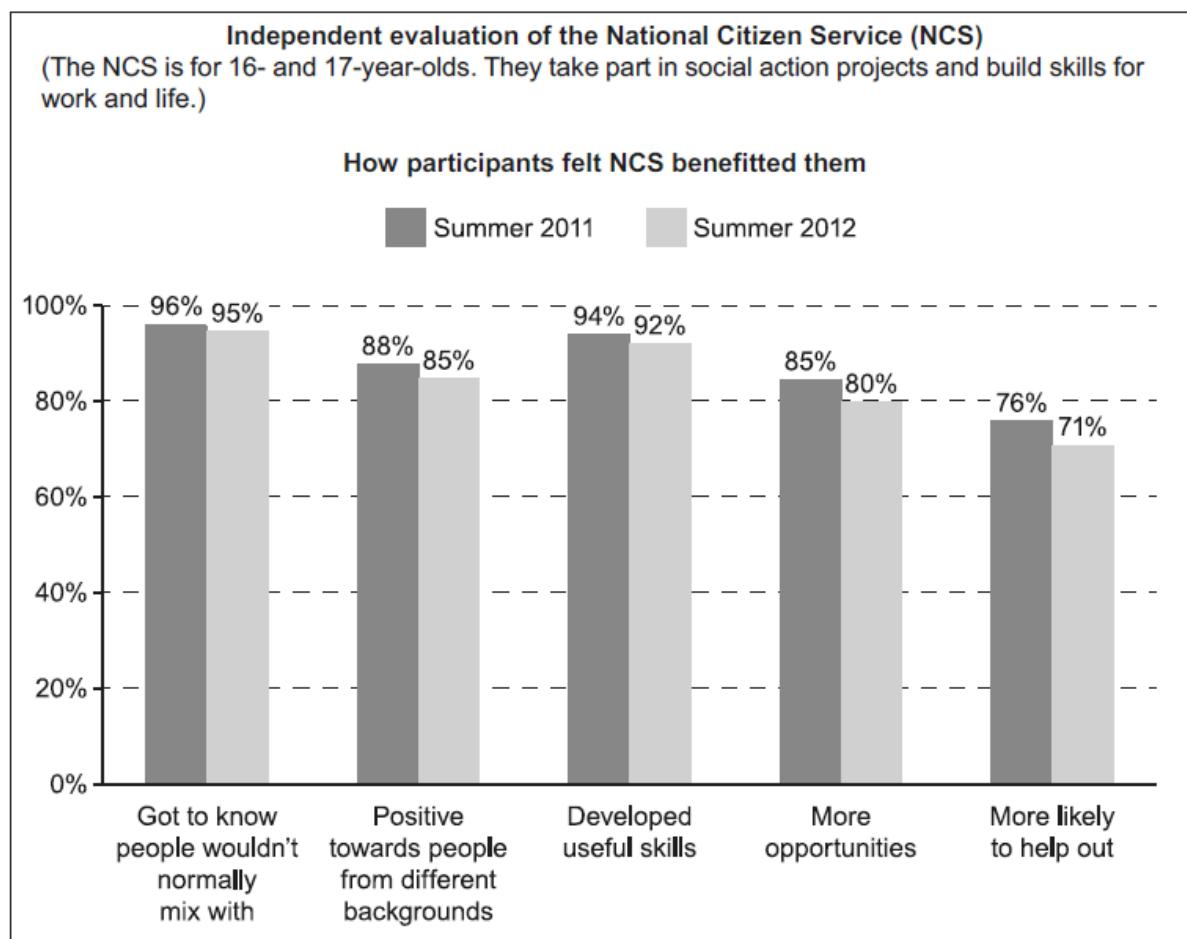


Fig. 2.1 (Adapted from *NatCen Social Research* data, 2013)

(a) State one possible benefit for the United Kingdom (UK) economy shown by the information in Fig. 2.1.

.....

[1]

Some candidates did not recognise that 2a related to **economy** and 2b related to **democracy**. Candidates were confused and got the answers the wrong way round.

Question 2 (b)

(b) State one possible benefit for UK democracy shown by the information in Fig. 2.1.

.....
.....

[1]

Many candidates were able to gain two marks, providing the answers were not the wrong way round.

Question 2 (c)

(c) State two other organisations or schemes for young people that encourage their members to make a positive contribution to society.

1

2

[2]

Although the Duke of Edinburgh Award was a popular response, some candidates did not identify schemes in their responses and instead referred to schools.

Question 2 (d)

(d) State four different points or examples that could be used to support the viewpoint below:


'There are many opportunities in the UK for adult citizens to contribute to their community or wider society.'

1

2

3

4

[4]

Generally, candidates responded well to this question. There were numerous examples of candidates gaining full marks, offering a wide range of knowledge and understanding by suggesting things like voting in local elections, voting for their MP, volunteering at schools or helping in youth clubs.

Question 2 (e)

(e)* Write a reasoned case **supporting** the viewpoint below:

'Democracy can only succeed if governments and citizens act to support democratic values.'

..... [8]

Possibly the most important word in the viewpoint was 'act'. Many candidates did not focus on that word though, and instead listed values. Candidates often referred to democracy, dictatorships and British values. Only a small percentage explicitly identified or described **actions** and a small number actually argued against the viewpoint. Only a small number of candidates achieved Level 4.

Exemplar 1

Democracy is a balance between governments and citizens. Citizens vote for their government - in the UK being representative democracy - and then expect the government to do what is in the public interest. Both governments and citizens need trust and expectations for democracy to properly work. Citizens expect the government to ~~to~~ act ~~to~~ for what's best for the country and what is in the public's interest, and governments expects citizens to vote and be an active member of the community.

It is important to support democratic values as these are what the foundation of our society and our rights to choose our leader. They help our society be fair and just, promoting equal opportunity. It also ensures tolerance and understanding of different cultures and religions - then the elections will reflect this. Democracy allows people to feel their voices are heard and gives everyone a chance to express their views.

The above exemplar is a good response to the question, gaining 6 marks. This candidate offers three actions, describing both Government and Citizen actions. These include voting, equal opportunity, and expressing opinions, together with an understanding of democratic values. To achieve Level 4, this candidate would need to describe the key points in more detail and give a valid explanation of how these actions support democracy.

Section C overview

This section focuses on the knowledge and understanding of the issues related to immigration.

Question 3c was designed to assess the skills underpinning AO3. Effective written advocacy should include focussing on the argument, selecting strong supportive points, selecting convincing examples and being clear and concise.

Question 3 (a)

3 Study Fig. 3 and answer questions 3(a) – 3(c).

(a) State one piece of evidence from Fig. 3 that shows why it is false to say that all people who want to reduce immigration dislike immigrants.

.....
.....

[1]

This question was well answered.

Question 3 (b)

(b) State one piece of evidence from Fig. 3 that shows why UK politicians and business leaders may have underestimated the level of people's concern about immigration.

.....
.....

[1]

This question was also well answered.

Question 3 (c)

(c)* Using Fig. 3 and evidence from your own studies, write a reasoned case supporting the viewpoint below:


'UK governments should encourage reasonable levels of immigration and emigration.'

Your response should:

- consider the reasons UK governments should support migration;
- consider the challenges facing governments when immigration is high;
- express your personal opinion – this may support or oppose the viewpoint. [8]

Candidates were confident and seemed prepared for this question.

Some candidates lost marks because they “over-focused” on the problem of migration and there was a clear confusion about immigration and emigration. Candidates were explicit about the impact of immigration on jobs, housing, benefits and crime.

To gain the higher levels, candidates were expected to describe three or more valid points giving reasons why Governments support migration and the challenges faced when immigration is high.

Exemplar 2 is a good example of a candidate fulfilling most of the requirements.

Exemplar 2

UK governments should encourage reasonable levels of immigration and emigration as it boosts the economy. The immigrants will pay taxes, as well as their children taking places in schools, creating more funding. Also, immigration means that people come here with desirable skills or trade which are in demand, such as doctors, however many immigrants also fill the roles that we do not wish to such as rubbish disposal; without them, many services would collapse.

When immigration is high, governments do face challenges due to high demands in the public services, not enough places for children in schools, as well as not enough housing. The government will struggle to give the extra money needed to all the departments, immediately, however over time the taxes will collect from all the immigrants and the government can then give more funding. High populations due to the NHS, result in high demand in the NHS, which like at the moment, struggles.

I agree with this viewpoint that government should support reasonable immigration and emigration due to the benefits to our economy.

This is a good response to the question, gaining 7 marks. A well-written response, explaining how immigration offers support for the economy via taxation, workers for high skilled jobs and workers for low skilled jobs. Challenges explained included impact on public services and the NHS. The candidate's own viewpoint was expressed too, but to achieve full marks they needed a more measured and coherent expression of their own viewpoint.

Section D overview

This section focuses on the European Union and the role of the UK in relation to the decision to leave the union. Candidates were expected to have a good knowledge of how the EU is organised and understand how leaving the EU will impact on UK businesses.

Question 4c was designed to assess the skills underpinning AO3 as students were asked to **evaluate** the given viewpoint. Candidates should **analyse** the viewpoint and stimulus sources accurately, show an appreciation of the issue's complexity and present arguments on both sides of the case. Finally, they should reach a substantiated conclusion.

Question 4 (a)

4 Study Fig. 4.1, Fig. 4.2 and Fig. 4.3 and answer questions 4(a) – 4(c).

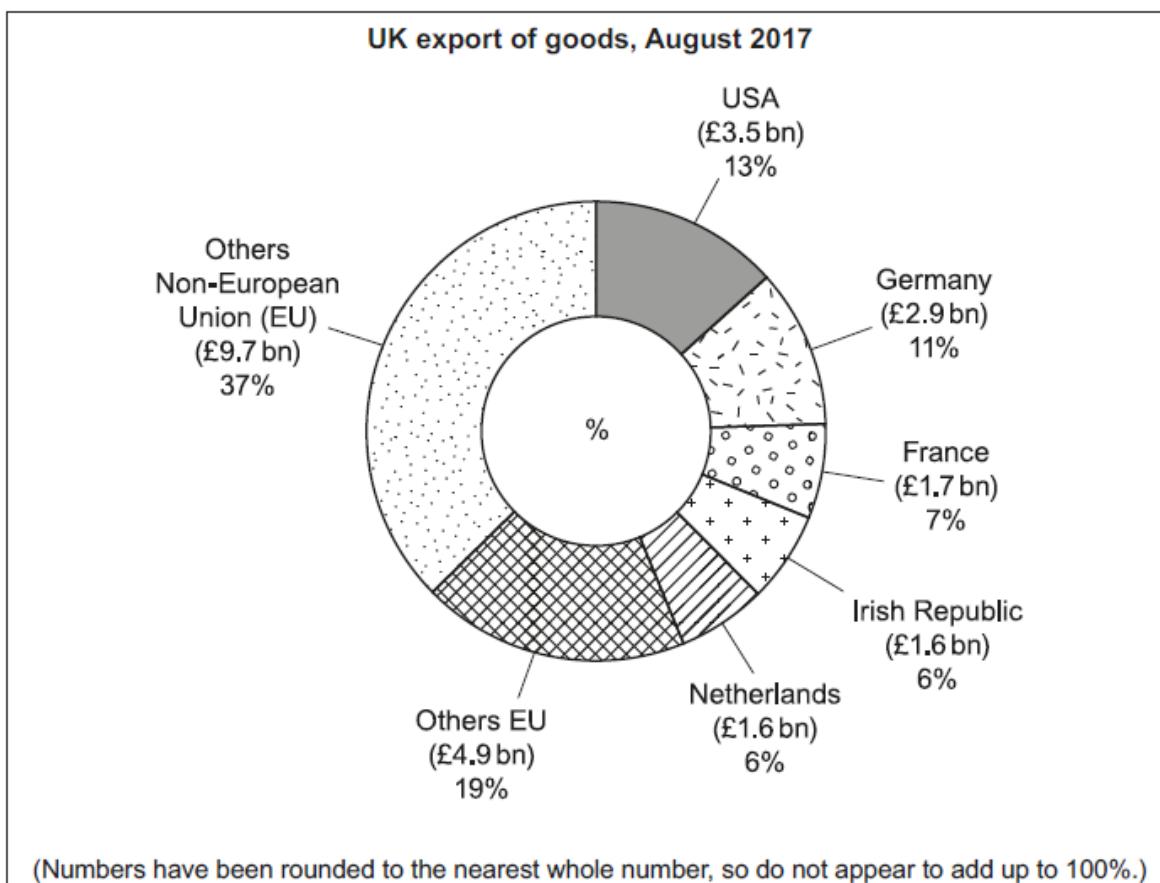


Fig. 4.1 (Statistical extract from *Her Majesty's Revenue and Customs (HMRC)*)

(a) State one reason why the information in Fig. 4.1 has worried many UK business owners.

.....

.....

[1]

Some candidates struggled with this question, and had difficulty interpreting the data. The response expected was available from the source but many candidates did not extract it. On many occasions, the responses focused on non-EU countries.

Question 4 (b)

(b) State one reason why the way in which the EU is organised has made it more difficult for the UK to agree a deal to leave.

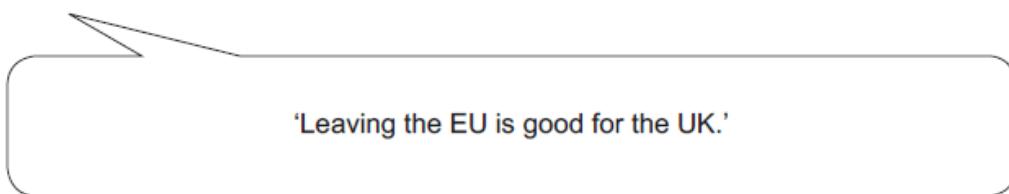
.....
.....

[1]

Very few candidates gave correct responses to this question. References were made as to why it would be hard to leave the EU instead of explaining the structure and organisation of the EU.

Question 4 (c)

(c)* Using Fig. 4.1, Fig. 4.2 and Fig. 4.3 and evidence from your own studies, evaluate the viewpoint below:



You should consider:

- what the EU is and how it works;
- the possible benefits for the UK of leaving the EU;
- the possible disadvantages for the UK of leaving the EU;
- your own viewpoint.

[12]

.....
.....
.....

Most candidates scored relatively well for their responses to this question.

The common weakness was a lack of a critical evaluation of the sources, they used both these and recent tabloid headlines as reliable pieces of information without any further analysis. The fact that this issue is still very much in the news means that there is ongoing information and debate; and while it was good to see well informed candidates, more analysis and context was sometimes needed.

There is a clear case here for candidates to follow the four bullet points at the start of the question to secure a high level mark. **Exemplar 3** is a sound example of a candidate following the bullet points and achieving well.

Exemplar 3

The EU is a group of countries that work together to help provide each other with what we all need as well as creating laws to protect us all. For an EU law to be passed it must be agreed by all members of the EU.

The UK leaving the EU is beneficial as high membership costs take a large portion of the UK's income. If we left the EU the money being spent on membership costs can be spent in other needed areas such as the NHS. This would then be beneficial for citizens. This links to the UK not being able to make their own decisions due to ideas having to go through the EU before anything can be changed. If the UK left it would mean all power of the UK would be in the UK which would make making decisions be a lot easier and efficient.

The disadvantages of the UK leaving the EU would be the lack of security. The EU guards airports with extra security which ensures that citizens' lives are not at risk and there are no threats. If the UK left the EU, this security would be taken away and the UK would

...have to fund it itself which could be costly for the economy. This security links to job security. As after voting to leave the EU, the NHS is short of 40,000 nurses due to nurses leaving the UK. This by 67%. Members of the EU will... job gaps and without these people, extra funding to train UK citizens will need to be done which would negatively impact the UK economy.

Overall, the UK should leave the EU because although job gaps will increase, the extra money that won't be spent on an EU membership can be spent on training. Decisions will be made quicker so if security is needed in airports, that decision can be made effectively.

This response is a solid response to a 12 mark question, gaining 9 marks. A good response with valid reference to three points – laws, membership costs and the impact on the NHS, indicating good use of the sources provided.

This candidate has included a reference to security but this is not accurately developed. The evaluation needs more depth to achieve a Level 4.

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Section A, Q1c-f, Fig. 1.3

'Sentencing children and young people: Data tables', Sentencing Council, www.sentencingcouncil.org.uk, 2017. Reproduced under the terms of the Open Government Licence v3.0.

Section B, Q2a-e, Fig. 2.1

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Section D, Q4a-c, Fig. 4.1

'UK Overseas Trade in Goods Statistics August 2017', HM Revenue & Customs, www.gov.uk, 10 October 2017. Reproduced under the terms of the Open Government Licence v3.0.

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