



Oxford Cambridge and RSA

# Tuesday 17 November 2020 – Afternoon

## GCSE (9–1) Citizenship Studies

### J270/02 Citizenship in action

**Time allowed: 1 hour 45 minutes**

No extra materials are needed.



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

First name(s)

---

Last name

---

### INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. You can use extra paper if you need to, but you must clearly show your candidate number, the centre number and the question numbers.
- Answer **all** the questions.

### INFORMATION

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

### ADVICE

- Read each question carefully before you start your answer.

## 2

## SECTION A

Answer **all** the questions.

You should spend approximately 20 minutes on this section.

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

**Government promises to cut direct taxes**

The Government promised today that income tax would be cut in the next budget. 'I don't want to take money from people. It's better to give our citizens more control over how they spend their earnings,' said the Prime Minister. 'Cuts in people's income tax will also help create more jobs.'

The Government also plans to increase indirect taxes such as VAT and duties on cigarettes, wine and beer. Drivers will have to pay more in fuel duty.

**Fig. 1**

- (a) State **one** example of a tax or duty change in **Fig. 1** that will be an advantage for the **environment**.

..... [1]

- (b) State **three** public services provided by **national governments in England and Wales** that are paid for from the taxes and duties mentioned in **Fig. 1**.

1 .....

2 .....

3 ..... [3]

- (c) State **two** ways in which **local authorities** raise money for local public services.

1 .....

2 ..... [2]

3

- (d) Explain why **the official opposition in parliament** may **object** to the Government's plans described in **Fig. 1**.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

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

**Universities told to scrap ‘safe spaces’ and promote free speech**

Chris Skidmore, the universities minister, says that, in recent years, universities have agreed to create ‘safe spaces’ where students are protected from opinions that might offend them. He feels that ‘safe spaces’ are against the principle of free speech.

The universities minister has now published a new fifty-three-page guidance document. This states that speakers should not be banned from universities just because they ‘offend, shock or disturb’ students.

It is the first time in thirty years that ministers have intervened to reinforce the Education Act of 1986. This Act gave universities and colleges the responsibility to promote free speech.

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

- (a) State **two** actions Chris Skidmore would have taken **before issuing the new guidance** to universities and colleges.

1 .....

.....

2 .....

.....

[2]

- (b) State **two** reasons why Chris Skidmore has issued ‘guidance’ to universities **instead of changing the law**.

1 .....

.....

2 .....

.....

[2]



6

3 (a) State **one** example of a UK **political party**.

..... [1]

(b) State **two** reasons why people join **political parties**.

1 .....

.....

2 .....

.....

[2]

(c) State **two** ways that **pressure groups** are **different from** political parties.

1 .....

.....

2 .....

.....

[2]

## Government and politics in the Republic of Alpia\*

**\*\*A minaret is a tower built next to or as part of a mosque.**

..... [4]

## SECTION B

Answer **all** the questions.

You should spend approximately 30 minutes on this section.

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

People in prison (European countries)				
Country	2000		2018	
	Number of prisoners	Prisoners for every 100 000 people in the population	Number of prisoners	Prisoners for every 100 000 people in the population
Denmark	3 382	63	3 635	63
England and Wales	64 602	124	83 014	140
France	48 049	82	65 084	100
Germany	70 252	85	62 194	75
Italy	53 165	93	59 135	98
Northern Ireland	1 068	64	1 435	76
Norway	2 548	57	3 373	63
Portugal	12 944	126	13 065	127
Scotland	5 869	116	7 771	143
Spain	45 309	113	59 087	126
Sweden	5 326	60	5 979	59
Switzerland	5 670	80	6 863	81
The Netherlands	13 847	87	10 464	61

Fig. 5.1

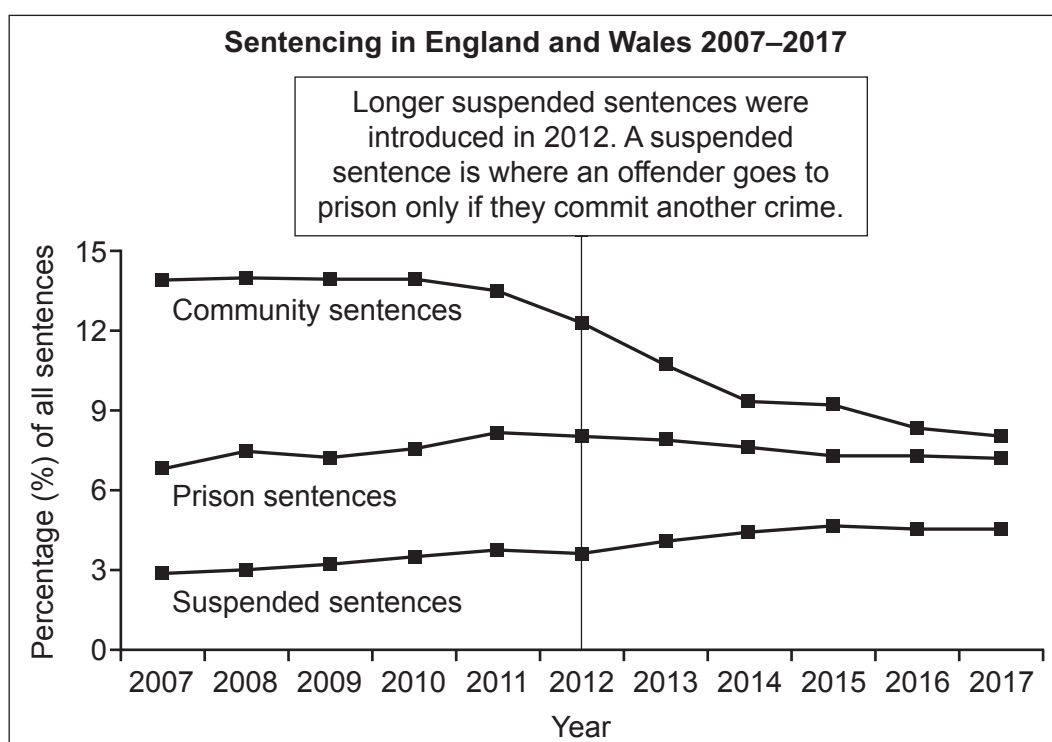
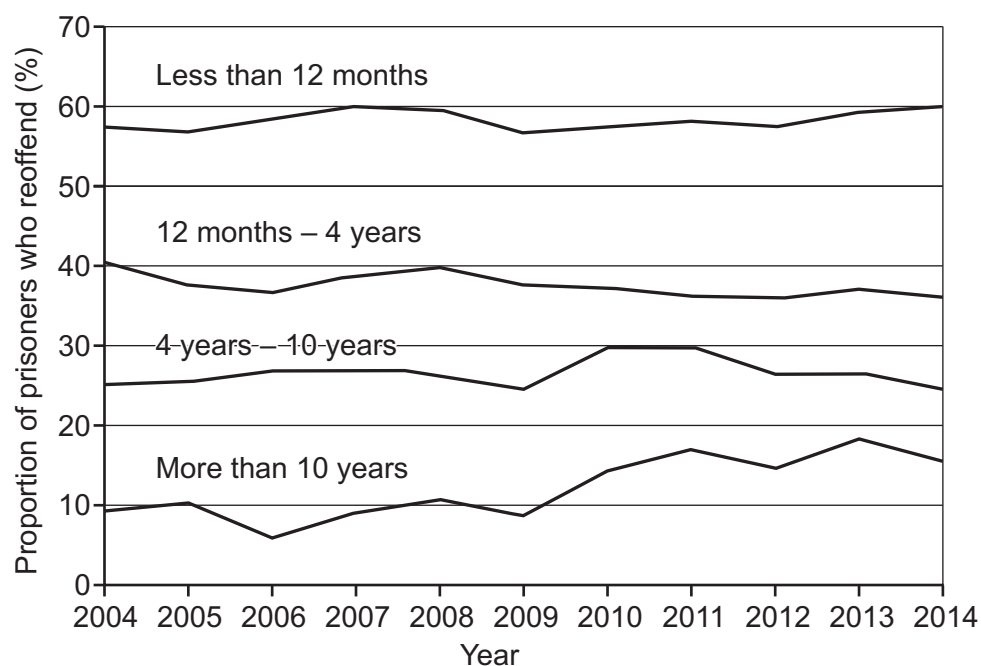


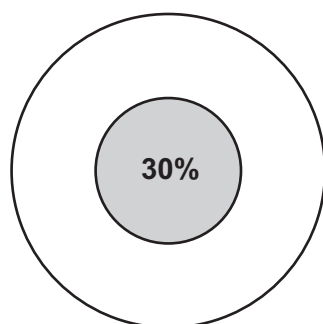
Fig. 5.2



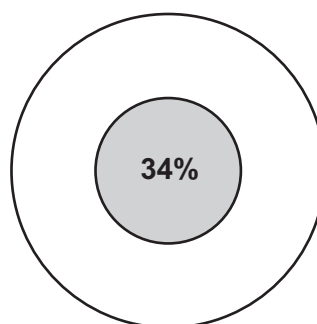
**Offenders in England and Wales who commit further crime after release from prison  
(by length of prison sentence) 2004–2014**



**Proportion of offenders who commit further crime after serving other sentences (%)**



**Suspended sentences**



**Community sentences**

**Fig. 5.3**

- (a) State **one** national government that is likely to be most concerned by the information in Fig. 5.1.

..... [1]

- (b) Using evidence from Fig. 5.1, state **one** country the prisons minister should contact for advice about cutting prisoner numbers in England and Wales.

..... [1]

- (c) Using evidence from **Fig. 5.2** and **Fig. 5.3**, state **two** actions the England and Wales prisons minister should take to **reduce reoffending**.

1 .....

.....

2 .....

.....

[2]

- (d) Using evidence from **Fig. 5.1**, **Fig. 5.2** and **Fig. 5.3**, explain why England and Wales has been described as a nation with a **prisons policy** that is **not** good enough.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

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

'We should send fewer people to prison.

The public will feel safer if more community sentences are used.'

You should consider:

- prisoner numbers
- the effectiveness of prison sentences
- other knowledge from your studies about crime and the fear of crime.

[8]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

13

**BLANK PAGE**

**Turn over for the next question**

**PLEASE DO NOT WRITE ON THIS PAGE**

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

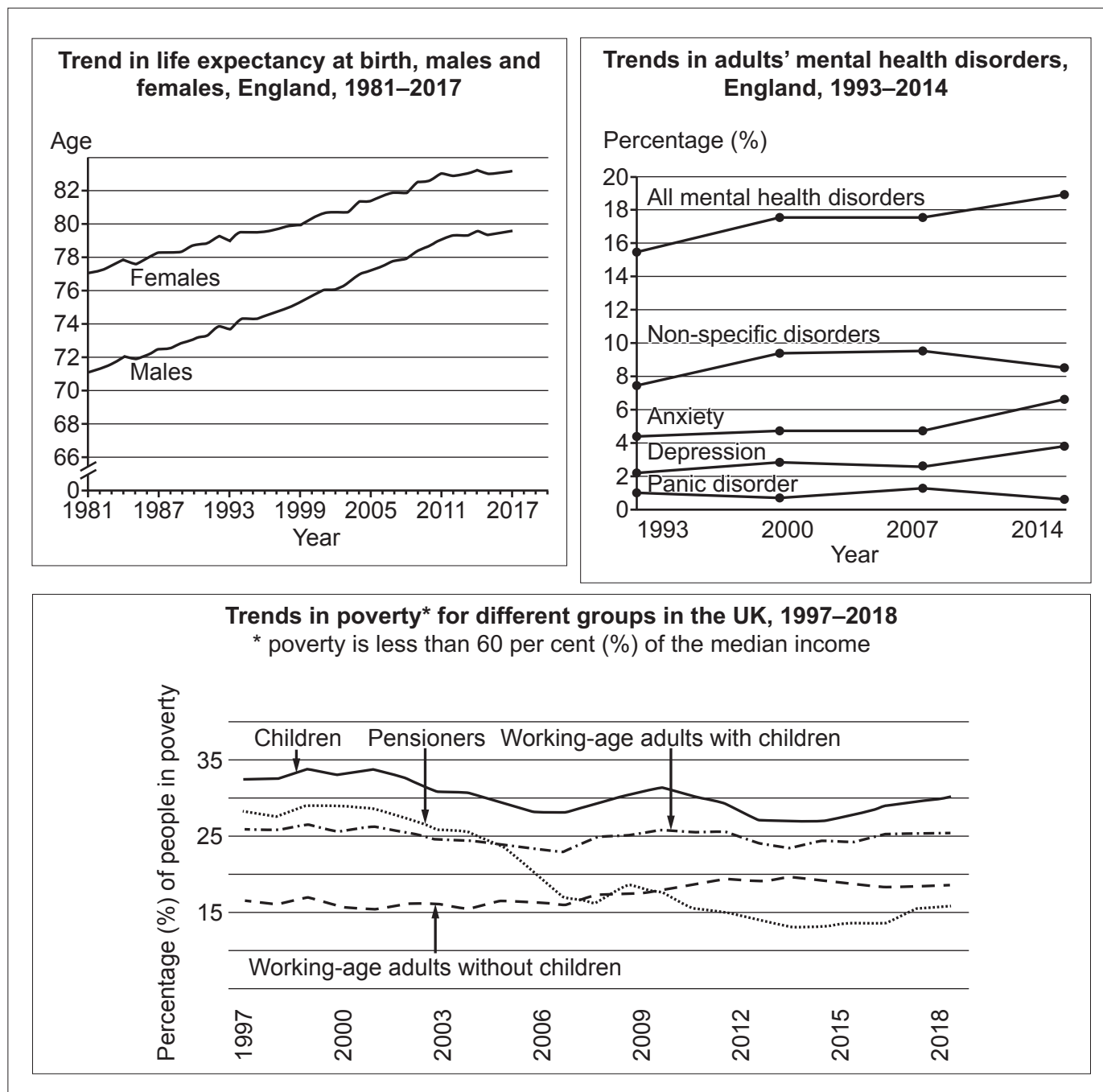


Fig. 6.1



- [4]

- (b) Describe how the **Government may change its policies** in response to the information shown in **Fig. 6.1** and **Fig. 6.2**.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]



17

**SECTION C**

Answer the question.

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:

‘People think more about themselves rather than the future of the country or the planet.

So governments must sometimes ignore people’s views when planning ahead.’

Your response should show 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]**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



.....

.....

.....

.....

.....

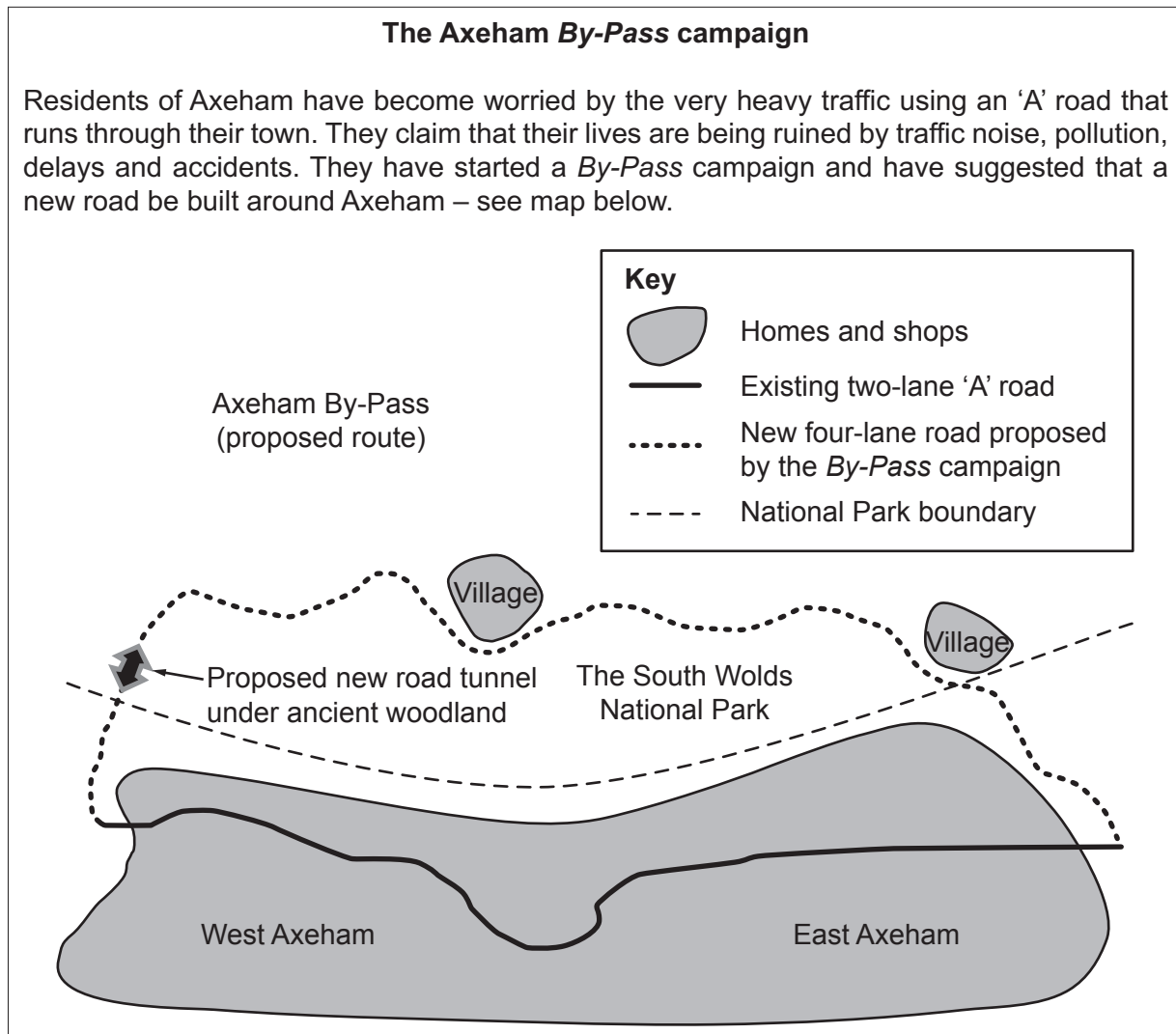
Turn over for the next question

## SECTION D

Answer **all** the questions.

You should spend approximately 40 minutes on this section.

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



**Fig. 8**

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

- (a)** Apply knowledge and understanding from your own experience of citizenship action to describe different **methods** that could be used to get support from drivers using the existing 'A' road. **[4]**

.....

.....

.....

.....

[illegible]

**(b)** State **two** reasons why people might **oppose** the *By-Pass* campaign's plans.

1 .....

2 .....

[2]

**(c) Explain why the *By-Pass* campaign should seek the support of elected representatives from local authorities and national government.**

..... [4]

[4]

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

**A local authority election**

Events of June 2019

The council elections take place in May 2020. You think that the councillor representing your area is out of touch. Few people know her name and even fewer have ever met her.

Fewer than one in every four electors voted in the last election. But many people in your area complain that the council does not do enough for them.

You decide to become a candidate in the council elections next May. You're not a member of a political party and do not wish to join one. So you decide to stand as an 'independent' candidate.

Two of your neighbours and some friends agree to support your campaign.

Update, May 2020

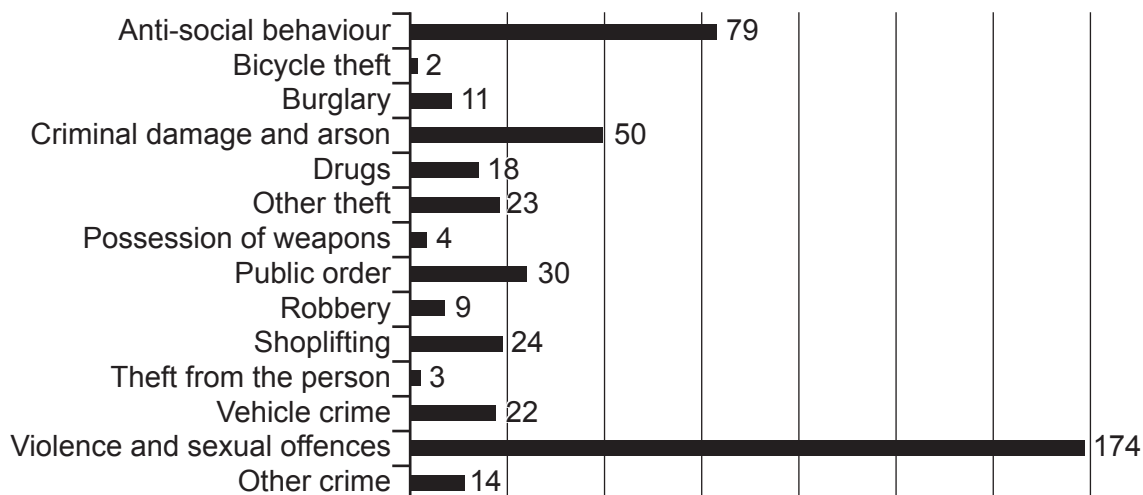
You are elected to the council as the new independent councillor for your area.

**Fig. 9.1**

## Data Sets A and B

## Data Set A

## Number of offences recorded by the police in your area, May 2020



## Data Set B

## People aged 16–64 claiming welfare benefits

People aged 16–64	Percentage (%) claiming welfare benefits	
	In your area	Nationally
Men	8.4	2.3
Women	5.2	1.9

## Economic inactivity for people aged 16–64

Reasons for being workless	Percentage (%) of workless people	
	In your area	Nationally
Retired	4.2	4.9
Student	4.4	6.6
Looking after home or family	5.2	4.9
Long-term sick or disabled	9.8	4.6
Other	3.1	2.3
Total	26.7	23.3

Fig. 9.2

- (a) Study **Fig. 9.2**. Use information from **Data Sets A** and **B** to state **two** concerns for people living in your ward.

State an action you (**as the local councillor**) could take in response to each concern.

One concern from **Data Set A**

.....

Action you could take

.....

One concern from **Data Set B**

.....

Action you could take

.....

[2]

- (b) Describe **how you could find out** what other community issues concern people.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]



25

- (c) State **two** reasons why **an independent candidate** may find it more difficult to win an election than candidates from the main political parties.

1 .....

.....

2 .....

.....

[2]

- (d) Describe what you could do after the election to keep people's support.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

**10\*** Using **your own experience** of taking citizenship action, explain why good communication is important.

Your response should:

- describe how you communicated with your team
- describe how you communicated with people outside your team
- explain why good communication is important
- evaluate how your communication could have been improved or extended.

You should also use information from examples of citizenship action that you have studied or know about. **[12]**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

© OCR 2020

**Turn over**

.....

.....

**END OF QUESTION PAPER**

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series. If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact The OCR Copyright Team, The Triangle Building, Shaftesbury Road, Cambridge CB2 8EA.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.