



**GCSE (9–1)**

**Citizenship Studies**

**J270/02: Citizenship in action**

General Certificate of Secondary Education

**Mark Scheme for November 2020**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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<b>Annotation</b>	<b>Meaning</b>
✓ and ✖	For correct and incorrect responses
<b>BOD</b>	benefit of doubt
<b>VG</b>	vague
<b>IRRL</b>	irrelevant
<b>REP</b>	repetition
<b>NAQ</b>	not answering question
<b>EG</b>	example given
<b>L1</b>	Level 1
<b>L2</b>	Level 2
<b>L3</b>	Level 3
<b>L4</b>	Level 4

Highlighting is also available to highlight any particular points on the script.

## MARK SCHEME – SECTION A

Question		Answer	Marks	Guidance
1	a	Only accept:  Fuel duty or fuel tax or a valid justification for a change described in Fig. 1 that could have environmental benefits.	1	Use ✓ or ✗ Give credit to the valid point wherever it appears in the response space. A maximum total of 1 mark can be awarded. Do not accept any other response.
1	b	Examples of public services can be drawn from the following areas: <ul style="list-style-type: none"> <li>• education</li> <li>• welfare (not pensions)</li> <li>• housing, planning</li> <li>• health services, ambulance services, doctors, hospitals, public health, fire services</li> <li>• environmental protection and enhancement, animal welfare, flood prevention, pollution control, waste management, land and water management, inland waterways</li> <li>• galleries and museums, libraries, sport, heritage</li> <li>• roads, railways</li> <li>• consumer protection, employment relations, science and research, outer space</li> <li>• police, prison services, rehabilitation and reducing offending, victim support, the probation service, courts and tribunals, land registration</li> <li>• border control, counter-terrorism, aviation security,</li> <li>• consular / support services for UK citizens overseas</li> <li>• national security, armed forces</li> </ul> (Credit may be given for any examples mentioned above.)	3	Use ✓ or ✗ Examiners must assess each of the points in turn. Each of three examples can be awarded a maximum of 1 mark. The response can be awarded a maximum of 3 marks. Give credit to valid points wherever they appear in the response space.  Do not accept pensions and these are funded through National Insurance.  Do not accept public services provided by local authorities such as: refuse collection, parks and gardens, planning and street cleaning.  Do not credit any repetition of points.
1	c	Any two examples of how local authorities raise money for local public services including: <ul style="list-style-type: none"> <li>• council tax</li> </ul>	2	Use ✓ or ✗ Examiners must assess each of the points in turn.

		<ul style="list-style-type: none"> <li>central government grants</li> <li>EU grants (some payments may still apply in 2020)</li> <li>business rates</li> <li>fees, charges and fines (accept examples)</li> <li>sale of assets (accept examples)</li> <li>applying for grants</li> </ul>		<p>Each of the two examples can be awarded a maximum of 1 mark.</p> <p>The response can be awarded a maximum of 2 marks. Give credit to valid points wherever they appear in the response space.</p> <p>Do not accept taxes levied by central government such as income tax and VAT.</p> <p>Do not credit any repetition of points.</p>
1	d	<p>This item is designed to assess candidates' understanding of why the opposition may object to reductions in direct taxation and increased in indirect taxation.</p> <p>Candidates could offer some of the following objections to the government's policy:</p> <ul style="list-style-type: none"> <li>cuts in direct taxes will benefit the rich rather than the poor</li> <li>cuts in direct taxes may impact adversely on public services</li> <li>increases in indirect tax will tend to adversely affect poorer people rather than richer people</li> <li>increases in direct tax may adversely affect business through reduced demand</li> <li>increases in fuel duty may lead to protest</li> <li>increases in fuel duty may lead to increases in prices</li> <li>increases in fuel duty may limit people's opportunity to travel.</li> </ul>	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p><b>Level 2 (3–4 marks)</b></p> <p>A clear conceptual understanding of the term 'opposition' including an accurate and convincing explanation of why the opposition may object to the government's plans to reduce direct taxation and increase indirect taxation.</p> <p><b>For 4 marks</b></p> <ul style="list-style-type: none"> <li>shows an excellent understanding of the concept of 'opposition'</li> <li>gives a detailed and convincing account of the reasons why the opposition may object to cuts in direct taxation <b>and</b> increases in indirect taxation.</li> </ul> <p><b>For 3 marks</b></p> <ul style="list-style-type: none"> <li>shows a good understanding of the concept of 'opposition'</li> <li>gives an accurate account of the reasons why the opposition may object to cuts in direct taxation <b>or</b> increases in indirect taxation.</li> </ul>

				<p><b>Level 1 (1–2 marks)</b> A basic or implied understanding of the term ‘opposition’ and valid statements opposing the government’s taxation policy.</p> <p><b>For 2 marks</b> States <b>two</b> basic but valid objections to the government’s taxation policy.</p> <p><b>For 1 mark</b> States <b>one</b> basic but valid objections to the government’s taxation policy.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
<b>2</b>	<b>a</b>	<p>This item is designed to assess candidates’ ability to apply their knowledge and understanding of the democratic process to the example in Fig. 2.</p> <p>In this context candidates may mention:</p> <ul style="list-style-type: none"> <li>• consulted with university leaders, staff representatives, student representatives, pressure groups, civil servants, other politicians, party officials (accept any two)</li> <li>• checked that the guidance was legal / not discriminatory</li> <li>• checked that the guidance was consistent with government policy</li> <li>• researched how other countries have tackled the issue</li> </ul>	<b>2</b>	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two examples of action can be awarded a maximum of 1 mark.</p> <p>The response can be awarded a maximum of 2 marks. Give credit to valid points wherever they appear in the response space.</p> <p>Accept ‘consultation’, ‘discussions’, ‘found out peoples’ opinions’ etc. but do not accept non-specific responses such as ‘talked to people’.</p> <p>Do not credit any repetition of points.</p>

2	b	<p>This item is designed to assess candidates' understanding of the difference between guidance / rules and the law. In this context candidates may mention:</p> <ul style="list-style-type: none"> <li>• there is already a law in place</li> <li>• changing a law is a complex process</li> <li>• changing a law can take a long time</li> <li>• it is better to 'take people with you' or 'avoid upsetting them' / guidance is more persuasive and less coercive</li> <li>• it may be difficult / controversial to treat university or student leaders as law-breakers</li> </ul>		<p>Use ✓ or ✗</p> <p>Examiners must assess each of the reasons in turn. Each of the two reasons can be awarded a maximum of 1 mark.</p> <p>The response can be awarded a maximum of 2 marks. Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit any repetition of points.</p>
2	c	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of democracy to the move to reinforce 'free speech' in universities as described in Fig. 2.</p> <p>Explanations of Chris Skidmore's action in the context of 'safeguarding democracy' may include statements about citizens / students:</p> <ul style="list-style-type: none"> <li>• being informed about potentially complex issues</li> <li>• having their pre-conceived opinions challenged</li> <li>• being properly informed about the choices they face</li> <li>• being encouraged to think, discuss and debate / become more politically involved / air a range of opinions</li> <li>• building resilience towards viewpoints with which they disagree</li> </ul>	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p><b>Level 2 (3–4 marks)</b></p> <p>A clear conceptual understanding of 'democracy' including an accurate and convincing explanation of the features of democracy that will be safeguarded through the guidance on free speech.</p> <p><b>For 4 marks</b></p> <ul style="list-style-type: none"> <li>• shows an excellent understanding of the concept 'democracy'</li> <li>• describes at least two ways in which the guidance will safeguard democracy</li> <li>• provides an accurate and convincing explanation.</li> </ul> <p><b>For 3 marks</b></p> <ul style="list-style-type: none"> <li>• shows a good understanding of the concept 'democracy'</li> <li>• describes at least two ways in which the guidance will safeguard democracy</li> <li>• provides an accurate explanation.</li> </ul>

				<p><b>Level 1 (1–2 marks)</b> A basic understanding of the term ‘democracy’ at least implied by showing why Chris Skidmore has issued the guidance.</p> <p><b>For 2 marks</b> States at least one basic but accurate reason why the guidance will help to safeguard democracy <u>as part of a recognisable explanation</u>.</p> <p><b>For 1 mark</b> States one basic reason why the guidance will help to safeguard democracy.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p> <p>Do not credit any repetition of points.</p>
<b>2</b>	<b>d</b>	Any two reasons why the UK government sometimes restricts free speech may include but are not limited to: <ul style="list-style-type: none"> <li>• national security</li> <li>• protecting vulnerable people / children</li> <li>• protecting public decency</li> <li>• deterring / preventing criminal or potential criminal behaviour</li> <li>• preventing the spread or incitement of hatred against anyone with ‘protected characteristics’ (accept examples such as ‘racial hatred’)</li> </ul>	<b>2</b>	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>
<b>3</b>	<b>a</b>	This item is designed to assess candidates’ knowledge of political parties. Accurate responses are likely to include but are not limited to the political parties mentioned below: <ul style="list-style-type: none"> <li>• Alliance Party</li> <li>• Brexit Party</li> </ul>	<b>1</b>	<p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark.</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p>



		<ul style="list-style-type: none"> <li>• Change UK</li> <li>• Conservatives</li> <li>• Communist Party</li> <li>• Democratic Unionists (DUP)</li> <li>• Green Party</li> <li>• Labour</li> <li>• Liberal Democrat (accept Liberal)</li> <li>• Plaid Cymru or Welsh Nationalists</li> <li>• Scottish Nationalists (SNP)</li> <li>• Sein Fein (Irish Nationalists)</li> <li>• Ulster Unionists</li> <li>• UKIP</li> </ul>		Examiners should check the legitimacy of other examples given by candidates. For an example to be valid, it must be a UK political party.
3	b	<p>This item is designed to test candidates' understanding of why people join political parties.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• to help shape policy</li> <li>• to get their voice heard (or similar)</li> <li>• to propose or support a candidate</li> <li>• to be a candidate / stand for election</li> <li>• because they support the party's current policies</li> <li>• because they share the party's values</li> <li>• because they consider the party has a chance of taking power / changing things.</li> </ul>	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit responses that are less specific than those in the 'answer' column to the left.</p> <p>Do not credit any repetition of points.</p>
3	c	<p>This item is designed to test candidates' knowledge of the differences between pressure groups and political parties.</p> <p>Candidates may decide to describe ways in which pressure groups are different to political parties <b>or vice versa</b>.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• pressure groups concentrate on one area of policy / aim / objective / issue</li> </ul>	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>

		<ul style="list-style-type: none"> <li>pressure groups do not change national policy / local policy / the law (they lobby politicians to do these things)</li> <li>pressure groups tend not to associate themselves with a single political party</li> <li>pressure groups sometimes take direct action</li> <li>pressure groups do not usually seek to get candidates elected to parliaments, assemblies or councils</li> <li>pressure groups do not have to register with the Electoral Commission</li> </ul>		
4	a	<p>This item is designed to test candidates' knowledge of the type of democracy given in Fig. 4.</p> <p>Acceptable responses include the following:</p> <ul style="list-style-type: none"> <li>direct (democracy)</li> <li>plebisitary (democracy) or similar</li> </ul>	1	<p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark. Give credit to the valid point wherever it appears in the response space.</p> <p>Do not accept either 'republic' or 'democracy'.</p> <p>A maximum total of 1 mark can be awarded.</p>
4	b	<p>This item is designed to test candidates' ability to apply their knowledge and understanding of human rights and equalities to the example given in Fig. 4.</p> <p>Candidates may cite general and/or more specific <b>reasons</b> why human rights and equalities may be at risk in Alpia. Their answer should be supported with reference to the source (Fig.4) and with examples from their studies of <b>real democratic countries</b> including the UK.</p> <p>Reasons why human rights and equalities may be at risk in Alpia include but are not limited to:</p> <ul style="list-style-type: none"> <li>many immigrants to Alpia have no right to vote so the wishes of these people may be ignored</li> <li>voter turnout is low so decisions may not represent the views of all citizens</li> </ul>	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p><b>Level 2 (3–4 marks)</b></p> <p>A clear, detailed and accurate conceptual understanding of possible threats to human rights and equalities in a direct or plebisitary democracy. Good use of examples of how representative democracies may be more likely to safeguard human rights and equalities.</p> <p><b>For 4 marks</b></p> <ul style="list-style-type: none"> <li>shows an excellent understanding of the reasons why the use of referendums may threaten human rights and equalities in the context of Fig. 4</li> </ul>

		<ul style="list-style-type: none"> <li>any citizen can 'launch' a referendum. Such referendums may include suggestions that limit the rights of others such as banning minarets</li> <li>government is based on the power of the majority which can lead to tyranny / the marginalisation of minorities</li> <li>referendums usually offer a binary choice (for or against) which may oversimplify complex issues. This makes it more likely that the interests on minority groups will be ignored</li> <li>in representative democracies, politicians are more likely to seek to protect minority interests and values</li> <li>professional politicians working within a party system are more likely to take a balanced view</li> <li>in representative democracies, human rights and equalities are more likely to be safeguarded by the law and constitution</li> </ul>	<ul style="list-style-type: none"> <li>uses examples from real democratic countries including the UK.</li> </ul> <p><b>For 3 marks</b></p> <ul style="list-style-type: none"> <li>shows a good understanding of the reasons why the use of referendums may threaten human rights and equalities in the context of Fig. 4</li> <li>uses examples from real democratic countries.</li> </ul> <p><b>Level 1 (1–2 marks)</b> A basic understanding of direct democracy, and of human rights and equalities.</p> <p><b>For 2 marks</b> Describes at least one clear, accurate and valid reason why referendums may threaten human rights or equalities in the context of Fig. 4.</p> <p><b>For 1 mark</b> Uses an appropriate example from Fig. 4 but without explaining why this might threaten human rights or equalities.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
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**MARK SCHEME – SECTION B**

Question		Answer	Marks	Guidance
5	a	This item is designed to assess candidates' ability to analyse and interpret information. Any one national government including:	1	Use ✓ or ✗ The response can be awarded a maximum of 1 mark.

		<ul style="list-style-type: none"> <li>• England and Wales</li> <li>• France</li> <li>• Northern Ireland</li> <li>• Scotland</li> <li>• Spain</li> </ul>		<p>Give credit to the valid point wherever it appears in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p>
5	b	<p>This item is designed to assess candidates' ability to analyse and interpret information.</p> <p>Any one country including:</p> <ul style="list-style-type: none"> <li>• Germany</li> <li>• The Netherlands</li> </ul>	1	<p>Use ✓ or ✗</p> <p>The response can be awarded a maximum of 1 mark.</p> <p>Give credit to the valid point wherever it appears in the response space.</p> <p>A maximum total of 1 mark can be awarded.</p>
5	c	<p>This item is designed to assess candidates' ability to analyse and interpret information.</p> <p>Candidates should be given credit for identifying two <b>actions</b> the England and Wales Prisons' Minister should take if they are to reduce reoffending.</p> <p>Valid responses include:</p> <ul style="list-style-type: none"> <li>• increase suspended sentences</li> <li>• increase / reverse the decline of community sentences</li> <li>• reduce prison sentences of less than 12 months / short prison sentences</li> <li>• increase prison sentences of more than 4 years / long prison sentences.</li> </ul>	2	<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn.</p> <p>Each of the two points can be awarded a maximum of 1 mark.</p> <p><b>Only credit responses that link to evidence from Fig. 5.1 and Fig. 5.2.</b></p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p>
5	d	<p>This item is designed to assess candidates' ability to analyse and interpret information to explain why the England and Wales has been described as a nation with a 'broken' prison's policy.</p> <p>There should be two aspects to candidates' responses:</p> <p><u>Aspect 1</u></p>	4	<p>Use annotations L1 and L2 and EG next to examples.</p> <p>Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p><b>Level 2 (3–4 marks)</b></p> <p>A selection of relevant evidence from across the sources is used to answer the question clearly and</p>

		<p><b>Selecting</b> appropriate evidence from Table 5, and Fig. 5.1 and Fig. 5.2 that is relevant to the question asked.</p> <p><u>Aspect 2</u></p> <p><b>Analysing</b> that evidence to compose a valid explanation.</p> <p>Relevant evidence:</p> <p><u>Table 5</u></p> <ul style="list-style-type: none"> <li>England and Wales sent a greater proportion of its population to prison in 2017 than any other country except Scotland</li> <li>England and Wales significantly increased the proportion of its population being sent to prison between 2017 and 2017</li> <li>other countries managed to reduce the proportion of its population being sent to prison in the same period</li> </ul> <p><u>Fig. 5.1 and Fig. 5.2</u></p> <ul style="list-style-type: none"> <li>even though community sentences have a relatively low reoffending rate, such sentences are increasingly less likely to be used</li> <li>even though suspended sentences have a relatively low reoffending rate, the use of such sentences has not increased significantly</li> <li>over 60% of offenders serving sentences of less than 12 months reoffend.</li> </ul>	<p>comprehensively.</p> <p><b>For 4 marks</b></p> <ul style="list-style-type: none"> <li>selects at least three pieces of relevant evidence from at least two sources</li> <li>analyses and interprets the evidence thoroughly.</li> <li>as a result, provides an excellent explanation of why England and Wales has been described as a nation with a prisons' policy that isn't good enough.</li> </ul> <p><b>For 3 marks</b></p> <ul style="list-style-type: none"> <li>selects at least two pieces of relevant evidence from the sources</li> <li>analyses and interprets the evidence well</li> <li>as a result, provides a good explanation of why England and Wales has been described as a nation with a prisons' policy that isn't good enough.</li> </ul> <p><b>Level 1 (1–2 marks)</b></p> <p>Evidence is used to explain why England and Wales has been described as a nation with a prisons' policy that isn't good enough.</p> <p><b>For 2 marks</b></p> <ul style="list-style-type: none"> <li>selects relevant evidence from at least one piece of valid evidence from the sources</li> <li>as a result, provides a basic but valid explanation why England and Wales has been described as a nation with a prisons' policy that isn't good enough.</li> </ul> <p><b>For 1 mark</b></p>
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			<p>Identifies one relevant evidence <b>or</b> states a basic but valid response to the question.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
<b>5</b>	<b>e*</b>	<p>This item is designed to assess the skills underpinning AO3. (Evaluate a range of evidence relating to citizenship issues, debates and actions [including different viewpoints] to make substantiated judgements.)</p> <p>Candidates should:</p> <ul style="list-style-type: none"> <li>analyse the viewpoint accurately</li> <li>draw upon their own understanding of the terms 'prison' and 'community sentencing'</li> <li>select relevant evidence from Table 5, and Fig. 5a and Fig 5b</li> <li>select relevant evidence from their studies</li> <li>show an appreciation of the issue's complexity and present arguments on both sides of the case</li> <li>reach a substantiated conclusion.</li> </ul> <p>Throughout their answer, candidates should demonstrate ability to:</p> <ul style="list-style-type: none"> <li>evaluate evidence for the purpose of responding to the viewpoint</li> <li>evaluate the viewpoint to make a substantiated judgement.</li> </ul>	<p><b>8</b></p> <p>Use annotations L1, L2, L3 and L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ <b>or</b> ✗ A maximum total of 8 marks can be awarded.</p> <p><b>Level 4 (7–8 marks)</b> An excellent evaluation which is a relevant, coherent, logically structured and substantiated response to the viewpoint, 'We should send fewer people to prison. The public will feel safer if community sentencing is used more often.'</p> <p>Features must include:</p> <ul style="list-style-type: none"> <li>an accurate understanding of the term 'community sentencing'</li> <li>an excellent <b>evaluation</b> of relevant evidence selected from the sources and their studies</li> <li>an understanding of the issue's complexity using a sustained line of argument</li> <li>specific and accurate references to: <ul style="list-style-type: none"> <li>the effectiveness of community sentences and prison sentences</li> <li>increases in violent crime</li> </ul> </li> </ul>

	<p>Reasons why the public may feel safer if community sentences are used more often:</p> <ul style="list-style-type: none"> <li>community sentences seem to deter reoffending</li> <li>offenders can be seen to be punished / making amends.</li> </ul> <p>Reasons why the public may not feel safer if community sentences are used more often:</p> <ul style="list-style-type: none"> <li>the public may feel that justice has been denied / punishment is not seen to fit the crime / the offender has 'got away with it'</li> <li>the public will feel safer if offenders are excluded from their communities</li> <li>the public may feel that community sentences will do too little to deter others</li> <li>the public are concerned about increases in violent offences, particularly knife crime and / or offences against women and vulnerable people</li> <li>imprisonment seems to work if people are locked away for long enough.</li> <li>fear of crime is substantial especially amongst young people and elderly people.</li> </ul> <p><b>Possible conclusion:</b> It is true to say that the use of community sentencing and of suspended prison sentences seem to limit reoffending whereas the use of short prison sentences does not. On the other hand, long sentences also seem to work.</p> <p>Governments cannot risk being seen as 'soft on crime', especially at a time when violent crime is on the increase and public concern is growing.</p>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>fear of crime</li> </ul> </li> <li>a substantiated conclusion.</li> </ul> <p><b>Level 3 (5–6 marks)</b> A good evaluation which is coherent and relevant response to the viewpoint maintaining a sustained line of argument.</p> <p>Features must include:</p> <ul style="list-style-type: none"> <li>an accurate understanding of the term 'community sentencing'</li> <li>a good evaluation of appropriate evidence selected from the sources</li> <li>largely accurate references to the following:           <ul style="list-style-type: none"> <li>the effectiveness of community sentencing and imprisonment</li> <li>increases in violent crime</li> <li>public attitudes</li> </ul> </li> <li>a substantiated conclusion.</li> </ul> <p><b>Level 2 (3–4 marks)</b> A valid but basic response to the viewpoint.</p> <p>Features must include:</p> <ul style="list-style-type: none"> <li>a basic evaluation of relevant evidence drawn from the sources</li> <li>largely accurate references to:           <ul style="list-style-type: none"> <li>community sentencing</li> <li>increases in violent crime / fear of crime</li> </ul> </li> <li>a basic but specific response to the viewpoint.</li> </ul> <p><b>Level 1 (1–2 marks)</b> A limited response.</p>
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		<p>The case against the viewpoint is more compelling.</p> <p>The public are unlikely to be reassured by an increased use of community sentencing.</p>		<p>Features must include:</p> <ul style="list-style-type: none"> <li>implied understanding of the viewpoint in the question</li> <li>limited but valid points linked to the sources or study of the specification.</li> </ul> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
<b>6</b>	<b>a</b>	<p>This item is designed to assess candidates' ability to analyse information relating to the citizenship issue of confidence in the health and welfare system (AO3).</p> <p>Selecting appropriate information from Fig. 6.1 and interpreting it in ways that are relevant to the question asked. In particular, candidates should explain why the information in Fig. 6.1 might affect people's confidence in the health and welfare system.</p> <p>Data tending to create confidence:</p> <ul style="list-style-type: none"> <li>Life expectancy for both males and females has increased significantly since 1961.</li> <li>Inequalities between male and female life-expectancy have narrowed.</li> <li>Incidence of panic disorder have reduced.</li> <li>Pensioner poverty has declined since 1987.</li> </ul> <p>Data tending to undermine confidence:</p>	<b>4</b>	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗ A maximum total of 4 marks can be awarded.</p> <p><b>Level 2 (3–4 marks)</b> A thorough and accurate analysis of a range of information from Table 6.1 to identify the implications of the information shown in the data for public confidence in the health and welfare system.</p> <p><b>For 4 marks</b></p> <ul style="list-style-type: none"> <li>demonstrates an excellent analysis of a range of information in Fig. 6.1 to include references to <b>all three of:</b> life-expectancy, mental health and poverty</li> <li>links the information explicitly to implications for public confidence.</li> </ul> <p><b>For 3 marks</b></p>



		<ul style="list-style-type: none"> <li>• Inequalities between male and female life-expectancy remain significant.</li> <li>• The trends in life-expectancy have plateaued recently.</li> <li>• Increases in all mental health disorders, anxiety and depression.</li> <li>• Increase in poverty for working-age adults without children.</li> <li>• Recent increase in poverty for children and for working-age adults with children.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a good analysis of evidence in Fig. 6.1 to include references to <b>two of</b>: life-expectancy, mental health and poverty</li> <li>• links the information explicitly to implications for public confidence.</li> </ul> <p><b>Level 1 (1–2 marks)</b> Use of relevant information from Fig. 6.1 to identify the possible implications for public confidence.</p> <p><b>For 2 marks</b></p> <ul style="list-style-type: none"> <li>• demonstrates a basic analysis of at least one piece of specific and relevant information from Fig. 6.1 <b>and</b> refers in outline to the implications for public confidence.</li> </ul> <p><b>For 1 mark</b></p> <ul style="list-style-type: none"> <li>• demonstrates a limited analysis of at least one piece of relevant information from Fig. 6.1 <b>or</b> makes an accurate general point about the implications for public confidence.</li> </ul> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
<b>6</b>	<b>b</b>	This item is designed to assess candidates' ability to analyse information to describe how the government might respond. (AO3).	<p><b>4</b></p> <p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ <b>or</b> ✗ A maximum total of 4 marks can be awarded.</p> <p><b>Level 2 (3–4 marks)</b></p>

	<p>Candidates' responses should rely on their analysis and interpretation of information from both Figs 6.1 and 6.2.</p> <p>Fig. 6.1 Please refer to the commentary for question 6a.</p> <p>Fig. 6.2 This graph provides information about trends in the UK's population structure.</p> <ul style="list-style-type: none"> <li>• There is a small increase in the number of children.</li> <li>• There is a significant increase in the number of people of working age.</li> <li>• There is a very significant increase in the number of pensioners.</li> <li>• There is a significant increase in the overall population.</li> </ul>	<p>A thorough description of how information from Figs 6.1 and 6.2. may affect government policy on health and welfare.</p> <p><b>For 4 marks</b></p> <ul style="list-style-type: none"> <li>• an excellent description of how the information in Fig. 6.1 may affect government policy by, for example: addressing male life-expectancy; focusing on mental health and taking steps to tackle poverty amongst children and working-age adults.</li> <li>• an excellent description how the information in Fig. 6.2 on changes in the UK population to argue that governments may need to cater for a growing elderly population. For four marks, candidates should give specific examples of relevant changes to health and welfare provision.</li> </ul> <p><b>For 3 marks</b></p> <ul style="list-style-type: none"> <li>• a good description of how the information in Fig. 6.1 may affect government policy on health and welfare by mentioning for example: addressing male life-expectancy; focusing on mental health and taking steps to tackle poverty amongst children and working-age adults.</li> <li>• a good description how the information in Fig. 6.2 on changes in the UK population to argue that governments may need to cater for a growing elderly population.</li> </ul> <p><b>Level 1 (1–2 marks)</b> A basic statement of how the information from Fig. 6.1 and / or 6.2 may affect government policy.</p>
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				<p><b>For 2 marks</b></p> <ul style="list-style-type: none"> <li>• a basic statement of how the information in Fig. 6.1 may affect government policy <b>and</b></li> <li>• a basic statement of how the information in Fig. 6.2 may affect government policy.</li> </ul> <p><b>For 1 mark</b></p> <ul style="list-style-type: none"> <li>• a basic statement of how the information in Fig. 6.1 <b>or</b> 6.2 may affect government policy.</li> </ul> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
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## MARK SCHEME – SECTION C

Question	Answer	Marks	Guidance
7*	<p>This item is designed to assess the skills underpinning AO3. (Evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to make substantiated judgments.)</p> <p>Candidates should:</p> <ul style="list-style-type: none"> <li>analyse the viewpoint accurately</li> <li>select relevant evidence from across the specification</li> <li>show an appreciation of the issue's complexity and present arguments on both sides of the case</li> <li>reach a substantiated conclusion.</li> </ul> <p>Throughout their answer, candidates should demonstrate ability to:</p> <ul style="list-style-type: none"> <li>evaluate evidence from across the specification for the purpose of responding to the viewpoint</li> <li>evaluate the viewpoint to make a substantiated judgement.</li> </ul> <p>Points that candidates could make include but are not limited to:</p> <p><u>Section 1 – Rights, the law and the legal system in England and Wales</u></p> <ul style="list-style-type: none"> <li>'Ordinary people' have legal rights under the Universal Declaration of Human Rights and the European Convention on Human Rights from which the Human Rights Act is derived. The UK government has a legal obligation to uphold citizens' human rights as the UK is a signatory of the international agreements above.</li> </ul>	12	<p>Use annotations L1, L2, L3 and L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 12 marks can be awarded.</p> <p><b>Level 4 (10–12 marks)</b> An excellent response which is relevant, coherent, logically structured and substantiated response to the viewpoint '.... governments must sometimes ignore people's views when planning ahead'.</p> <p>Features must include:</p> <ul style="list-style-type: none"> <li>an excellent <b>evaluation</b> of a range of evidence selected from across the specification</li> <li>an understanding of the concept, 'democracy'</li> <li>an understanding of the issue's complexity using a sustained line of argument</li> <li>specific and accurate references to <b>four</b> of the following: <ul style="list-style-type: none"> <li>the importance of a government planning for the future</li> <li>significance of human rights enshrined in UK/ international law</li> <li>the nature of representative democracy</li> <li>issues connected with public engagement in UK decision-making / legal processes.</li> <li>how different forms of government (direct democracies and/or non-democratic governments) may be more or less able to ignore people's views.</li> </ul> </li> <li>specific examples used to validate points</li> <li>a substantiated conclusion.</li> </ul>

	<ul style="list-style-type: none"> <li>• Governments and post-holders in government are subject to the law (rule of law).</li> <li>• Within UK democracy, citizens have the right to representation and to protest.</li> <li>• The rights above are constrained in practice by 'ordinary people' being unaware of them or lacking the skills, finance and confidence to use legal and political systems to their advantage.</li> <li>• Issues of inequality, poverty and discrimination persist leaving many citizens detached from the political process.</li> </ul> <p><u>Section 2 – Democracy and government</u></p> <ul style="list-style-type: none"> <li>• The electorate has ultimate power (as evidenced by the EU referendum) and democratic processes constrain the power of government.</li> <li>• The separation of powers in the British constitution means the government is subject to parliamentary scrutiny and challenge through the courts if its actions are deemed illegal. Citizens can take action against the government through the courts.</li> <li>• All citizens have the right to form a political party, stand for elected office, form or join a pressure group, and start or sign a public petition.</li> <li>• Powerful interests in business and the media can influence public opinion disproportionately.</li> </ul> <p><u>Section 2 – Politics beyond the UK</u></p> <ul style="list-style-type: none"> <li>• 'Ordinary people's' rights and access to power in the UK is more favourable than in non-democratic countries.</li> <li>• The use of referendums is more widespread in the USA and Switzerland. In both these countries,</li> </ul>	<p><b>Level 3 (7–9 marks)</b> A good response which is mostly relevant, coherent, logically structured and offers a substantiated response to the viewpoint. Features must include:</p> <ul style="list-style-type: none"> <li>• a good <b>evaluation</b> of appropriate evidence selected from across the specification</li> <li>• an understanding of the concept, 'democracy'</li> <li>• largely accurate references to <b>at least three</b> of the following: <ul style="list-style-type: none"> <li>○ the importance of a government planning for the future</li> <li>○ significance of human rights enshrined in UK/ international law</li> <li>○ the nature of representative democracy</li> <li>○ issues connected with public engagement in UK decision-making/legal processes.</li> <li>○ how different forms of government (direct democracies and/or non-democratic governments) may be more or less able to ignore people's views</li> </ul> </li> <li>• examples</li> <li>• a substantiated conclusion.</li> </ul> <p><b>Level 2 (4–6 marks)</b> A valid but basic personal response to the viewpoint. Features must include:</p> <ul style="list-style-type: none"> <li>• a basic evaluation of relevant evidence drawn from their studies across the specification</li> <li>• an understanding of the concept, 'democracy'</li> <li>• references to <b>at least two</b> of the following: <ul style="list-style-type: none"> <li>○ the importance of a government planning for the future</li> <li>○ significance of human rights enshrined in UK/ international law</li> </ul> </li> </ul>
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	<p>citizens have the right to initiate a referendum and so, arguably, citizens are more difficult to 'control'.</p> <ul style="list-style-type: none"> <li>• In non-democratic countries governments may find it easier to 'ignore people's views'.</li> </ul>	<ul style="list-style-type: none"> <li>○ the nature of representative democracy</li> <li>○ issues connected with public engagement in UK decision-making/legal processes.</li> <li>○ how different forms of government (direct democracies and/or non-democratic governments) may be more or less able to ignore people's views.</li> </ul> <ul style="list-style-type: none"> <li>• a basic but specific response to the viewpoint.</li> </ul> <p><b>Level 1 (1–3 marks)</b> A valid but limited response. Features must include:</p> <ul style="list-style-type: none"> <li>• implied understanding of the viewpoint in the question</li> <li>• limited but valid reference to at least <b>one</b> of the following: <ul style="list-style-type: none"> <li>○ the importance of a government planning for the future</li> <li>○ significance of human rights enshrined in UK/ international law</li> <li>○ the nature of representative democracy</li> <li>○ issues connected with public engagement in UK decision-making/legal processes</li> <li>○ how different forms of government (direct democracies and/or non-democratic governments) may be more or less able to ignore people's views.</li> </ul> </li> </ul> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
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## MARK SCHEME – SECTION D

Question		Answer	Marks	Guidance
8	a	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the case study in Fig. 8 (AO2).</p> <p>There should be two aspects to candidates' responses as they describe the different methods By-Pass campaigners could use to elicit support from drivers using the existing road.</p> <p><u>Aspect 1</u>  <b>Knowledge and understanding</b> of the importance of using a variety of strategies to elicit support.</p> <p><u>Aspect 2</u>  <b>Application of knowledge and understanding</b> in relation to this particular campaign.</p> <p>Points candidates could make/ include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Important not to alienate drivers by making their journey even more difficult or causing danger.</li> <li>• Research to show and publicise the extent of delays.</li> <li>• Use of road-side posters.</li> <li>• Social-media campaign (accept examples).</li> <li>• Press releases for the print media.</li> </ul>	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗  A maximum total of 4 marks can be awarded.</p> <p><b>Level 2 (3–4 marks)</b>  A clear application of their knowledge and understanding of campaigning methods to a description of the different ways to elicit drivers' support for this campaign.</p> <p><b>For 4 marks</b></p> <ul style="list-style-type: none"> <li>• demonstrates an excellent knowledge and understanding of the importance of a varied campaign to engage drivers in a range of different ways.</li> <li>• uses <b>at least three</b> points from the answer column or other options valid for this campaign</li> <li>• as a result, gives a comprehensive description of the different ways to engage drivers.</li> </ul> <p><b>For 3 marks</b></p> <ul style="list-style-type: none"> <li>• demonstrates a good knowledge and understanding of the importance of a varied campaign to engage drivers in a range of different ways.</li> <li>• uses <b>at least two</b> points from the answer column or other options valid for this campaign</li> </ul>

		<ul style="list-style-type: none"> <li>Elicit support from national and local motoring organisations.</li> <li>Set up stalls at local motoring events / shows</li> <li>Engage local car showrooms, taxi firms, bus operators, etc.</li> </ul>	<ul style="list-style-type: none"> <li>as a result, gives a satisfactory description of the different ways to engage drivers.</li> </ul> <p><b>Level 1 (1–2 marks)</b> Some knowledge and understanding of strategies for engaging drivers to support the <i>By-Pass</i> campaign.</p> <p><b>For 2 marks</b></p> <ul style="list-style-type: none"> <li>demonstrates basic application of knowledge and understanding of the different ways to enlist people's support for a campaign.</li> <li>applies this in a basic way to the case-study using <b>at least one</b> point from the 'answer' column.</li> </ul> <p><b>For 1 mark</b></p> <ul style="list-style-type: none"> <li>At least one limited point to show how to enlist support from drivers.</li> </ul> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
<b>8</b>	<b>b</b>	<p>Any two of the following:</p> <ul style="list-style-type: none"> <li>Threat to the national park (accept examples)</li> <li>threat to the villages (accept examples)</li> <li>possible damage to ancient woodland</li> <li>cost</li> <li>scheme could attract additional traffic</li> </ul>	<p><b>2</b></p> <p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>



8	c	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the case study in Fig. 8 (AO2).</p> <p>Candidates should explain why the <i>By-Pass</i> campaign should seek the support of elected representatives from local authorities and the national government.</p> <p>Reasons candidates could include:</p> <ul style="list-style-type: none"> <li>• a national government department will be responsible for funding and engaging contractors for the road</li> <li>• a national government department is responsible for national parks</li> <li>• local authorities will be responsible for some planning decisions related to the new road</li> <li>• local authorities are responsible for traffic management issues on the existing road</li> <li>• local authorities are responsible for environmental health including levels of pollution linked to the existing road</li> <li>• elected representatives can add weight to the campaign.</li> </ul> <p>Candidates should recognise that elected representatives have responsibility for the determination of overall strategy in the areas mentioned above.</p>	4	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✕</p> <p>A maximum total of 4 marks can be awarded.</p> <p><b>Level 2 (3–4 marks)</b></p> <p>A clear application of their knowledge and understanding in comprehensive <b>explanation</b> of why campaigners should seek the support of elected representatives from local authorities <b>and</b> the national government.</p> <p><b>For 4 marks</b></p> <ul style="list-style-type: none"> <li>• demonstrates an excellent knowledge and understanding of the responsibilities of national <b>and</b> local representatives in relation to the road scheme</li> <li>• applies this with precision to the source material using <b>at least three</b> different points from the 'answer' column or elsewhere to explain why campaigners should seek the support of local <b>and</b> national elected representatives.</li> </ul> <p><b>For 3 marks</b></p> <ul style="list-style-type: none"> <li>• demonstrates a good knowledge and understanding the responsibilities of national <b>and</b> local representatives in relation to the road scheme</li> <li>• applies this to the source material using <b>at least two</b> points from the 'answer' column or elsewhere to explain why campaigners should seek the support of local <b>and</b> national elected representatives.</li> </ul>
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				<p><b>Level 1 (1–2 marks)</b> Some understanding of <b>why</b> campaigners should seek the support of elected representatives.</p> <p><b>For 2 marks</b></p> <ul style="list-style-type: none"> <li>• demonstrates a basic application of knowledge and understanding of the role of elected representatives with respect to the case-study.</li> <li>• applies this in a basic way to the case-study using <b>at least one</b> point from the ‘answer’ column or elsewhere to explain why the support of elected representatives is important.</li> </ul> <p><b>For 1 mark</b></p> <ul style="list-style-type: none"> <li>• Limited application of knowledge and understanding from their own studies or experience to make one limited but valid point.</li> </ul> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit. Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
<b>9</b>	<b>a</b>	<p>This item is designed to test candidates’ ability to apply their knowledge and understanding of citizenship to the case study of the local authority election.</p> <p>Candidates should be given credit for any two relevant actions a local councillor could take in relation to relevant concerns identified from Data Set A and Data Set B.</p>	<b>2</b>	<p>Use ✓ or ✕</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to <b>valid actions</b> (not concerns) wherever they appear in the response space. A maximum total of 2 marks can be awarded. Do not credit any repetition of points.</p>

	<p>Data Set A</p> <table><tr><th>Concerns</th><th>Possible actions</th></tr><tr><td>Anti-social behaviour Criminal damage Violence and sexual offences</td><td>Encourage greater police presence Install CCTV cameras Help initiate a neighbourhood watch scheme / encourage residents to report any incidents Ensure any damage is repaired quickly Encourage awareness raising in schools Provide more youth activities Encourage self-defence classes Appoint social workers to intervene where there are concerns about sexual violence.</td></tr></table> <p>Data Set B</p> <table><tr><th>Concerns</th><th>Possible actions</th></tr><tr><td>Higher than average numbers of working-age benefit claimants – especially men</td><td>Encourage employment-preparation schemes Attract businesses through business rate relief schemes, etc. Encourage regeneration through partnerships with</td></tr></table>	Concerns	Possible actions	Anti-social behaviour Criminal damage Violence and sexual offences	Encourage greater police presence Install CCTV cameras Help initiate a neighbourhood watch scheme / encourage residents to report any incidents Ensure any damage is repaired quickly Encourage awareness raising in schools Provide more youth activities Encourage self-defence classes Appoint social workers to intervene where there are concerns about sexual violence.	Concerns	Possible actions	Higher than average numbers of working-age benefit claimants – especially men	Encourage employment-preparation schemes Attract businesses through business rate relief schemes, etc. Encourage regeneration through partnerships with		
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Concerns	Possible actions										
Higher than average numbers of working-age benefit claimants – especially men	Encourage employment-preparation schemes Attract businesses through business rate relief schemes, etc. Encourage regeneration through partnerships with										

			business and support through the planning process.		
		Higher than average numbers of long-term sick and disabled people	Ensure transport services are available Target local health services on residents' particular needs Check housing provision Set up a community hub or similar Provide advice.		
<b>9</b>	<b>b</b>	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the local authority election case study (AO2).</p> <p>Candidates should use information from Fig. 9.1 and 9.2 to help them describe a process of researching other community issues that concern people in the area.</p> <p>Candidates should focus on describing the <u>process</u> of research rather than describing other possible community issues. A suitable process could include:</p> <ul style="list-style-type: none"> <li>consulting community representatives</li> <li>consulting public sector and voluntary workers with responsibility for the community</li> <li>consulting different groups of residents, including children, using an appropriate range of methods (accept different examples)</li> <li>targeting 'hard-to-reach' groups such as the long-term sick and disabled</li> </ul>		<b>4</b>	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗ A maximum total of 4 marks can be awarded.</p> <p><b>Level 2 (3–4 marks)</b> A clear application of their knowledge and understanding of research with appropriate application to this case.</p> <p><b>For 4 marks</b></p> <ul style="list-style-type: none"> <li>demonstrates an excellent knowledge and understanding of the process of research</li> <li>applies this with precision to this case using <b>at least three</b> points from the 'answer' column or elsewhere</li> <li>as a result, provides a comprehensive description of a suitable process for research in this case.</li> </ul> <p><b>For 3 marks</b></p> <ul style="list-style-type: none"> <li>demonstrates a good knowledge and understanding of the process of research</li> </ul>

			<ul style="list-style-type: none"> <li>• applies this to this case using <b>at least two</b> points from the 'answer' column or elsewhere</li> <li>• as a result, provides a satisfactory description of a suitable process for research in this case.</li> </ul> <p><b>Level 1 (1–2 marks)</b> Some understanding of the types of research appropriate to this case.</p> <p><b>For 2 marks</b></p> <ul style="list-style-type: none"> <li>• demonstrates basic knowledge and understanding of research</li> <li>• applies this to the case study using <b>at least one</b> point from the 'answer' column</li> <li>• as a result, provides a simple description of a research process appropriate in this case.</li> </ul> <p><b>For 1 mark</b></p> <ul style="list-style-type: none"> <li>• At least one limited point stated to demonstrate some knowledge of research.</li> </ul> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
<b>9</b>	<b>c</b>	<p>Credit must only be given for reasons why an independent candidate may find it more difficult to win an election than candidates from the main political parties.</p> <p>Relevant responses include but are not limited to:</p> <ul style="list-style-type: none"> <li>• voters may be uncertain about the candidate's policies</li> </ul>	<p><b>2</b></p> <p>Use ✓ or ✕</p> <p>Examiners must assess each of the points in turn. Each of the two points can be awarded a maximum of 1 mark.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>A maximum total of 2 marks can be awarded.</p> <p>Do not credit any repetition of points.</p>

		<ul style="list-style-type: none"> <li>• some voters may be deterred by the candidate's lack of experience serving as a councillor</li> <li>• the candidate may lack campaign funds</li> <li>• the candidate may lack experience of campaigning</li> <li>• the candidate has no party organisation to provide support and guidance.</li> </ul> <p>(All these points can be expressed in terms of advantages for a candidate representing a political party.)</p>		
<b>9</b>	<b>d</b>	<p>This item is designed to assess candidates' ability to apply their knowledge and understanding of citizenship actions to the local authority election case study (AO2).</p> <p>Candidates should describe how newly-elected councillors can retain people's support following an election. Relevant points include but are not limited to:</p> <ul style="list-style-type: none"> <li>• keeping promises</li> <li>• consulting the community over major issues</li> <li>• establishing good relationships with community leaders and community groups</li> <li>• being accessible</li> <li>• supporting residents with problems or queries</li> <li>• providing information regularly</li> <li>• using a variety of media for the above</li> </ul>	<b>4</b>	<p>Use annotations L1 and L2 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✗</p> <p>A maximum total of 4 marks can be awarded.</p> <p><b>Level 2 (3–4 marks)</b> A clear application of their knowledge and understanding to enable a comprehensive description of actions to ensure long-term support from the electorate.</p> <p><b>For 4 marks</b></p> <ul style="list-style-type: none"> <li>• demonstrates an excellent knowledge and understanding by describing measures for long-term support</li> <li>• applies this with precision to the case study using <b>at least three</b> points from the 'answer' column or elsewhere.</li> </ul> <p><b>For 3 marks</b></p> <ul style="list-style-type: none"> <li>• demonstrates a good knowledge and understanding by describing measures for long-term support</li> </ul>

			<ul style="list-style-type: none"> <li>applies this to the case study using <b>at least two</b> points from the 'answer' column or elsewhere.</li> </ul> <p><b>Level 1 (1–2 marks)</b> Some understanding of how to construct a long-term strategy to ensure continuing support from the electorate.</p> <p><b>For 2 marks</b></p> <ul style="list-style-type: none"> <li>demonstrates a basic knowledge and understanding by listing points appropriate for encouraging long-term support</li> <li>applies this to the case study using <b>at least one</b> point from the 'answer' column or elsewhere.</li> </ul> <p><b>For 1 mark</b></p> <ul style="list-style-type: none"> <li>at least one limited point stated to show how newly-elected councillors can remain popular.</li> </ul> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space. Do not credit any repetition of points.</p>
<b>10*</b>	<p>This item is designed to assess candidates' ability to apply knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>citizenship action from across the whole specification</li> <li>and citizenship action taken by other learners in their school or college.</li> </ul> <p>This item also enables examiners to reflect on:</p>	<b>12</b>	<p>Use annotations L1, L2, L3 and L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate. Do not use ✓ or ✕ A maximum total of 12 marks can be awarded. <b>No marks can be awarded for answers that are not related to the citizenship action undertaken.</b></p> <p><b>Level 4 (10–12 marks)</b></p>

	<ul style="list-style-type: none"> <li>• candidates' understanding of the purpose and importance of communication with their team members and with people outside the team</li> <li>• methods used by candidates in their own communication and how these could have been improved and extended (AO2).</li> </ul> <p>The response should include:</p> <ul style="list-style-type: none"> <li>• an explanation of the purposes of good communication</li> <li>• a description of the methods used to communicate within the team</li> <li>• a description of the methods used to communicate with people outside the team</li> <li>• using knowledge and understanding of citizenship studies, a description of how communication could have been more effective.</li> </ul>	<p>Excellent knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's account.</p> <p>Features must include:</p> <ul style="list-style-type: none"> <li>• excellent explanation of the purpose of communication <b>with team members</b> which should include comprehensive references to several of the following: <ul style="list-style-type: none"> <li>○ exchanging information</li> <li>○ setting and evaluating targets</li> <li>○ role allocation</li> <li>○ clarification / checking</li> <li>○ motivating / supporting team members</li> <li>○ establishing success criteria</li> <li>○ enabling each team member to understand the 'bigger picture'</li> <li>○ maintaining focus</li> <li>○ ensuring accountability</li> <li>○ responding to the unexpected</li> </ul> </li> <li>• an excellent, wide-ranging description of the purpose of communication with <b>people outside the team</b> which should include reference to at least two of two of: <ul style="list-style-type: none"> <li>○ engagement</li> <li>○ publicity</li> <li>○ advice and support</li> </ul> </li> <li>• an excellent description of how communication could have been improved: or extended, citing other examples of citizenship action with which the candidate is familiar which might include the features of good communication cited above</li> <li>• relevant examples used to validate points.</li> </ul> <p><b>Level 3 (7–9 marks)</b></p>
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			<p>Good knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's account.</p> <p>Features must include:</p> <ul style="list-style-type: none"> <li>• good explanation of the purpose of communication <b>with team members</b> which might include coherent references to at least three of the following: <ul style="list-style-type: none"> <li>○ exchanging information</li> <li>○ setting and evaluating targets</li> <li>○ role allocation</li> <li>○ clarification / checking</li> <li>○ motivating / supporting team members</li> <li>○ establishing success criteria</li> <li>○ enabling each team member to understand the 'bigger picture'</li> <li>○ maintaining focus</li> <li>○ ensuring accountability</li> <li>○ responding to the unexpected</li> </ul> </li> <li>• a good description of the purpose of communication with <b>people outside the team</b> which should include reference to at least two of two of: <ul style="list-style-type: none"> <li>○ engagement</li> <li>○ publicity</li> <li>○ advice and support</li> </ul> </li> <li>• a good description of how communication could have been improved or extended, citing other examples of citizenship action with which the candidate is familiar which might include the features of good communication cited above</li> <li>• mostly relevant examples used to validate points.</li> </ul> <p><b>Level 2 (4–6 marks)</b></p>
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			<p>Basic knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's account. Features must include:</p> <ul style="list-style-type: none"> <li>• a description of how they communicated, within <b>and</b> outside the group examples</li> <li>• description of other methods that could have been used</li> <li>• a basic application of knowledge and understanding to describe how communication could have been improved.</li> </ul> <p><b>Level 1 (1–3 marks)</b> Limited knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's account. Features must include</p> <ul style="list-style-type: none"> <li>• a limited description of communication within <b>or</b> outside the group.</li> <li>• a limited description of how this might have been improved.</li> </ul> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p> <p>Give credit to valid points wherever they appear in the response space.</p> <p>Do not credit any repetition of points.</p>
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