

**GCSE (9–1)**

*Sample SAM Taster Booklet*

# CITIZENSHIP STUDIES

J270

For first teaching in 2016



## GCSE (9–1)

**CITIZENSHIP STUDIES**

Our new GCSE (9–1) Citizenship Studies specification provides a dynamic, contemporary and exciting opportunity for students to engage with the world around them.

Our Sample Assessment Material (SAM) taster booklet introduces you to the style of assessment for our new qualification.

The booklet features the questions and mark schemes for the three assessments that make up this qualification. The complete set of sample assessment materials is available on the OCR website [www.ocr.org.uk/GCSE-Citizenship-Studies-J270-from-2016](http://www.ocr.org.uk/GCSE-Citizenship-Studies-J270-from-2016)

**SUBJECT SPECIALIST SUPPORT**

OCR Subject Specialists provide information and support to schools including specification and controlled assessment advice, updates on resource developments and a range of training opportunities.

You can contact our Citizenship Subject Specialists for specialist advice, guidance and support.

Meet the team at [ocr.org.uk/citizenship/meet-the-team](http://ocr.org.uk/citizenship/meet-the-team)

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**WHAT TO DO NEXT**

- Sign up for regular updates, including news of our autumn calendar of events: <http://www.ocr.org.uk/updates>
- Book onto a free GCSE reform training event to help you get to grips with the new qualification: <https://www.cpdhub.ocr.org.uk/>
- View our new range of resources that will grow throughout the lifetime of the specification: [www.ocr.org.uk/GCSE-Citizenship-Studies-J270-from-2016](http://www.ocr.org.uk/GCSE-Citizenship-Studies-J270-from-2016)



## J270/01 CITIZENSHIP IN PERSPECTIVE

Exam design: Component 01 is a new type of learner-friendly exam. Learners select their answers from a list of options but the paper's design is very different from a traditional multiple choice exam. The following questions target Assessment Objective (AO)1: 'Demonstrate knowledge and understanding of citizenship concepts, terms and issues'.

### QUESTION 5

Which row in the table best describes police and court roles in **civil law**?

	Police roles	Court roles
A	investigate offences	decide guilt or innocence
B	the police have no role	settle disputes
C	investigate offences	settle disputes
D	the police have no role	decide guilt or innocence

[1]

### QUESTION 40

Study the two statements below. Choose option A, B, C or D to show how well the statements relate to the case in Source 7.

**First statement** The UN Security Council is required to support an independence movement in a country where basic rights have been violated.

**Second statement** The Universal Declaration of Human Rights gives people the right to use all necessary means to achieve self-determination.

A	Both statements are true <b>and</b> the second statement is a correct explanation of the first.
B	Both statements are true <b>but</b> the second statement <b>is not</b> a correct explanation of the first.
C	The first statement is false but the second statement is true.
D	Both statements are false.

[1]

### MARK SCHEME FOR QUESTION 5 AND QUESTION 40

Question	Answer	Marks
5	B	1
40	D	1

## **J270/02** CITIZENSHIP IN ACTION

Exam design: Learners' own citizenship action is our major focus in Component 02.

Learners apply knowledge and understanding from their own citizenship action to different contexts and actions.

Learners also evaluate issues and debates from content across the whole theme 'Citizenship in action'. These evaluations are based on an analysis of accessible text-based and visual secondary source materials provided in the exam.

The paper contains questions that require written answers. Learners are given guidance about how best to structure their longer answers. Across all QPs where an asterisk appears in a rubric, learners are expected to write at length and quality of extended response will be assessed; the mark scheme reflects this accordingly. The following questions target AO2: 'Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions'.

### **QUESTION 10\***

Using your experience of taking Citizenship Action, explain how you attempted to achieve your aims and explain other methods you could have taken to achieve success.

Your response should include the following:

- a description of what your aims were and how your project set out to deliver a benefit or change for a particular community or wider society
- what you did to achieve your aims
- using your knowledge and understanding of citizenship studies, with examples, suggest other methods that could be used to achieve your aims.

You should draw upon your studies of citizenship action from across your whole Citizenship course and from examples in your own school or college.

**[12]**

## MARK SCHEME FOR QUESTION 10\*

Question	Answer	Marks	Guidance
10*	<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>to reflect on and how the candidate attempted to achieve their aims in the citizenship action and what they would do to further achieve them based on a knowledge and understanding of citizenship concepts, terms and issues. (AO2)</p> <p>The response should include:</p> <ul style="list-style-type: none"> <li>a description of what the aims were and how the project set out to deliver a benefit or change for a particular community or wider society</li> <li>what they did to achieve your aims</li> <li>using knowledge and understanding of citizenship studies, with examples, other methods that could have been used to achieve the projects aims.</li> </ul>	12	<p>Use annotations L1, L2, L3 and L4 and EG next to examples.</p> <p>Also use VG, IRR, NAQ and REP as appropriate.</p> <p>Do <u>not</u> use ✓ or ✗</p> <p>A maximum total of 12 marks can be awarded.</p> <p><b><u>No marks can be awarded for answers that are not related to the citizenship action undertaken.</u></b></p> <p><b>Level 4 (10–12 marks)</b></p> <p>Excellent knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's citizenship action.</p> <p>Features must include:</p> <ul style="list-style-type: none"> <li>clear description of their action's aims and of the intended benefit or change for a particular community or wider society</li> <li>excellent application of knowledge and understanding to explain how they attempted to achieve their stated aims.</li> <li>an excellent explanation of other methods that could have been used, drawn from at least two examples of citizenship action in their school or college, or from the specification, to achieve their aims.</li> <li>relevant examples used to validate points</li> </ul> <p><b>Level 3 (7–9 marks)</b></p> <p>Good knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's citizenship action.</p> <p>Features must include:</p> <ul style="list-style-type: none"> <li>clear description of their action's aims and of the intended benefit or change for a particular community or wider society</li> <li>good application of knowledge and understanding to explain how they attempted to achieve their stated aims.</li> <li>a good explanation of other methods that could have been used, drawn from at least two examples of citizenship action in their school or college, or from the specification, to achieve their aims.</li> <li>mostly relevant examples to validate points</li> </ul> <p><b>Level 2 (4–6 marks)</b></p> <p>Basic knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's citizenship action.</p> <p>Features must include:</p> <ul style="list-style-type: none"> <li>description of their action's aims</li> <li>a basic application of knowledge and understanding to explain how they attempted to achieve their stated aims.</li> <li>a basic explanation of at least one other method that could have been used from examples of citizenship action in their school or college, or from the specification, to achieve their aims.</li> </ul> <p><b>Level 1 (1–3 marks)</b></p> <p>Limited knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's citizenship action.</p> <p>Features must include</p> <ul style="list-style-type: none"> <li>description of their action's aim</li> <li>limited application of unattributed knowledge and understanding to explain how they attempted to achieve their stated aims</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>a limited description of at least one other method that could have been used to achieve their aims.</li> </ul> <p><b>Level 0 (0 marks)</b></p> <p>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>



## J270/03 OUR RIGHTS, OUR SOCIETY, OUR WORLD

Exam design: In Component 03, learners analyse and evaluate different viewpoints to refine and justify their own judgements on issues and debates connected to the whole theme. The paper also contains questions that require written answers. As with Component 02, learners receive guidance about the organisation of their essays. The following questions target AO3: 'Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.'

### QUESTION 2

Read the introduction below.

#### Defeating Ebola in Sierra Leone

In 2014 there was a crisis in West Africa. A deadly disease called Ebola was spreading quickly. This caused concern across the world. The UK government supported the government of Sierra Leone in its fight to tackle Ebola.

Study **Source 3** and answer the questions that follow.

- (a) Using Source 3, state one example of aid that will bring long-term advantages to Sierra Leone. [1]
- (b) State one risk that the UK Government would need to manage when planning the intervention shown in Source 3. [1]
- (c) State two reasons why the UK has a particular responsibility to help another Commonwealth country. [2]
- (d) State four different points that could be used in support of the viewpoint below:

'The United Kingdom should intervene in overseas crises and conflicts.'

[2]

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

'International non-governmental organisations (NGOs), such as Save the Children and Oxfam, are more effective than national governments at responding to crises caused by war, natural disasters and famine.'

[8]

#### Source 3

Department for International Development (DfID) poster showing the UK response to Ebola in Sierra Leone



## MARK SCHEME FOR QUESTION 2

Question	Answer	Marks	Guidance
<b>2 a</b>	One of: <ul style="list-style-type: none"> <li>• vaccination</li> <li>• staff training</li> <li>• treatment facilities.</li> </ul>	1	Use ✓ or ✗ The response must be a product of both Source 3 and reflect an understanding of the long term benefits of aid. Only allow one of these responses.
<b>2 b</b>	One of: <ul style="list-style-type: none"> <li>• reaction of Sierra Leone people</li> <li>• reaction of British people</li> <li>• adverse reaction from other governments</li> <li>• protection of troops and aid workers from disease</li> <li>• friction between troops, aid workers and locals</li> <li>• bad publicity – possibly linked to accident or incident</li> <li>• maintaining supplies</li> <li>• dipping morale</li> <li>• longer than expected campaign</li> <li>• managing expectations.</li> </ul>	1	Use ✓ or ✗ The response must be a product of both Source 3 and reflect an understanding of risk management.
<b>2 c</b>	Any two of the reasons why the UK has a particular responsibility to help other Commonwealth countries: <ul style="list-style-type: none"> <li>• Common heritage / history / former British colonies.</li> <li>• Queen as Head of State.</li> <li>• UK wealthier and Commonwealth countries have contributed to that wealth.</li> <li>• UK's international influence is supported by Commonwealth countries.</li> <li>• Common language or high incidence of English speaking.</li> <li>• Shared commitment to democracy.</li> <li>• Shared aspects of British culture.</li> <li>• Treaty commitment to mutual assistance.</li> <li>• History of joint projects.</li> </ul>	2	Use ✓ or ✗ Examiners must assess each of the reasons in turn. Each of the two reasons can be awarded a maximum of 1 mark. Give credit to valid reasons wherever they appear in the response space. A maximum total of 2 marks can be awarded. Do not credit any repetition of reasons. Do not credit 'help or support' or 'because it's a good thing' or similar given as a sole reason. In addition allow - Successful intervention of UK in Sierra Leone civil war.

CONTINUED

**MARK SCHEME FOR QUESTION 2 (CONTINUED)**

Question	Answer	Marks	Guidance
<b>2 d</b>	<p>Acceptable points that could be made to support the viewpoint that the UK should help or intervene in overseas crises or conflicts:</p> <ul style="list-style-type: none"> <li>Humanitarian reasons linked to a natural disaster or famine or health crisis. (Candidates can use the West African Ebola crisis in this context.)</li> <li>Humanitarian reasons linked to the protection of human rights or promoting peace including protecting civilians at risk of death, injury, persecution or 'ethnic cleansing'.</li> <li>Supporting allies or international treaty obligations of sovereign governments.</li> <li>Promoting democracy</li> <li>Promoting prosperity or self-reliance including through longer- term aid or educational programmes.</li> <li>Protecting or promoting UK political interests including defending the country against external threats through overseas intervention.</li> <li>Protecting or promoting UK economic interests including promoting trade.</li> <li>Diplomatic reasons where the UK uses its international role to mediate / help negotiate solutions.</li> <li>Combatting extremism.</li> <li>The UK Government has the strategic / logistical / military capability to intervene decisively.</li> <li>Examples of previous intervention that the candidate judges to be successful.</li> </ul>		<p>Use ✓ or ✗</p> <p>Examiners must assess each of the points in turn.</p> <p>Each of the four 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 4 marks can be awarded.</p> <p>Points must be different from one another and must support the viewpoint that 'The United Kingdom should intervene in overseas crises and conflicts'.</p> <p>Do not credit any repetition of points.</p> <p>Do not credit 'help or support' or 'because it's right' given as a sole reason.</p> <p>Acceptable examples of overseas crises and conflicts that learners might choose to use in their response include:</p> <ul style="list-style-type: none"> <li>Sierra Leone civil war</li> <li>Sierra Leone Ebola crisis</li> <li>support for Kosovo</li> <li>intervention in Iraq, Libya and Afghanistan</li> <li>support in Ukraine</li> <li>support in Baltic states</li> <li>navy patrols in the Arabian Gulf</li> <li>natural disasters in the Caribbean, Indian subcontinent and SE Asia</li> <li>overseas aid to support education, health, women's rights.</li> </ul>

CONTINUED



## MARK SCHEME FOR QUESTION 2 (CONTINUED)

Question	Answer	Marks	Guidance
2 e*	<p>This question is designed to assess the skills underpinning AO3.</p> <p>Credit should be given for effective written advocacy. Indicators include:</p> <ul style="list-style-type: none"> <li>• Focus on the argument throughout.</li> <li>• Valid selection of strong supportive points.</li> <li>• Valid selection of convincing examples.</li> <li>• Clarity and concision.</li> </ul> <p>Points in support of the case include:</p> <ul style="list-style-type: none"> <li>• Impartiality of NGOs. Possible example – <i>MSF insisting on an apology from US President for hospital bombing in Gaza</i></li> <li>• Clear aims linked to humanitarian values. Possible example – <i>UN groups embody UNDoHR</i></li> <li>• No 'baggage' linked potential alliances, trade deals, etc.</li> <li>• NGOs can act quickly – no democratic mandate needed</li> </ul> <p>Possible example – <i>UK Disasters Emergency Committee response to Syria</i></p> <ul style="list-style-type: none"> <li>• Trust in NGOs by donors, recipients and governments</li> <li>• NGOs' international credibility and profile. Possible example – <i>Oxfam part of an international confederation working in 90 countries</i></li> <li>• NGOs' expertise and experience</li> </ul> <p>Possible example – UK Government using Save the Children to deliver the Sierra Leone Ebola response.</p>		<p>Use annotation L1, L2, L3, L4 and EG next to examples. Also use VG, IRRL, NAQ and REP as appropriate.</p> <p>Do <u>not</u> use ✓ or ✗</p> <p><b>Level 4 (7–8 marks)</b></p> <p>An excellent response which is a clear, coherent and convincing case following a sustained line of reasoning and directly substantiating the proposition that, <i>'International non-governmental organisations such as Save the Children and Oxfam are more effective than national governments at responding to crises caused by war, natural disasters and famine.'</i></p> <p>Features must include:</p> <ul style="list-style-type: none"> <li>• an excellent line of reasoning which is easy to follow and maintained throughout</li> <li>• at least four convincing, accurate and relevant points to explain why non-governmental organisations can succeed when governments may fail and linked clearly to the case</li> <li>• valid use of examples to substantiate at least two of the points made</li> </ul> <p>Candidates may:</p> <ul style="list-style-type: none"> <li>• use further examples to substantiate more than two points</li> <li>• define 'effectiveness'</li> <li>• qualify their position by citing exceptions e.g. cases where government intervention can be better at providing strategic direction, co-ordination, logistic support or diplomatic / military pressure.</li> </ul> <p><b>Level 3 (5–6 marks)</b></p> <p>A good response which is a largely clear and coherent and convincing case directly supporting the proposition.</p> <p>Features must include:</p> <ul style="list-style-type: none"> <li>• a good line of reasoning throughout most of the case</li> <li>• at least three convincing, accurate and relevant points to explain why non-governmental organisations can succeed when governments may fail and linked to the case</li> <li>• valid use of examples to substantiate at least one of the points made.</li> </ul> <p>Candidates may:</p> <ul style="list-style-type: none"> <li>• develop one example in depth</li> <li>• introduce additional limited points that add some further weight to the case.</li> </ul>

CONTINUED

## MARK SCHEME FOR QUESTION 2 (CONTINUED)

Question	Answer	Marks	Guidance
2 e*			<p><b>Level 2 (3–4 marks)</b></p> <p>A basic response which makes the point that <i>'International non-governmental organisations such as Save the Children and Oxfam are more effective than national governments at responding to crises caused by war, natural disasters and famine.'</i></p> <p>Features must include:</p> <ul style="list-style-type: none"> <li>• a basic statement supporting the case</li> <li>• at least two relevant points to explain why non-governmental organisations can succeed when governments may fail but not necessarily linked to the case</li> <li>• valid use of at least one relevant example.</li> </ul> <p>Candidates may:</p> <ul style="list-style-type: none"> <li>• link their example to one of the points made.</li> </ul> <p><b>Level 1 (1–2 marks)</b></p> <p>A basic response which contains a relevant point <b>or</b> example linked to the proposition.</p> <p>Features must include:</p> <ul style="list-style-type: none"> <li>• at least one relevant point or example to explain why non-governmental organisations can succeed when governments may fail</li> </ul> <p>Candidates may:</p> <ul style="list-style-type: none"> <li>• use further limited points of tangential relevance</li> <li>• use a further limited example</li> </ul> <p><b>Level 0 (0 marks)</b></p> <p>No response or no response worthy of credit.</p>

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