

**Modified Enlarged 24pt**  
**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**Tuesday 14 June 2022 – Afternoon**

**GCSE (9–1) Citizenship Studies**

**J270/02 Citizenship in action**

**Time allowed: 1 hour 45 minutes**  
**plus your additional time allowance**

**YOU MUST HAVE:**  
**Resource Booklet**

**Please write clearly in black ink.**

**Centre number**

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**Candidate number**

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**First name(s)** \_\_\_\_\_

**Last name** \_\_\_\_\_

**READ INSTRUCTIONS OVERLEAF**



# **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 (\*).**

# **ADVICE**

**Read each question carefully before you start your answer.**

## **SECTION A**

**Answer ALL the questions.**

**You should spend approximately  
20 minutes plus your additional time  
allowance on this section.**

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

## **FIG. 1**

**Devolve more power and money to local government**

**People want their communities and families to be healthier, happier and safer. Local authorities (councils) provide important services for local people and can make changes locally to solve some of the country's biggest problems.**

**Councils are the only ones who can lead this change. Central government will never be able to deliver the changes needed at a local level – that is the role of councils.**

**However, local government's ability to make important choices is being reduced through the centralisation of power by the national government. This has led to cuts in resources for councils.**

**Extract adapted from 'Councils Can' by the Local Government Association, 2019**

**(a) State THREE services local authorities in England and Wales provide for local people. [3]**

**1** \_\_\_\_\_

**2** \_\_\_\_\_

**3** \_\_\_\_\_

**(b) State ONE source of local authority funding.**

\_\_\_\_\_ **[1]**

**(c) State TWO public services that it may be better to provide centrally.**

**1** \_\_\_\_\_

**2** \_\_\_\_\_

**[2]**

[illegible]

## **2 Study FIG. 2 and answer questions 2(a)–2(e).**

### **FIG. 2**

**Should there be such a thing as human rights?**

**Professor Stephen Emmott thinks that there should be ‘no such thing as human rights’. He is worried that the increasing world population will lead to more environmental destruction, more global pandemics and a loss of wildlife. Emmott says that, by concentrating on the rights of individuals, it becomes ‘impossible to say that people should have fewer children’.**

**Emmott states that there should be a ‘charter of human responsibilities’. The charter should set out our responsibilities or duties to each other and to other species we share the planet with.**

**(a) State TWO responsibilities or duties that Professor Emmott might include in the ‘charter of human responsibilities’ (FIG. 2).**

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**[2]**

**(b) State TWO reasons for laws that promote and protect human rights.**

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**[2]**



**(c) State ONE United Kingdom (UK) pressure group that is likely to agree with Professor Emmott.**

\_\_\_\_\_ **[1]**

**(d) State ONE United Kingdom (UK) political party that is likely to disagree with Professor Emmott.**

\_\_\_\_\_ **[1]**

[illegible]

**3 (a) State ONE legal jurisdiction in the UK.**

\_\_\_\_\_ **[1]**

**(b) State TWO reasons why senior judges are NOT appointed by the UK Government.**

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**[2]**

**(c) State TWO ways that criminal law is different from civil law.**

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**[2]**

#### **4 Study FIG. 4 and answer questions 4(a) and 4(b).**

### **FIG. 4**

#### **Government and politics in Northland\***

**Northland has a Head of State who inherited his position from his mother. Another member of the family will take over once the current Head of State dies. This royal family do their best not to take sides in politics.**

**Northland has a bicameral Parliament. Members of the 'lower house' are elected by those citizens who are over the age of eighteen. Elections are held at least every five years and voting is by secret ballot. Elections for the 'lower house' use a 'first-past-the-post' system. Some members of the 'upper house' inherit their position but the majority are nominated by the 'lower house's' political leaders.**

**Northland has several political parties. The one with the most seats**

**in the ‘lower house’ usually forms a government. To pass a new law, the government must win the support of most members of the ‘lower house’. The ‘upper house’ debates new laws and suggests ways in which these laws might be improved.**

**Northland has few referendums. Local communities are run by elected councils, but their powers have been reduced over the years.**

**The government does not select judges but has recently been appointing civil servants who support its policies. Northland’s media is independent.**

**\*Northland is not a real country**

**(a) State the type of government described in Northland (FIG. 4).**

**\_\_\_\_\_ [1]**

**(b) Describe how Northland could be made more democratic. Support your answer with examples from systems of government in real countries. [4]**

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## **SECTION B**

**Answer ALL the questions.**

**You should spend approximately 30 minutes plus your additional time allowance on this section.**

**5 Study FIGS 5.1 and 5.2 in the Resource Booklet and answer questions 5(a)–5(e).**

**(a) Using evidence from FIG. 5.1, state ONE reason why the government might be pleased with the police and youth justice system’s 2018/19 performance.**

\_\_\_\_\_ **[1]**

**(b) State ONE piece of evidence from FIG. 5.1 or FIG. 5.2 that could be used to criticise or condemn the police and youth justice system’s performance.**

\_\_\_\_\_ **[1]**

**(c) Using evidence from FIGS 5.1 and 5.2, state TWO actions the government might take to reduce youth crime.**

**1** \_\_\_\_\_

**2** \_\_\_\_\_

**[2]**





**(e)\*Use information from FIGS 5.1 and 5.2 and information from your studies to evaluate the following viewpoint:**

**‘Youth crime is increasing. The youth justice system just makes things worse by labelling young offenders as criminals. More must be done to help young people understand their responsibilities to the community.’**

**You should consider:**

**how far youth crime is increasing**  
**how the youth justice system works**  
**how young people could be better integrated into their communities. [8]**

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[illegible]

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**6 Study TABLE 6 and FIG. 6.1 in the Resource Booklet and answer questions 6(a) and 6(b).**

**(a) Explain why the UK government collect and study the type of information shown in TABLE 6.**

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[4]

**(b) State ONE way that each decision-maker listed below could help solve the problem shown in FIG. 6.1. [4]**

**1 Employers:**

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**2 School leaders:**

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**3 University leaders:**

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**4 Government or local authority leaders:**

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## **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:**

**‘The United Kingdom is governed by an elite of rich and powerful people. The elite say that everyone has equal rights and opportunities, but this is a lie.’**

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

**rights, the law and the legal system**

**opportunities and equalities in the UK**

**democracy and government in the UK. [12]**



[illegible]

[illegible]

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## **SECTION D**

**Answer ALL the questions.**

**You should spend approximately 40 minutes plus your additional time allowance on this section.**

- 8 Study FIG. 8 in the Resource Booklet and answer questions 8(a)–8(c).**

**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) State TWO reasons why Marcus Rashford's campaign has had widespread support.**

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**[2]**

**(b) State TWO reasons why Rashford needed support from MPs.**

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**[2]**

[illegible]

**9 Use information from FIG. 9 in the Resource Booklet, your knowledge of the whole citizenship course and your experience of citizenship action to answer questions 9(a)–9(d).**

**(a) State TWO ways in which you could encourage other students to support their local food bank.**

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**[2]**

**(b) State TWO reasons why you should ask the manager of the local food bank for their advice and support before planning your action.**

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**[2]**

**(c) State TWO examples of elected representatives OR community leaders whose support might be useful.**

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**[2]**



**(d) Describe how you would engage ALL sections of the community when asking for donations of food or money. [4]**

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**(e) State TWO actions your team should take to stay safe.**

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**[2]**

**(f) State TWO actions your team should take to respect people's privacy.**

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**[2]**

**10\* Using your own experience of citizenship action, describe what you achieved and how you overcame any difficulties.**

**Your response should:**

**describe your achievements as part of your own citizenship action**

**describe how you overcame any difficulties**

**evaluate your action to show how outcomes could have been improved.**

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

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[illegible]

[illegible]

[illegible]

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**END OF QUESTION PAPER**

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