OCR
Oxford Cambridge and RSA

Friday 26 November 2021 – Afternoon

GCSE (9–1) Citizenship Studies

J270/02 Citizenship in action

Time allowed: 1 hour 45 minutes

No extra materials are needed.

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

Centre number | | | | | | Candidate number | | | | |

First name(s) _____

Last name _____

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

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

ADVICE
- Read each question carefully before you start your answer.

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SECTION A

Answer **all** the questions.

You should spend approximately 20 minutes on this section.

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

Professor wins case against Oxford University

In 2011 Oxford University decided that it would dismiss teaching staff at the age of 67. Professor Paul Ewart, now aged 73, spent £30 000 in legal fees to challenge the university's decision. He won and the university had to pay him at least £150 000 to make up for his lost pay. It was decided that Professor Ewart was a victim of unlawful age discrimination and that he had been unfairly dismissed.

Fig. 1

(a) State **one** reason why the police were **not** involved in the case described in **Fig. 1**.

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..... **[1]**

(b) State **three other** forms of illegal discrimination in England and Wales.

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[3]

(c) State **two** examples of individuals or organisations that Professor Ewart could have asked for support in the case described in **Fig. 1**.

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2 .....

[2]

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(d) Explain why it is important for the government to protect rights and equalities.

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

Prime Minister plans greater control over senior civil servants

When Boris Johnson became prime minister in 2019, he promised that senior civil servants would be expected to put the government's plans into action without delay. Civil servants would risk losing their jobs if they obstructed the government's ideas or failed to put its plans into action. Existing civil servants would take exams to make sure they had the specialist knowledge to make the right decisions.

Opposition politicians were concerned that the Prime Minister's plans went against the principle that senior civil servants should not take sides politically. They reminded him that civil servants work for the Crown, not parliament or its political parties.

Fig. 2

(a) State **two** actions a prime minister should take before making the changes described in **Fig. 2**.

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[2]

(b) State **two** reasons against civil servants taking sides politically.

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(c) Explain why the Prime Minister's plans in **Fig. 2** can be said to be 'good for democracy'.

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(d) State **two** reasons why government ministers usually agree with their prime minister.

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3 **(a)** State **one** type of criminal court in England and Wales.

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(b) State **two** reasons why crime rates increase.

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[2]

(c) State **two** ways that youth courts are different from adult courts.

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[2]

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4 Study **Fig. 4** and answer questions **4(a)** and **4(b)**.

Government and politics in Satunia*

Satunia's citizens have the right to vote from the age of 18. They vote using a secret ballot.

Citizens elect representatives to serve on community councils. Most candidates are members of Satunia's main political party or support its policies. Community councils choose representatives to serve in higher levels of government.

Satunia's president is not elected by public vote. He or she is a leading member of the main political party. A small number of senior party members support the president as part of an executive. The executive is accountable to the 3000-member National People's Parliament. The parliament's representatives are not directly elected.

The government selects judges and controls the news media. The government tightly controls any minority groups that it sees as a threat. Satunia's leaders fear chaos if citizens try to oppose the government. Such opposition is not tolerated.

***Satunia is not a real country.**

Fig. 4

(a) State the type of government described in Satunia.

..... **[1]**

(b) Explain why human rights may be at risk in Satunia. Support your answer with examples from other types of government.

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SECTION B

Answer **all** the questions.

You should spend approximately 30 minutes on this section.

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

2019 United Kingdom (UK) general election result (67% of the electorate voted)			
	Members of Parliament (MPs) (2017 totals in brackets)	**Votes for each party in the 2019 election (thousands)**	**Votes for each party as a proportion of the total votes in the 2019 election (%)**
Conservative Party	365 (318)	13941	43.6
Labour Party	202 (262)	10292	32.2
Scottish National Party*	48 (35)	1242	3.9
Liberal Democrats	11 (12)	3675	11.5
Sinn Féin **	11 (7)	181	0.6
Democratic Unionist Party (DUP) **	8 (10)	244	0.8
Plaid Cymru ***	4 (4)	153	0.5
Social Democratic and Labour Party (SDLP) **	2 (0)	118	0.4
Green Party	1 (1)	864	2.7
Alliance Party **	1 (0)	134	0.4
Brexit Party	0 (0)	642	2.0
United Kingdom Independence Party (UKIP)	0 (0)	22	0.1

Key: * Candidates stood only in Scotland and campaigned for Scottish independence
** Candidates for these parties stood only in Northern Ireland
*** Candidates stood only in Wales and campaigned for Welsh independence

Table 5

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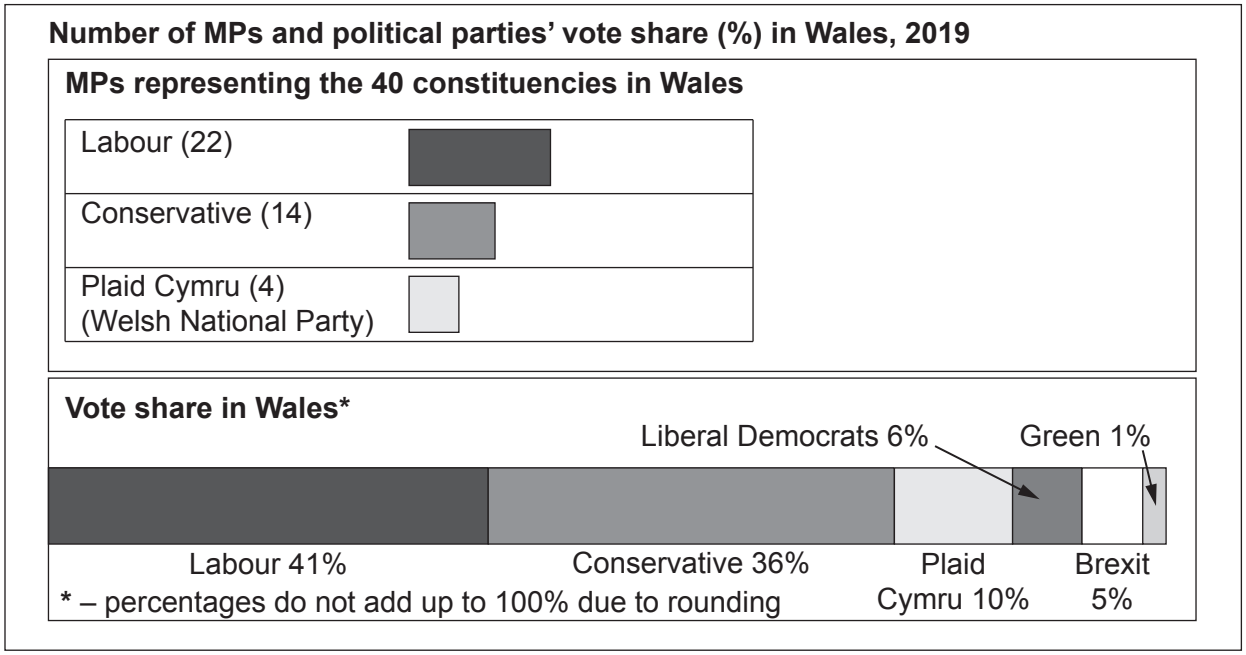

Fig. 5.1

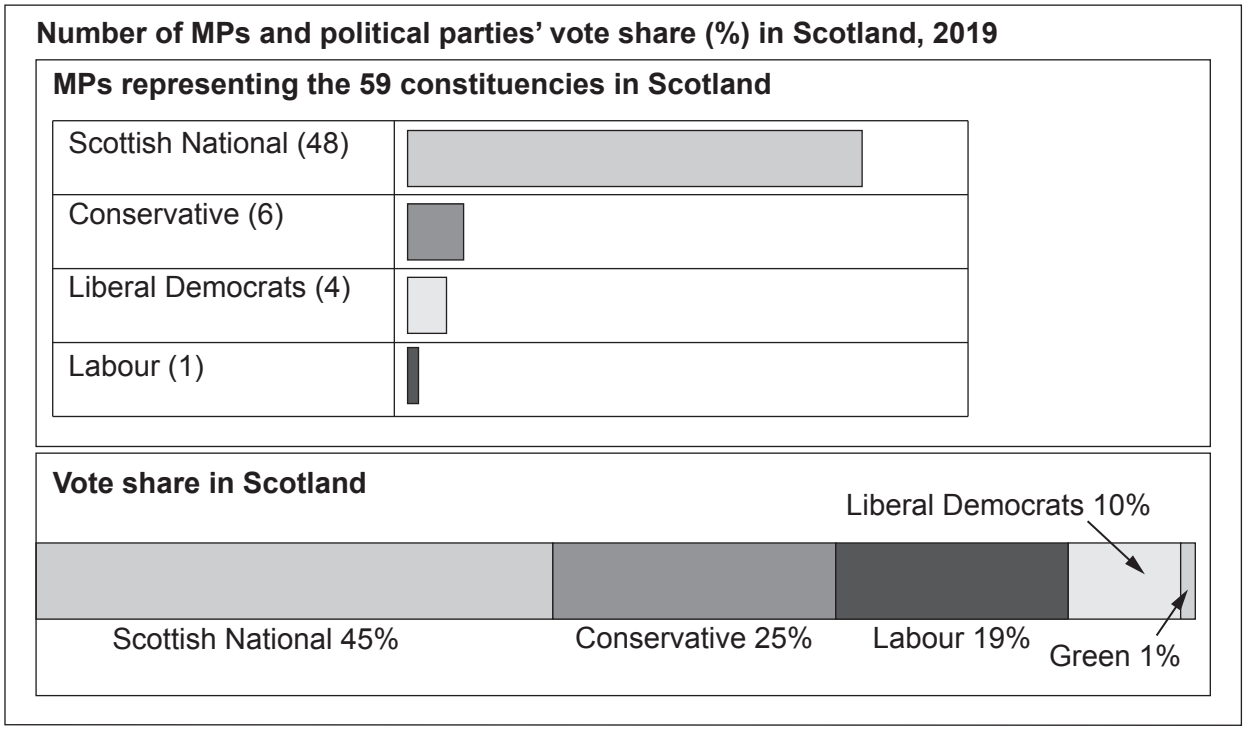

Fig. 5.2

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(a) Use evidence from **Table 5** to state **one** reason why the Conservative Party should be able to keep the promises made to voters during the 2019 election campaign.

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..... **[1]**

(b) State **one** piece of evidence from **Table 5** to show that voters saw the 2019 election as a contest between the Conservative Party and the Labour Party.

..... **[1]**

(c) Use evidence from **Table 5**, **Fig. 5.1** and **Fig. 5.2** to state **two** political parties that would be very pleased with their performance in the 2019 general election.

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2 .....

[2]

(d) Use evidence from **Fig. 5.1** and **Fig. 5.2** to explain whether Wales and Scotland should now become independent nations.

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(e)* Use information from **Table 5**, **Fig. 5.1** and **Fig. 5.2** to evaluate the following viewpoint:

> 'The electoral system used for UK general elections is very fair. Citizens get a government that most of them support and political parties can have few complaints.'

You should consider:

- how the electoral system works in a UK general election
- whether or not the results give people a government they want
- whether changes to the system could make it more democratic. **[8]**

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6 Study **Fig. 6.1** and answer question **6(a)**.

Are the 650 MPs representative of the UK population?

Background features	Proportion of MPs in the House of Commons, 2017 (%)	Proportion of MPs in the House of Commons, 2019 (%)	Proportion of the UK population (%)
Female	32	34	51
Aged 18–30	2	3	17
Black, Asian and minority ethnic (BAME)	8	10	14
Lesbian, gay, bisexual, transgender and queer (LGBTQ)	7	7	2
Educated at an independent school	29	29	7
University graduates	82	88	42
Studied at Oxford or Cambridge universities	29	21	1

Profession and class

For the last 40 years, at least 10% of MPs from the three main parties have been barristers or solicitors (0.22% of the UK population are solicitors). The percentage of MPs that have been publishers or journalists has never fallen below 6% (less than 1% of the population are journalists).

Over the same period, the percentage of MPs who were manual workers, such as miners, has decreased steadily from 15.8% 35 years ago to just 4% today. According to opinion polls, most people want fewer lawyers and journalists as MPs and more doctors, scientists, factory workers, economists and teachers.

Fig. 6.1

(a) Explain why the information in **Fig. 6.1** might affect the views of different UK citizens about how well represented they are in the House of Commons. **[4]**

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Study **Fig. 6.2** and answer question **6(b)**.

Women MPs abused

Conservatives Nicky Morgan, Caroline Spelman and former Conservative Heidi Allen are among the 18 women to announce that they won't be standing again in the 2019 election. All three mentioned their experience of online abuse as a significant reason for their decision. I examined the Twitter feeds of all UK women MPs over an 11-day period. An overwhelming majority of the tweets were misogynistic and included obscene and sexist language.

All the tweets contained foul language, much of it extreme. Words such as 'clueless', 'stupid' and 'thick' appeared more than 150 times. There were 290 tweets criticising an MP's looks, including calling senior women MPs 'ugly' or 'old hags'.

Anna Soubry MP being confronted by protesters outside parliament, January 2019

Interview with Peter Kyle MP

Beside personal attacks for his Brexit position, Kyle has received homophobic abuse. 'Abuse is driving people out of politics, it's preventing people coming into politics and it's going to harm our ability to get out of the hole our politics has got into.

You're going to need people who are sensitive and empathetic to bring people back together again, yet they're the people who are being driven out.'

Fig. 6.2

(b) State **four** actions the government or parliament should take in response to the information shown in **Fig. 6.2**.

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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:

> 'If UK citizens want to 'make a difference', they should contribute to their local communities. Participating in national politics and worrying about global issues is largely a waste of time.'

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

- citizenship participation in the UK
- rights, the law and the legal system
- democracy and government in the UK. **[12]**

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SECTION D

Answer **all** the questions.

You should spend approximately 40 minutes on this section.

8 Study **Fig. 8.1** and **Fig. 8.2** and answer questions **8(a)–8(c)**.

Organisations, groups and individuals can use a range of methods and approaches to address citizenship issues in society. Study the different approaches below.

Craftivist Collective

'If we want a world that is beautiful, kind and fair shouldn't our activism be beautiful, kind and fair?'

The 'Craftivist Collective' is more than an alternative use for craft. Our gentle protest approach aims to change the world with deliberate, thoughtful actions that provoke reflection and respectful conversation instead of aggression and division.

Craftivism is for everyone from skilled crafters to burnt-out activists and those who want to challenge injustice but don't know what to do, where to start or how to prioritise their time.

Campaign – Don't Blow It

Sneak a message under the nose of someone who could seriously influence positive change and help them to do so.

Your local politician probably gets dozens, if not hundreds, of letters and emails urging them to consider all sorts of important issues.

But how often do they get given a hand-stitched hanky acknowledging that their job is difficult and encouraging them not to 'blow it' and how often do they use their power to create long-lasting, positive change? Probably not very often!

Campaign – Fair Fares

Here is our bunting with craftivists standing outside the entrance of a national government transport meeting waiting to meet the Transport Minister.

He was very moved by the time everyone had taken to make a separate train carriage to represent their petition.

He expected to be given the bunting, but we said we will be using it as part of this ongoing campaign across the UK at different events and train stations (which made him look worried).

Fig. 8.1

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Extinction Rebellion

Act Now

We are unprepared for the danger our future holds. We face floods, wildfires, extreme weather, crop failure, mass displacement and the breakdown of society.
The time for denial is over. It is time to act.

Conventional approaches of voting, lobbying, petitions and protest have failed because powerful political and economic interests prevent change. Our strategy is therefore one of non-violent, disruptive civil disobedience – a rebellion.

Historical evidence shows that we need the involvement of 3.5% of the population to succeed – in the UK that's about 2 million people.

An Extinction Rebellion workshop on Waterloo Bridge, London, 2019

Protesters blocking the road outside London City Airport, London, 2019

London Protest, October 2019

7th October
Protests begin.
Bridges and roads blocked in Central London.

Police brought from as far away as Scotland to control protesters.

10th October
London City Airport closed as protester glues himself to a plane.

15th October
Police attempt to clear protesters from Central London.
Window broken at Department for Transport.
1700 people have been arrested.

17th October
Protesters target the London Underground. Protester climbs on top of a carriage at Canning Town Station but passengers pull him down.

Fig. 8.2

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Use the information in **Fig. 8.1** and **Fig. 8.2**, your knowledge of the whole citizenship course and your experience of citizenship action to help you answer questions **8(a)–8(c)**.

(a) State **four** reasons why Craftivism **(Fig. 8.1)** might attract people not able or willing to join an Extinction Rebellion protest **(Fig. 8.2)**.

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(b) State **two** reasons why Craftivism's campaigns have been successful.

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(c) Explain how far Extinction Rebellion's campaign methods can be justified.

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

Bringing your local bandstand back into use

The bandstand now

The seafront bandstand is 100 years old. It belongs to the local authority. Sadly, it is in poor condition as the local authority has not had the money to restore it. Some local people do not respect the bandstand and have caused damage – mainly at night.

Although the roof is sound, the wooden sides need to be repaired and some panels must be replaced. Windows also need to be removed and new ones fitted. Finally, old paint will have to be removed and the whole structure needs repainting. The work will cost £14 000.

Bandstand viewed from the beach

The photograph shows:

- the sagging wood below the roof
- the scratched windows.

New opening windows could be fitted. This would make it easier to hear music.

The photograph shows:

- a café close to the bandstand
- plenty of parking nearby.

The seafront walk is part of the UK's National Cycle Network.

On fine days the seafront walk is packed with people.

Bandstand and seafront walk

Your plans

You want to use the bandstand as a performance place for young musicians and as a central point to advertise town events. If you pay half the restoration costs, the local authority will let you run the bandstand for five years.

You and a group of friends decide you may like to go ahead.

Fig. 9

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(a) State **two** questions you should ask the local authority before agreeing to its proposal.

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2 .....

..... **[2]**

(b) State **two** reasons why you should ask the local police for advice and support.

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(c) Describe how you would engage all sections of the community in fundraising for the bandstand.

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(d) State **four** actions your team should take to make the bandstand a long-term success.

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[4]

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10* Using your own experience of citizenship action, explain why good research and consultation are both important.

Your response should:

- describe how you researched and consulted as part of your own citizenship action
- describe the methods you used and explain which ones worked best
- evaluate your research and consultation to show how they could have been improved or extended.

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

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END OF QUESTION PAPER

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