



**GCSE
CITIZENSHIP STUDIES
8100/1**

Paper 1

Mark scheme

June 2020

Version: 1.0 Final mark scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A – Active citizenship

Qu	Part	Marking guidance	Total marks
01	1	<p>Which one of these is a charity?</p> <p>Correct answer – A</p> <p>AO1 = 1</p>	1
01	2	<p>Identify one reason why people do voluntary work.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • to support disadvantaged groups • to improve their communities • to gain work or life skills • to use their skills for the good of others. <p>Award a mark for any other relevant answer.</p> <p>AO1 = 1</p>	1
01	3	<p>Explain one way a political party carries out its role.</p> <p>Award 1 mark for identifying a valid way and 1 mark for developing an explanation.</p> <p>Ways might include:</p> <ul style="list-style-type: none"> • campaigning • standing in elections • providing information to voters • choosing candidates for election • working together to form a government if elected. <p>Example answer:</p> <p>A political party campaigns (1) to try and get people to vote for it. (1)</p> <p>Award marks for any other relevant response.</p> <p>AO1=2</p>	2

01	4	<p>Explain one difference between political parties and trade unions.</p> <p>Award 1 mark for identifying a difference and 1 mark for developing an explanation.</p> <p>Example answers may include:</p> <p>A Trade Union represents workers in employment (1) whereas a political party represents voters/members. (1)</p> <p>A political party is a group which aims to be elected (1) whereas a Trade Union is an organisation which tries to protect its members. (1)</p> <p>Award marks for any other relevant response.</p> <p>AO1=2</p>	2
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01	5	<p>Identify two ways that joining a demonstration could help a cause that you support.</p> <p>Award 1 mark for each appropriate way identified. (x2)</p> <p>Ways might include:</p> <ul style="list-style-type: none"> • it generates publicity for the cause • it brings people together to try to bring about change • it enables citizens to voice their opinion • it can put pressure on those with power. <p>Award marks for any other relevant response.</p> <p>AO1 = 2</p>	2
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01	6	<p>Examine ways UK citizens can bring about change to improve the situation of people who lack access to essential personal hygiene items.</p> <p>In your response you should refer to Source A and examples from your own knowledge.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">7-8</td> <td> Well-chosen evidence is selected from Source A and own examples. Demonstrates excellent, relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments which are well developed and analysed. The arguments lead to a coherent conclusion. </td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5-6</td> <td> Appropriate evidence is selected from Source A and from own examples. Demonstrates good, mostly relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments but these arguments are not always completely developed or analysed. Conclusions drawn from the arguments may not be completely coherent. </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3-4</td> <td> Some evidence is selected from Source A and from own examples. Demonstrates some, occasionally relevant application of knowledge and understanding of citizenship actions. Weak arguments are made which are not necessarily related to the evidence selected. Some attempt is made to integrate the arguments into concluding remarks. </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1-2</td> <td> Basic application of knowledge and understanding to the citizenship actions discussed in Source A. Little or no attempt is made to analyse the evidence presented or to provide own examples. Little or no attempt is made to integrate the points made. </td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p>Indicative content:</p> <p>AO2/AO3</p> <p>The account will relate to the source with ways citizens can bring about change such as:</p> <ul style="list-style-type: none"> • ask/petition local authorities to provide more funding to ensure access to hygiene products • vote for politicians who are committed to address this issue effectively 	Level	Marks	Descriptor	4	7-8	Well-chosen evidence is selected from Source A and own examples. Demonstrates excellent, relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments which are well developed and analysed. The arguments lead to a coherent conclusion.	3	5-6	Appropriate evidence is selected from Source A and from own examples. Demonstrates good, mostly relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments but these arguments are not always completely developed or analysed. Conclusions drawn from the arguments may not be completely coherent.	2	3-4	Some evidence is selected from Source A and from own examples. Demonstrates some, occasionally relevant application of knowledge and understanding of citizenship actions. Weak arguments are made which are not necessarily related to the evidence selected. Some attempt is made to integrate the arguments into concluding remarks.	1	1-2	Basic application of knowledge and understanding to the citizenship actions discussed in Source A . Little or no attempt is made to analyse the evidence presented or to provide own examples. Little or no attempt is made to integrate the points made.	0	0	Nothing to credit.	8
Level	Marks	Descriptor																			
4	7-8	Well-chosen evidence is selected from Source A and own examples. Demonstrates excellent, relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments which are well developed and analysed. The arguments lead to a coherent conclusion.																			
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	<ul style="list-style-type: none"> • write to MPs to support policy change, eg in order to bring the issue to the attention of the MP • donate relevant products – encourage giving, eg foodbanks/beauty banks • support local charities, eg volunteering • encourage peer support networks in schools, eg particularly amongst vulnerable groups • petition to get the topic included in Personal, Social and Health Education (PSHE) lessons to aid destigmatising the issue • each of the points made will incorporate the use of suitable examples. <p>For example:</p> <p>Source A shows the extent of hygiene poverty and the sorts of people most affected by it. UK citizens can bring about change in a number of different ways including voting for politicians and donating relevant products. As well as this, citizens can use social media to give as much information about hygiene poverty as there is for food and fuel poverty. Schools could provide hygiene products, washing clothes facilities, showers and sanitary products. Citizens could also volunteer to help with/donate to charities which provide help to rough sleepers.</p> <p>AO2 = 4 AO3 = 4</p>	
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02	1	<p>Explain one reason why it was important to have sources of information which you could trust.</p> <p>Award 1 mark for identifying a reason and 1 mark for developing an explanation.</p> <p>Example answers:</p> <p>Finding trustworthy sources of information was important because it enabled me to accurately identify the extent of the problem (1) and to be able to use reliable statistics/evidence in my conclusions. (1)</p> <p>When fake news is so widespread (1) it is very important to have accurate and reliable information which can be trusted. (1)</p> <p>AO1=2</p>	2
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02	2	<p>Discuss which part of your citizenship action was the least successful and why.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: left;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3-4</td> <td>Good application of knowledge and understanding of concepts and issues. Response clear and relevant to the concepts and issues surrounding the citizenship action.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1-2</td> <td>Basic application of knowledge and understanding of concepts and issues. Response muddled and lacking relevance to the concepts and issues surrounding the citizenship action.</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit</td> </tr> </tbody> </table> <p>Indicative content</p> <p>The response will contain the following elements:</p> <ul style="list-style-type: none"> • a clear choice is made as to an element of the citizenship action that was least successful • this may relate to the nature of the research, the methodology employed, the results of the research, the planning of the action, the taking of the action or reflections about the task • the choice is supported by evidence to justify why that choice was made. <p>AO2= 4</p>	Level	Marks	Descriptor	2	3-4	Good application of knowledge and understanding of concepts and issues. Response clear and relevant to the concepts and issues surrounding the citizenship action.	1	1-2	Basic application of knowledge and understanding of concepts and issues. Response muddled and lacking relevance to the concepts and issues surrounding the citizenship action.	0	0	Nothing to credit	4
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02	3	<p>Analyse your choice of sources in the planning stage of your citizenship action.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5-6</td> <td>Comprehensive evaluation of the choice of sources in the planning stage. Arguments regarding the choice of sources chosen are developed, justified, analysed and evaluated. The arguments are generally coherent.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3-4</td> <td>Basic attempt to report and organise the account of the choice of sources in the planning stage. Some attempts are made to analyse and evaluate the choice of sources in the planning stage, but the arguments are not fully justified and developed. The arguments are not always coherent.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1-2</td> <td>Little or no attempt to report or organise the evaluation of the choice of sources in the planning stage. There is little or no analysis and evaluation of the choice of sources in the planning stage. There is little or no coherence in what is written.</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p>AO1</p> <p>The response will identify and discuss the choice of sources, in the planning stage of the citizenship action, as part of the overall citizenship investigation.</p> <p>This discussion may include:</p> <ul style="list-style-type: none"> • a detailed description of the choice of sources • an attempt to consider the process by which these sources were chosen. <p>AO3</p> <p>This account should relate to the following:</p> <ul style="list-style-type: none"> • how the chosen sources would help achieve the desired outcome for the citizenship action • some discussion of the strengths of the chosen sources • some discussion of the weaknesses of the sources and how these could be offset • some attempt to make an overall judgement regarding the selection of the chosen sources. <p>AO1 = 2 AO3 = 4</p>	Level	Marks	Descriptor	3	5-6	Comprehensive evaluation of the choice of sources in the planning stage. Arguments regarding the choice of sources chosen are developed, justified, analysed and evaluated. The arguments are generally coherent.	2	3-4	Basic attempt to report and organise the account of the choice of sources in the planning stage. Some attempts are made to analyse and evaluate the choice of sources in the planning stage, but the arguments are not fully justified and developed. The arguments are not always coherent.	1	1-2	Little or no attempt to report or organise the evaluation of the choice of sources in the planning stage. There is little or no analysis and evaluation of the choice of sources in the planning stage. There is little or no coherence in what is written.	0	0	Nothing to credit.	6
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02	4	<p>Analyse the ways your active citizenship investigation achieved what you intended.</p> <p>Your answer should refer to:</p> <ul style="list-style-type: none"> • what you wanted to achieve • your findings – you may include any statistics you used if you wish • ways you communicated your findings to your audience • ways you used your findings to identify and deliver key messages. <table border="1" data-bbox="320 680 1227 2002"> <thead> <tr> <th data-bbox="320 680 440 719">Level</th> <th data-bbox="440 680 560 719">Marks</th> <th data-bbox="560 680 1227 719">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 719 440 1021">4</td> <td data-bbox="440 719 560 1021">10-12</td> <td data-bbox="560 719 1227 1021"> Clear and precise analysis, supported by well-chosen evidence from the candidate's investigation, demonstrate excellent, relevant application of knowledge and understanding of the citizenship actions. Analysis is developed, justified and evaluated within the context of citizenship action. The analysis and evaluation lead to a well-judged and coherent conclusion. </td> </tr> <tr> <td data-bbox="320 1021 440 1391">3</td> <td data-bbox="440 1021 560 1391">7-9</td> <td data-bbox="560 1021 1227 1391"> Appropriate evidence is selected from the candidate's investigation, demonstrating good, mostly relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments and analyses but these analyses are not always completely developed, justified or evaluated. Analysis and evaluation may not all be relevant to the context. Conclusions drawn from the analysis and evaluation may not be completely coherent. </td> </tr> <tr> <td data-bbox="320 1391 440 1727">2</td> <td data-bbox="440 1391 560 1727">4-6</td> <td data-bbox="560 1391 1227 1727"> Some evidence is selected from the candidate's investigation, demonstrating some occasionally relevant application of knowledge and understanding of citizenship actions. Weak arguments are made which are not necessarily related to the evidence selected. Analysis and evaluation is not relevant to the context. Some attempt is made to integrate the analysis and evaluation into concluding remarks. </td> </tr> <tr> <td data-bbox="320 1727 440 1962">1</td> <td data-bbox="440 1727 560 1962">1-3</td> <td data-bbox="560 1727 1227 1962"> Basic application of knowledge and understanding to the citizenship actions arising from the candidate's investigation. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made. </td> </tr> <tr> <td data-bbox="320 1962 440 2002">0</td> <td data-bbox="440 1962 560 2002">0</td> <td data-bbox="560 1962 1227 2002">Nothing to credit</td> </tr> </tbody> </table>	Level	Marks	Descriptor	4	10-12	Clear and precise analysis, supported by well-chosen evidence from the candidate's investigation, demonstrate excellent, relevant application of knowledge and understanding of the citizenship actions. Analysis is developed, justified and evaluated within the context of citizenship action. The analysis and evaluation lead to a well-judged and coherent conclusion.	3	7-9	Appropriate evidence is selected from the candidate's investigation, demonstrating good, mostly relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments and analyses but these analyses are not always completely developed, justified or evaluated. Analysis and evaluation may not all be relevant to the context. Conclusions drawn from the analysis and evaluation may not be completely coherent.	2	4-6	Some evidence is selected from the candidate's investigation, demonstrating some occasionally relevant application of knowledge and understanding of citizenship actions. Weak arguments are made which are not necessarily related to the evidence selected. Analysis and evaluation is not relevant to the context. Some attempt is made to integrate the analysis and evaluation into concluding remarks.	1	1-3	Basic application of knowledge and understanding to the citizenship actions arising from the candidate's investigation. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.	0	0	Nothing to credit	12
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		<p>AO2</p> <p>The response will demonstrate:</p> <ul style="list-style-type: none"> • the student’s own participation in the investigation • the overall achievements of the investigation • linkage between the goals outlined and what was achieved. <p>AO3</p> <p>The response will:</p> <ul style="list-style-type: none"> • analyse the extent to which the goals outlined at the planning phase were achieved during the investigation and analyse the extent to which the investigation created active citizenship outcomes • analyse ways in which the methods and approaches used in carrying out the investigation allowed the student to deliver a change or benefit for a particular community or wider society • demonstrate the ways in which the student was able to communicate their own and other viewpoints in relation to citizenship issues • evaluate the effectiveness of citizenship actions taken during the investigation and demonstrate how the assessment of progress towards the intended aims was carried out. <p>AO2 = 4 AO3 = 8</p>	
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Section B – Politics and participation

Qu	Part	Marking guidance	Total marks
03	1	<p>Identify the correct way of voting.</p> <p>Correct answer – B</p> <p>A01 = 1</p>	1
03	2	<p>Identify two reasons why citizens should vote.</p> <p>Award 1 mark for each appropriate reason identified. (x2)</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> • voting confers legitimacy on the government • citizens are fortunate to have the right to vote • it is one of the main methods by which citizens can make their voice heard • elected politicians have power over your life and welfare/you shouldn't complain later if you don't vote. <p>Award marks for any other relevant response.</p> <p>A01 = 2</p>	2
03	3	<p>Discuss two outcomes which might occur if citizens in the UK were legally required to vote in general elections.</p> <p>Refer to Source B in your answer.</p> <p>2 marks maximum for each clear application of understanding of the potential outcomes of legally requiring UK citizens to vote in general elections.</p> <p>Award 1 mark for identifying a single potential outcome and 1 mark for development of each potential outcome. (x2)</p> <p>Indicative content</p> <p>The response will relate to the source, which focuses on public support for compulsory voting. The response should contain two outcomes which might occur if citizens in the UK were legally required to vote in general elections.</p>	4

	<p>For example:</p> <ul style="list-style-type: none"> • Compulsory voting would reflect the wishes of most people (1), as according to the YouGov poll the majority of people (55%) support it (1). • Compulsory voting would reflect the wishes of the 60+ age group (1), as according to the YouGov poll the majority of this age group support it (62%) (1). • Compulsory voting would not reflect the wishes of the 18-24 age group (1), as according to the YouGov poll under half of people in this age group support it (46%) (1). • The UK Government might need to provide further support, or funding, to help citizens in the 65+ age group to vote (1), as the decrease in turnout in this age group, in the 2017 General Election, may have been due to practical issues, such as accessibility (1). • Compulsory voting might be unnecessary as in the 2017 General Election voting actually increased in the 18-24 age group (1) and therefore turnout may increase over time anyway (1). • Turnout may not increase much above 68.8% (1) and therefore punishment for not voting, such as fines, might be needed for a large number of people (1). <p>AO2 = 4</p>	
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04	1	<p>Identify one service provided by local authorities.</p> <p>Correct answer – D</p> <p>AO1 = 1</p>	1
04	2	<p>Identify two methods used to collect taxes.</p> <p>Award 1 mark for each method correctly identified.</p> <p>The methods identified may include:</p> <ul style="list-style-type: none"> • tax taken from income • taxes on homes/Council Tax • tax added to the cost of goods/VAT • taxing business profits. <p>AO1 = 2</p>	2

04	3	<p>Discuss two issues, not mentioned in Source C, that are considered when making decisions about which public services the local authority is going to provide.</p> <p>Award 1 mark for identifying an issue and 1 mark for developing an explanation. (x2)</p> <p>Source C refers to legal obligations to provide certain public services. Therefore, answers need to refer to issues such as:</p> <ul style="list-style-type: none"> • costs • demand in the local area • needs in the local area • which political party controls the local authority • local authority resource/workforce issues, eg staff numbers, expertise, training and premises. <p>Example answer:</p> <p>One issue which people who work in local authorities consider when making these decisions is the demand for certain services in the local community (1) such as the frequency of bin collections. (1)</p> <p>AO2 = 4</p>	4
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05	1	<p>Identify two institutions that are part of the British Constitution.</p> <p>Correct answers – C and D</p> <p>AO1 = 2</p>	2
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05	2	<p>Identify two government roles which entitle the holder to membership of the UK Cabinet.</p> <p>Correct answers – B and C</p> <p>AO1 = 2</p>	2
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05	3	<p>Discuss two actions, not mentioned in Source D, that Parliament has taken that give citizens protection under the law.</p> <p>Award 1 mark for identifying an action and 1 mark for developing an explanation. (x2)</p> <p>Source D refers to parliament holding the government to account for what it does. Therefore, answers need to refer to issues such as:</p> <ul style="list-style-type: none"> • passing legislation to protect individuals, eg the Human Rights Act (1998) • giving legal power to state officials such as the police • parliament creates courts of law, such as the Supreme Court, to give citizens a fair hearing • scrutinising government bills to make sure that citizens' rights are protected. <p>Example answer:</p> <p>One action that parliament has taken that gives citizens protection under the law is passing legislation to protect individuals (1) such as the Human Rights Act. (1)</p> <p>AO2 = 4</p>	4
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06	1	<p>Define the term ‘democratic values’.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • a definition or example • a definition referring to the principles which a person uses to determine their views or the moral framework for their actions • a definition referring to the standards or principles which reflect the ideals of a democratic society • examples of democratic values (such as a belief in democracy or human rights) which serve as a definition. <p>AO1 = 1</p>	1
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06	2	<p>Examine ways democratic values support democracy in the UK.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: left;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Level 4</td> <td style="text-align: center;">7–8</td> <td>Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.</td> </tr> <tr> <td style="text-align: center;">Level 3</td> <td style="text-align: center;">5-6</td> <td>Analysis of a range of evidence and views related to the citizenship issue. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.</td> </tr> <tr> <td style="text-align: center;">Level 2</td> <td style="text-align: center;">3–4</td> <td>Basic analysis of a limited range of evidence and views related to the citizenship issue. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.</td> </tr> <tr> <td style="text-align: center;">Level 1</td> <td style="text-align: center;">1–2</td> <td>Limited evidence presented and/or evidence presented is not directly related to the citizenship issue. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table>	Level	Marks	Descriptor	Level 4	7–8	Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.	Level 3	5-6	Analysis of a range of evidence and views related to the citizenship issue. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.	Level 2	3–4	Basic analysis of a limited range of evidence and views related to the citizenship issue. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.	Level 1	1–2	Limited evidence presented and/or evidence presented is not directly related to the citizenship issue. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.		0	Nothing to credit.	8
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		<p>Indicative Content</p> <p>Answers may include an examination of how specific democratic values support democracy in the UK. This may result in a discussion of the following values.</p> <p>Rights:</p> <ul style="list-style-type: none"> • a lot of legislation has been introduced in the UK which have given citizens the rights necessary to both ensure and encourage citizen participation in democratic processes • citizens are able to organise themselves in a way which places pressure on those in power to extend and develop the rights citizens enjoy in law, eg issues of equality and freedom from discrimination • citizens have a right and ability to engage in free, fair and frequent elections. <p>Responsibilities:</p> <ul style="list-style-type: none"> • citizens share with politicians the responsibility to promote and encourage a belief in democracy and democratic values • citizens have a responsibility to be active citizens • citizens have a responsibility to respect the rights of other citizens. <p>Freedoms:</p> <ul style="list-style-type: none"> • the freedom of speech citizens are allowed provides a means to participate in political activity • freedom of the press provides the citizen with a range of political opinions and alternative sources of information • the freedom of association ensures citizens are able to form organisations (political parties or pressure groups) which can defend certain interests and/or promote certain causes. <p>The rule of law:</p> <ul style="list-style-type: none"> • all citizens are expected to obey the law • the government is not above the law and must therefore respect the rights of all citizens • citizens can seek redress for their grievances via the legal system. <p>AO3 = 8</p>	
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07	1	<p>Identify one UK government department.</p> <p>Correct answer – B</p> <p>AO1 = 1</p>	1
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07	2	<p>‘UK citizens should have to pass a citizenship test before they are allowed to vote.’</p> <p>To what extent do you agree with this statement?</p> <p>In your answer you should consider:</p> <ul style="list-style-type: none"> • those who can and cannot currently vote in elections • rights and legal entitlements of citizens • what knowledge an individual should have to be an effective, active citizen. 	8																		
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		<p>Indicative content</p> <p>Points which may be included to argue that UK citizens should have to pass a citizenship test before they are allowed to vote:</p> <ul style="list-style-type: none"> • a citizen may lose the right to vote for certain behaviour (eg committing certain crimes) so losing it as a result of being unable to exercise the 																			

	<p>necessary judgement to be an effective voter due to lack of knowledge is sensible</p> <ul style="list-style-type: none"> • the rights a citizen has are linked to a responsibility to exercise them correctly, in the case of voting by ensuring that you are an informed and active citizen which you can demonstrate by passing a citizenship test • other rights a citizen has come with restrictions and requirements which have to be met before the citizen gains this right, eg driving • as our political system is an increasingly complex one, due to it now being a multi-party one, citizens need to be more knowledgeable than ever if they are to be effective in the exercise of their right to vote • as our political system uses an increasing number of different electoral systems citizens need to be more knowledgeable than ever if they are to be effective in the exercise of their right to vote in different electoral contexts • the use of referendums to resolve complex issues (eg 'Brexit') is dependent upon well-informed citizens voting in full knowledge of the issues and the consequences of voting a certain way. <p>Points which may be included to argue that UK citizens should not have to pass a citizenship test before they are allowed to vote:</p> <ul style="list-style-type: none"> • the use of such tests will tend to disenfranchise less powerful groups in UK society • restricting the right to vote will undermine public confidence in democracy • diminishing democracy will lead UK governments, and the UK political system, to become less representative of UK society • political parties campaign extensively providing citizens with the necessary knowledge to make informed choices and therefore remove the need for any such test for citizens to demonstrate sufficient knowledge to be able to vote • issues with the electoral system should be resolved with electoral reform not by restricting the hard won rights of citizens • UK governments should be more careful in their use of referendums to decide government policy in regard to complex issues such as the UK's relationship with the EU. <p>AO3 = 8</p>	
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