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**GCSE  
CITIZENSHIP STUDIES  
8100/2**

Paper 2

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**Mark scheme**

June 2021

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Version 1.0 Final Mark Scheme



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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](http://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 – Life in Modern Britain**

<b>Qu</b>	<b>Part</b>	<b>Marking guidance</b>	<b>Total marks</b>
01	1	<p><b>Which of the following population trends does the UK have?</b></p> <p>Correct response – <b>C Increasing and becoming older</b></p> <p>AO1 = 1</p>	1
01	2	<p><b>Name two nations, other than England, that are part of the UK.</b></p> <p>Award <b>1 mark</b> for the accurate identification of each.</p> <p>These are:</p> <ul style="list-style-type: none"><li>• Northern Ireland</li><li>• Scotland</li><li>• Wales.</li></ul> <p>Award <b>0 marks</b> for Ireland/Republic of Ireland.</p> <p>AO1 = 2</p>	2

01	3	<p><b>Describe two ways, not mentioned in Source A, that different regional and national identities are present in the UK.</b></p> <p><b>Indicative Content</b></p> <p>The candidate answer requires the application of knowledge regarding the ways the different national and regional identities in the UK are present other than those mentioned in <b>Source A</b>. The source discusses how devolution reflects these different identities.</p> <p>Examples of the two ways described by the candidate <b>may</b> therefore include:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Ways</th> <th style="text-align: center;">Development</th> </tr> </thead> <tbody> <tr> <td>• Different laws</td> <td>• Scotland has a different legal system to the rest of the UK</td> </tr> <tr> <td>• Different languages</td> <td>• Welsh is widely used in Wales eg road signs, exam papers, etc.</td> </tr> <tr> <td>• Different national sports teams</td> <td>• Each of the home nations has its own football team &amp; rugby team</td> </tr> <tr> <td>• Different political parties</td> <td>• eg SNP, Sinn Fein, DUP, Plaid Cymru</td> </tr> <tr> <td>• Different sports leagues</td> <td>• Each of the home nations has its own football league</td> </tr> <tr> <td>• Different TV/radio channels</td> <td>• Each nation and region of the UK has its own TV and radio channel. In Scotland and Wales, they have Welsh and Scots Gaelic language channels</td> </tr> <tr> <td>• Regional newspapers</td> <td>• There are still a number of regional daily newspapers eg Eastern Daily Press, Yorkshire Post, Manchester Evening News and the Scotsman</td> </tr> <tr> <td>• Promotion of regional identities by local councils &amp; businesses</td> <td>• eg 'Yorkshire Day' or 'Norfolk Day'</td> </tr> <tr> <td>• Regional jurisdictions/organisations</td> <td>• eg London Mayor or Mayor of Greater Manchester</td> </tr> </tbody> </table> <p>Award <b>1 mark</b> for identifying a way and <b>1 mark</b> for developing a description. <b>(x2)</b></p>	Ways	Development	• Different laws	• Scotland has a different legal system to the rest of the UK	• Different languages	• Welsh is widely used in Wales eg road signs, exam papers, etc.	• Different national sports teams	• Each of the home nations has its own football team & rugby team	• Different political parties	• eg SNP, Sinn Fein, DUP, Plaid Cymru	• Different sports leagues	• Each of the home nations has its own football league	• Different TV/radio channels	• Each nation and region of the UK has its own TV and radio channel. In Scotland and Wales, they have Welsh and Scots Gaelic language channels	• Regional newspapers	• There are still a number of regional daily newspapers eg Eastern Daily Press, Yorkshire Post, Manchester Evening News and the Scotsman	• Promotion of regional identities by local councils & businesses	• eg 'Yorkshire Day' or 'Norfolk Day'	• Regional jurisdictions/organisations	• eg London Mayor or Mayor of Greater Manchester	4
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		AO2 = 4	
02	1	<p><b>Which organisation was established by the UK newspaper industry to regulate itself?</b></p> <p>Correct response – <b>B IPSO</b></p> <p>AO1 = 1</p>	1
02	2	<p><b>Explain the term censorship.</b></p> <p>Award up to <b>2 marks</b> for an accurate explanation of the term.</p> <p>This could be the suppression (or banning) of information (or ideas) <b>(1)</b> by preventing its publication. <b>(1)</b></p> <p>Also except reasons for, and examples of, censorship as part of an accurate explanation of the term i.e. hate speech.</p> <p>AO1 = 2</p>	2

02	3	<p><b>Discuss two roles of the media in UK not mentioned in Source B.</b></p> <p><b>Indicative Content</b></p> <p>The candidate’s answer requires the application of knowledge of the roles of the media in UK, other than those mentioned in <b>Source B</b>.</p> <p><b>Source B</b> discusses roles of the media as including entertainment and campaigning to raise awareness of an issue.</p> <p>Examples of the two roles discussed by the candidate <b>may</b> therefore include:</p> <table border="1" data-bbox="309 680 1275 1568"> <thead> <tr> <th data-bbox="309 680 791 736">Role</th> <th data-bbox="796 680 1275 736">Development</th> </tr> </thead> <tbody> <tr> <td data-bbox="309 743 791 929"> <ul style="list-style-type: none"> <li>Informing the public</li> </ul> </td> <td data-bbox="796 743 1275 929"> <ul style="list-style-type: none"> <li>In regard to ongoing events and/or provide information on complex issues in a way that is accessible and informative to its readers.</li> </ul> </td> </tr> <tr> <td data-bbox="309 936 791 1122"> <ul style="list-style-type: none"> <li>Uncovering abuses of power</li> </ul> </td> <td data-bbox="796 936 1275 1122"> <ul style="list-style-type: none"> <li>Via investigative journalism (eg ‘MPs expenses scandal’) the results of which allows the media to challenge those in power and press for change.</li> </ul> </td> </tr> <tr> <td data-bbox="309 1128 791 1279"> <ul style="list-style-type: none"> <li>Holding those in positions of power to account</li> </ul> </td> <td data-bbox="796 1128 1275 1279"> <ul style="list-style-type: none"> <li>By making them aware of public opinion and providing a platform for them to explain and justify their actions, eg Online forums.</li> </ul> </td> </tr> <tr> <td data-bbox="309 1285 791 1471"> <ul style="list-style-type: none"> <li>Ensuring that a range of political views and opinions is available to the public</li> </ul> </td> <td data-bbox="796 1285 1275 1471"> <ul style="list-style-type: none"> <li>Via a range of media outlets being available to the public with different political leanings and a range of editorial and opinion pieces.</li> </ul> </td> </tr> <tr> <td data-bbox="309 1478 791 1568"> <ul style="list-style-type: none"> <li>Encouraging public debate</li> </ul> </td> <td data-bbox="796 1478 1275 1568"> <ul style="list-style-type: none"> <li>On major issues of public concern.</li> </ul> </td> </tr> </tbody> </table> <p>Award <b>1 mark</b> for identifying a role and <b>1 mark</b> for developing a description. <b>(x2)</b></p> <p>AO2 = 4</p>	Role	Development	<ul style="list-style-type: none"> <li>Informing the public</li> </ul>	<ul style="list-style-type: none"> <li>In regard to ongoing events and/or provide information on complex issues in a way that is accessible and informative to its readers.</li> </ul>	<ul style="list-style-type: none"> <li>Uncovering abuses of power</li> </ul>	<ul style="list-style-type: none"> <li>Via investigative journalism (eg ‘MPs expenses scandal’) the results of which allows the media to challenge those in power and press for change.</li> </ul>	<ul style="list-style-type: none"> <li>Holding those in positions of power to account</li> </ul>	<ul style="list-style-type: none"> <li>By making them aware of public opinion and providing a platform for them to explain and justify their actions, eg Online forums.</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring that a range of political views and opinions is available to the public</li> </ul>	<ul style="list-style-type: none"> <li>Via a range of media outlets being available to the public with different political leanings and a range of editorial and opinion pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging public debate</li> </ul>	<ul style="list-style-type: none"> <li>On major issues of public concern.</li> </ul>	4
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03	1	<p><b>Which of the following has its own currency?</b></p> <p>Correct response – <b>B The European Union</b></p> <p>AO1 = 1</p>	1
03	2	<p><b>Identify one role the UK has in the Commonwealth.</b></p> <p>Award <b>1 mark</b> for the accurate identification of a role.</p> <p>These may include:</p> <ul style="list-style-type: none"> <li>• Role of the UK monarch <ul style="list-style-type: none"> <li>○ Head of the Commonwealth</li> <li>○ Head of State in some Commonwealth countries</li> <li>○ Appoints Governors General</li> </ul> </li> <li>• Role of UK in providing aid/funding/financial support to member states</li> <li>• The role of UK Ministers/Civil Servants/British Council to provide advice/support to member states</li> <li>• The role of UK as trading partner to member states</li> <li>• The UK promotes the values set out in the Commonwealth Charter</li> <li>• The UK provides leadership</li> <li>• The Commonwealth's HQ is based in London</li> </ul> <p>AO1 = 1</p>	1
03	3	<p><b>Explain the term veto.</b></p> <p>Award up to <b>2 marks</b> for an accurate explanation of the term.</p> <p>This could be the ability to prevent, block or vote down <b>(1)</b> any decision or proposal. <b>(1)</b></p> <p>Also except reasons for, and examples of, the use of a veto as part of an accurate explanation of the term i.e. restrict power.</p> <p>AO1 = 2</p>	2



03	4	<p><b>Discuss ways, not mentioned in Source C, that the United Nations uses to achieve its aims.</b></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;">2</td> <td style="text-align: center;">3–4</td> <td>Good application of knowledge and understanding of the concepts. Response clear and relevant to the concepts surrounding the citizenship context.</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 the concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.</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><b>Indicative Content</b></p> <p>The candidate answer requires the application of knowledge regarding the ways the United Nations tries to achieve its aims other than those mentioned in <b>Source C</b>. The source discusses using military force.</p> <p>The candidate’s answer <b>may</b> therefore include some of the following points:</p> <ul style="list-style-type: none"> <li>• The General Assembly – where all member countries meet to decide UN policy and what actions the UN should take.</li> <li>• The Security Council – made of 15 members (including 5 permanent members: China, France, Russia, UK &amp; USA) whose main role is to decide when and where a UN peace operation should be deployed.</li> <li>• The UN Charter – a document that states the aims of the UN.</li> <li>• The Universal Declaration of Human Rights (UDHR) – a UN document that outlines the rights everyone in the world should have.</li> <li>• The UN Convention on the Rights of the Child – a UN document which places a duty of care upon governments to ensure all children have certain rights.</li> <li>• UN Agencies – the UN has established various agencies to tackle specific problems via funding &amp; support eg             <ul style="list-style-type: none"> <li>○ WHO – health</li> <li>○ UNESCO – education</li> <li>○ ILO – working conditions</li> <li>○ IAEA – atomic energy</li> <li>○ FAO – agricultural production.</li> </ul> </li> </ul> <p>AO2 = 4</p>	Level	Marks	Descriptor	2	3–4	Good application of knowledge and understanding of the concepts. Response clear and relevant to the concepts surrounding the citizenship context.	1	1–2	Basic application of knowledge and understanding of the concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.	0	0	Nothing to credit.	4
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04	1	<p><b>In which year was the Equality Act passed?</b></p> <p>Correct response – <b>D 2010</b></p> <p>AO1 = 1</p>	1
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04	2	<p><b>‘Freedom of speech is a threat to the British value of tolerance.’</b></p> <p><b>Considering a range of views, to what extent do you agree or disagree with this statement?</b></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>                     Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate.                      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;">3</td> <td style="text-align: center;">5–6</td> <td>                     Analysis of a range of evidence and views related to the citizenship debate.                      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;">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 debate.                      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;">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 debate.                      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 style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table>	Level	Marks	Descriptor	4	7–8	Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.	3	5–6	Analysis of a range of evidence and views related to the citizenship debate. 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.	2	3–4	Basic analysis of a limited range of evidence and views related to the citizenship debate. 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.	1	1–2	Limited evidence presented and/or evidence presented is not directly related to the citizenship debate. 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	0	Nothing to credit.	8
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		<p><b>Indicative Content</b></p> <p>Points which <b>may</b> be included to agree this statement are:</p> <ul style="list-style-type: none"> <li>• Tolerance means accepting that others have a right to hold a different opinion. Even if these views are offensive, discriminatory and anti-democratic.</li> <li>• The argument freedom of speech can be used to defend citizens or groups who promote ‘hate crime’ and ‘stir up’ hatred against fellow UK citizens. Such behaviour is itself intolerable.</li> <li>• By tolerating offensive views there is a risk that these views will become legitimised.</li> <li>• Such tolerance risks providing a platform for people to promote and spread intolerable opinions, which are often inciteful and place other citizens in danger eg murder of MP Jo Cox (2016) or President Trump’s failure to condemn groups such as the Proud Boys (2020).</li> <li>• Rights such as freedom of speech carry with it a duty to exercise it responsibly and therefore cannot be enjoyed without limits.</li> <li>• Examples from history show the danger of tolerating small groups with extremist views eg the rise of the Nazi Party in 1930s Germany.</li> </ul> <p>Points which <b>may</b> be included to disagree with this statement are:</p> <ul style="list-style-type: none"> <li>• Tolerance in meaning that you should show an understanding to others with a different view or opinion doesn’t mean those views have to be agreed with. A sensible balance can be, and is, struck by the UK eg anti-discrimination legislation.</li> <li>• Discriminatory views should be exposed in debate not legitimised by being banned.</li> <li>• Banning views, others find unacceptable, risks creating an increasingly intolerant society. This could be viewed as a greater threat to the British value of tolerance.</li> <li>• Banning citizens from expressing certain views risks making these individuals martyrs.</li> <li>• Banning citizens from expressing certain views risks legitimising these citizens as defenders of free speech.</li> <li>• Curtailing free speech is the action typical of dictators and non-democratic systems. Therefore, any such action by the UK would legitimise these types of rulers and political systems.</li> </ul> <p>AO3 = 8</p>	
05	1	<p><b>Define the term ‘individual liberty’.</b></p> <p>Award <b>1 mark</b> for an accurate definition of the term individual liberty.</p> <p>This could include <b>either</b> the individual’s freedom to make their own decisions or their freedom from persecution.</p> <p>AO1 = 1</p>	1

05	2	<p><b>‘Newspapers should be banned from supporting political parties during an election.’</b></p> <p><b>Considering a range of views, to what extent do you agree or disagree with this statement?</b></p> <p><b>In your answer you should consider:</b></p> <ul style="list-style-type: none"> <li>• <b>the values underpinning democracy</b></li> <li>• <b>the need for a free press to inform and influence public opinion</b></li> <li>• <b>the difference between democratic and non-democratic political systems.</b></li> </ul>	8																		
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	<p><b>Indicative Content</b></p> <p>Points which <b>may</b> be included to argue that newspapers should be banned from supporting a political party during an election:</p> <ul style="list-style-type: none"> <li>• The argument of free speech is used as an excuse for newspapers to distort the facts and present opinion as fact.</li> <li>• Newspapers promote selfish sectional interests - often those of their owners.</li> <li>• UK newspapers have an overwhelming right-wing bias which undermines argument about newspapers informing the public by presenting a range of informed opinions.</li> <li>• This right-wing bias results in newspapers tending to oppose radical change and often campaign against it.</li> <li>• The effect of this is to create an ill-informed citizenry which undermines the effective functioning of UK democracy. Citizens are unable to make informed decisions about important political topics and issues.</li> <li>• The close relationship between newspaper owners, editors and politicians (all part of 'the establishment') means that any independence newspapers may have from political influence is limited – eg George Osborne and Boris Johnson.</li> <li>• The existing election impartiality rules are too weak and Ofcom is ineffective in enforcing them.</li> </ul> <p>Points which <b>may</b> be included to argue that newspapers should not be banned from supporting a political party during an election:</p> <ul style="list-style-type: none"> <li>• This would directly undermine the right to free speech – a key value that underpins democracy.</li> <li>• UK newspapers provide a range of opinions and views via editorials and opinion pieces. They also provide a platform for politicians to address UK citizens and explain their views, positions and policies.</li> <li>• This is important as many citizens need guidance and explanation to understand political issues and the consequences of certain actions.</li> <li>• Newspapers publish opinion polls which are helpful for those citizens contemplating tactical voting due to the first-past-the-post electoral system.</li> <li>• Unlike non-democratic political systems citizens are free to buy the newspaper they want (or not one at all – see falling newspaper sales).</li> <li>• The political bias of UK newspapers is well known and therefore citizens can read them in the knowledge of any potential bias or distortion.</li> <li>• There is already a set of rules for ensuring impartiality during elections which reflect the freedoms normally enjoyed in a democratic political system rather than a non-democratic one.</li> </ul> <p>AO3 = 8</p>	
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**Section B – Rights and responsibilities**

Qu	Part	Marking guidance	Total marks
06	1	<p><b>In the UK which of the following is a law rather than a rule?</b></p> <p><b>People must wear a...</b></p> <p>Correct response – <b>A Crash helmet when riding a motorbike</b></p> <p>AO1 = 1</p>	1
06	2	<p><b>Identify two fundamental principles of law.</b></p> <p>Correct response – <b>A Due process</b> and <b>E Presumption of innocence</b></p> <p>AO1 = 2</p>	2

06	3	<p><b>With reference to Source D, discuss why citizens' rights should not be restricted by the state.</b></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;">2</td> <td style="text-align: center;">3–4</td> <td>                     Good application of knowledge and understanding of the issues.                      Response clear and relevant to the issues surrounding the citizenship context.                 </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 the issues.                      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07	1	<p><b>Which of the following decides if someone should be charged with a criminal offence?</b></p> <p>Correct response – <b>B Crown prosecution service</b></p> <p>AO1 = 1</p>	1
07	2	<p><b>Explain the role of a special constable.</b></p> <p>Award up to <b>2 marks</b> for an accurate explanation of the role.</p> <p>A volunteer who works alongside the police (<b>1</b>) to tackle crime in local communities (<b>1</b>).</p> <p>Also accept any other appropriate response.</p> <p>AO1 = 2</p>	2



07	3	<p><b>With reference to Source E, discuss how two of these police powers are limited.</b></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;">2</td> <td style="text-align: center;">3–4</td> <td>                     Good application of knowledge and understanding of the concepts.                      Response clear and relevant to the concepts surrounding the citizenship context.                 </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 the concepts.                      Response muddled and lacking relevance to the concepts surrounding the citizenship context.                 </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><b>Indicative content</b></p> <p>The candidate’s answer requires the application of knowledge of the powers of the police and how they are limited.</p> <p><b>Source E</b> mentions the police having the power: to stop and search; to arrest; of entry, search and seizure.</p> <p>The limits upon these police powers may be discussed by the candidate in the following ways:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Power</th> <th style="text-align: center;">Limits</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• <b>Stop and search</b></li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• The police must have <b>reasonable grounds</b> for suspecting they will find one of the following:                             <ul style="list-style-type: none"> <li>i. stolen property</li> <li>ii. prohibited items eg illegal drugs</li> <li>iii. a weapon</li> <li>iv. something which could be used to commit a crime eg tools.</li> </ul> </li> </ul> </td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• <b>Arrest</b></li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• The police must have <b>reasonable grounds</b> for suspecting that the person arrested must have been involved in a criminal offence, or be attempting to commit one.</li> <li>• The police must only use reasonable force when making an arrest.</li> <li>• They must identify themselves as the police.</li> <li>• The suspect must be told why they are under arrest.</li> <li>• If the person arrested is under 17 then the arrest should only take place at school if unavoidable, the head teacher must be informed and parents,</li> </ul> </td> </tr> </tbody> </table>	Level	Marks	Descriptor	2	3–4	Good application of knowledge and understanding of the concepts. Response clear and relevant to the concepts surrounding the citizenship context.	1	1–2	Basic application of knowledge and understanding of the concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.	0	0	Nothing to credit.	Power	Limits	<ul style="list-style-type: none"> <li>• <b>Stop and search</b></li> </ul>	<ul style="list-style-type: none"> <li>• The police must have <b>reasonable grounds</b> for suspecting they will find one of the following:                             <ul style="list-style-type: none"> <li>i. stolen property</li> <li>ii. prohibited items eg illegal drugs</li> <li>iii. a weapon</li> <li>iv. something which could be used to commit a crime eg tools.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Arrest</b></li> </ul>	<ul style="list-style-type: none"> <li>• The police must have <b>reasonable grounds</b> for suspecting that the person arrested must have been involved in a criminal offence, or be attempting to commit one.</li> <li>• The police must only use reasonable force when making an arrest.</li> <li>• They must identify themselves as the police.</li> <li>• The suspect must be told why they are under arrest.</li> <li>• If the person arrested is under 17 then the arrest should only take place at school if unavoidable, the head teacher must be informed and parents,</li> </ul>	4
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			<p>guardian or carer must be informed as soon as the person arrives at the police station.</p> <ul style="list-style-type: none"> <li>• Award marks if arrest warrant mentioned correctly.</li> </ul>	
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		<p>AO2 = 4</p>		

08	1	<p><b>Which one of the events in Source F took place in 1926?</b></p> <p>Correct response – <b>A General Strike</b></p> <p>AO1 = 1</p>	1
08	2	<p><b>Which one of the events in Source F took place in 1979?</b></p> <p>Correct response – <b>D Winter of Discontent</b></p> <p>AO1 = 1</p>	1
08	3	<p><b>Name two employers' associations.</b></p> <p>Award <b>1 mark</b> for each correctly identified employers' association.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Institute of Directors (IoD)</li> <li>• Confederation of British Industry (CBI)</li> </ul> <p>Award marks for any other correct answer.</p> <p>AO1 = 2</p>	2

08	4	<p><b>With reference to Source G, describe two ways employers’ associations are different from trade unions.</b></p> <p>Answers require the application of knowledge regarding the ways in which employers’ associations differ from trade unions, as outlined in <b>Source G</b>.</p> <p>The answer <b>needs</b> to include two of the following points of difference:</p> <table border="1" data-bbox="309 584 1267 1200"> <thead> <tr> <th data-bbox="309 584 753 640">Trade unions (Source G)</th> <th data-bbox="759 584 1267 640">Employers’ associations</th> </tr> </thead> <tbody> <tr> <td data-bbox="309 640 753 763"> <ul style="list-style-type: none"> <li>Trade unions represent workers.</li> </ul> </td> <td data-bbox="759 640 1267 763"> <ul style="list-style-type: none"> <li>Employers’ associations represent businesses and the people who own them.</li> </ul> </td> </tr> <tr> <td data-bbox="309 763 753 887"> <ul style="list-style-type: none"> <li>Trade unions aim to improve pay and working conditions for their members.</li> </ul> </td> <td data-bbox="759 763 1267 887"> <ul style="list-style-type: none"> <li>Employers’ associations aim to defend the profitability of their members’ businesses.</li> </ul> </td> </tr> <tr> <td data-bbox="309 887 753 1010"> <ul style="list-style-type: none"> <li>Trade unions have historic links to the Labour Party.</li> </ul> </td> <td data-bbox="759 887 1267 1010"> <ul style="list-style-type: none"> <li>Employers’ associations have historic links to the Conservative Party.</li> </ul> </td> </tr> <tr> <td data-bbox="309 1010 753 1088"> <ul style="list-style-type: none"> <li>They play a role in electing the Labour Party’s leader.</li> </ul> </td> <td data-bbox="759 1010 1267 1088"> <ul style="list-style-type: none"> <li>They play no role in electing the Conservative Party’s leader.</li> </ul> </td> </tr> <tr> <td data-bbox="309 1088 753 1200"> <ul style="list-style-type: none"> <li>Trade unions may organise strikes to achieve their aims through pressure.</li> </ul> </td> <td data-bbox="759 1088 1267 1200"> <ul style="list-style-type: none"> <li>Employers’ associations may lobby government to achieve their aims through influence.</li> </ul> </td> </tr> </tbody> </table> <p>Award <b>1 mark</b> for identifying a difference and <b>1 mark</b> for developing a description of the difference. <b>(x2)</b></p> <p>AO2 = 4</p>	Trade unions (Source G)	Employers’ associations	<ul style="list-style-type: none"> <li>Trade unions represent workers.</li> </ul>	<ul style="list-style-type: none"> <li>Employers’ associations represent businesses and the people who own them.</li> </ul>	<ul style="list-style-type: none"> <li>Trade unions aim to improve pay and working conditions for their members.</li> </ul>	<ul style="list-style-type: none"> <li>Employers’ associations aim to defend the profitability of their members’ businesses.</li> </ul>	<ul style="list-style-type: none"> <li>Trade unions have historic links to the Labour Party.</li> </ul>	<ul style="list-style-type: none"> <li>Employers’ associations have historic links to the Conservative Party.</li> </ul>	<ul style="list-style-type: none"> <li>They play a role in electing the Labour Party’s leader.</li> </ul>	<ul style="list-style-type: none"> <li>They play no role in electing the Conservative Party’s leader.</li> </ul>	<ul style="list-style-type: none"> <li>Trade unions may organise strikes to achieve their aims through pressure.</li> </ul>	<ul style="list-style-type: none"> <li>Employers’ associations may lobby government to achieve their aims through influence.</li> </ul>	4
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09	1	<p><b>At what age can a person be put on trial in a Youth Court in England?</b></p> <p>Correct response – <b>B 17 and under</b></p> <p>AO1 = 1</p>	1
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09	2	<p><b>‘Criminals in the UK are young and male.’</b></p> <p><b>Examine this statement.</b></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>Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate. 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;">3</td> <td style="text-align: center;">5–6</td> <td>Analysis of a range of evidence and views related to the citizenship debate. 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;">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 debate. 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;">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 debate. 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 style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <p>Points and/or statistics which <b>may</b> be included to agree this statement are:</p> <ul style="list-style-type: none"> <li>• A disproportionate number of males are sentenced by UK courts.</li> <li>• A disproportionate number of prisoners are male.</li> <li>• Knife crime is predominantly committed by men.</li> <li>• The peak age for offending is 17.</li> <li>• A disproportionate amount of crime is committed by under 18s.</li> <li>• A disproportionate number of robberies are committed by people under 18.</li> <li>• A disproportionate number burglaries are committed by people under 18.</li> </ul>	Level	Marks	Descriptor	4	7–8	Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.	3	5–6	Analysis of a range of evidence and views related to the citizenship debate. 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.	2	3–4	Basic analysis of a limited range of evidence and views related to the citizenship debate. 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.	1	1–2	Limited evidence presented and/or evidence presented is not directly related to the citizenship debate. 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	0	Nothing to credit.	8
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		<ul style="list-style-type: none"> <li>• Points made may be supported by statistics from reliable sources eg in 2012 according to the Ministry of Justice 75% of those sentenced by UK courts were male.</li> </ul> <p>Points and/or statistics which <b>may</b> be included to disagree with this statement are:</p> <ul style="list-style-type: none"> <li>• The criminal profile of ‘young and male’ is misleading and too simplistic.</li> <li>• ‘White collar’ crime tends to be committed by middle-aged men.</li> <li>• Women less likely to be criminalised and treated more leniently than men (chivalry theory).</li> <li>• Driving offences tend to be committed by older people.</li> <li>• More important features of the profile of criminality in the UK are background characteristics such as:             <ol style="list-style-type: none"> <li>i. irregular school attendance (truancy, suspension and/or expelled).</li> <li>ii. experiencing domestic violence.</li> <li>iii. drug and/or alcohol addiction.</li> <li>iv. having a family member who has been in prison.</li> <li>v. having been in care.</li> <li>vi. mental health issues.</li> </ol> </li> <li>• Points made may be supported by statistics from reliable sources eg an estimated 60% of prisoners had irregular school attendance according to the 2012 UK Government sponsored report <i>Prisoners’ Childhood and family Backgrounds</i>.</li> </ul> <p>AO3 = 8</p>	
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10	1	<p><b>Define the term ‘equal opportunities’.</b></p> <p>Award <b>1 mark</b> for an accurate explanation of the term equal opportunities as allowing everyone the same opportunities, or chances, regardless of their disability, religion, age, ethnicity, gender or sexual orientation.</p> <p>Also award <b>1 mark</b> if term defined through an example.</p> <p>Maximum <b>1 mark</b></p> <p>AO1 = 1</p>	1
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10	2	<p><b>‘The UK does not treat all its citizens fairly.’</b></p> <p><b>Considering a range of views, to what extent do you agree or disagree with this statement?</b></p> <p><b>In your answer you should consider:</b></p> <ul style="list-style-type: none"> <li>• <b>the fundamental principles of the law</b></li> <li>• <b>who holds political power</b></li> <li>• <b>how citizens participate in the political system.</b></li> </ul>	8																		
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	<p><b>Indicative content</b></p> <p>Points which <b>may</b> be raised in agreement with the statement could include:</p> <ul style="list-style-type: none"> <li>• The fundamental principles of the law do not guarantee all citizens are treated fairly. Recent cuts to legal aid for example have meant that the wealthy may enjoy access to justice and fair treatment not available to the poor. The socio-economic disadvantages experienced by BAME communities, disproportionate to other communities, eg health, education, etc.</li> <li>• Legally enshrining anti-discrimination laws doesn't mean individual citizens won't face discrimination and unfair treatment daily. Whether this is from other citizens or due to their treatment by institutions which are institutionally discriminatory.</li> <li>• The role of the citizen in the legal system doesn't necessarily ensure all citizens are treated eg jurors are vulnerable to being influenced by bias when making their decisions.</li> <li>• The various levels of government in the UK are not necessarily representative of all UK citizens due to the limited nature social representation in many elected institutions.</li> <li>• Political parties and pressure groups tend to reinforce existing inequalities and unfairness as more powerful vested interests always have a better chance of defending their interests – 'un-level playing field'.</li> <li>• The nature of the unrepresentative electoral systems used in the UK means that citizen's power as a voter to act as a barrier against unfairness and discrimination is quite limited.</li> </ul> <p>Points which <b>may</b> be raised in disagreement with the statement could include:</p> <ul style="list-style-type: none"> <li>• The fundamental principles of the law which the UK's legal system is based upon are designed to ensure all UK citizens are treated fairly - equality before the law, presumption of innocence, due process, access to justice etc.</li> <li>• Various laws exist which seek to regulate society and prevent any UK citizen suffering from discrimination eg 2010 Equality Act.</li> <li>• Citizens can participate in the legal system as a juror, witness, magistrate, member of a tribunal hearing or special constable. They can also stand in election to be a police and crime commissioner. This provides a means by which citizens are part of the legal process which seeks to ensure all citizens are treated fairly by ensuring that justice is both carried out and seen to be done.</li> <li>• Political power resides in the various levels of government (UK Government, devolved assemblies and local government) which via elections are representative of, and responsive to, the wishes and needs of all UK citizens.</li> <li>• Political power can also be seen to reside in political parties, pressure groups and the citizens themselves. This provides another way to ensure the wishes and interests of the citizen are protected, represented and promoted.</li> </ul>	
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		<ul style="list-style-type: none"><li>• Citizens can participate in the political systems as a voter. They can also be active as a member of a political party or pressure group. This provides an important means by which citizens can seek to correct an unfairness or injustice within the legal and political system.</li></ul> <p>AO3 = 8</p>	
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