
GCSE CITIZENSHIP STUDIES

8100/2 Paper 2
Report on the Examination

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General

This 2022 examination for paper 2 of the GCSE Citizenship Studies proved to be both challenging and accessible for the students sitting the examination. This was reflected in the many excellent responses produced by students. Teachers, despite the challenges of the 2020/2021 and 2021/2022 school years, had clearly prepared their students well for the demands of this paper.

This paper is divided into two sections (section A, 'Life in Modern Britain' and section B, 'Rights and Responsibilities'). There were appropriate and convincing responses to questions on both sections. This reflects the fact that teachers are aware of the need to ensure that students appreciate that each question will contain specific instructions. In particular any key words written in bold need to be taken particular note of. It also reflects the effective use centres made of the advance information in preparing their students for this examination.

The issues associated with specific questions are addressed by the commentary for the relevant questions. However there is one general point, which needs to be made, concerning the source based questions. Whilst many students had been well prepared for these types of questions, a number of students were limited in the marks they received because they did not reference the source effectively. When answering source based questions students need to apply their knowledge and understanding of the question topic to the scenarios in the source.

Section A**Question 1.1**

Students were able to demonstrate a clear understanding of what the nature versus nurture is when answering this question.

Question 1.2

The majority of students clearly had a secure understanding of this key British value. However, some answers did not fully explain the term in the context of its use in Citizenship Studies. Instead they gave generalised explanations of the term which were not creditworthy. Candidates are advised that generalised responses will not be awarded marks.

Question 1.3

The majority of students demonstrated a clear and secure understanding of the ways in which UK citizens could promote respect and understanding in a diverse society. Many of these were able to effectively apply this understanding to the source. In particular the importance of raising awareness through education and demonstrations were discussed in the context of Black History Month and the Edward Colston statue protest.

Question 2.1

The majority of students were able to identify BBC One as an example of the traditional media.

Question 2.2

The majority of students were able to explain the term 'freedom of the press' as the ability of the press to print what they wished. The majority of these were then able to develop their explanations, with reference to the press being free from political or judicial interference or censorship, to gain the second mark for this question.

Question 2.3

The majority of students were able to discuss the range of situations in which censorship is used in the UK. They were also able to apply this knowledge to the source. In particular, many students displayed very good knowledge of the work of Ofcom and the ASA.

Question 3.1

The vast majority of students were able to identify the EU as the international organisation the UK left in 2020.

Question 3.2

Students were asked to identify which international organisation the World Health Organization is an agency of. The correct answer was the UN. However, a majority of students referred to other international organisations such as the Commonwealth, EU, NATO or the WTO. Teachers are encouraged to ensure that candidates have secure knowledge of these organisations

Question 3.3

The majority of students were able to explain the purpose of NATO as to maintain peace or prevent war. The majority of these were then able to develop their explanations, with reference to NATO being an international military defence organisation, to gain the second mark for this question.

Question 3.4

The majority of students were able to describe how a NGO might respond to a humanitarian crisis and apply this knowledge effectively to the situation in Syria (as described in the source). There were many very good and thoughtful responses to this question.

Question 4.1

The majority of students were able to define society as people living together in a community.

Question 4.2

Students were clearly able to understand the demands of this longer response question. They were able to construct appropriately detailed answers which investigated the area the question focused upon. Those students that focused solely upon the factor of nationality were unable to gain as many marks as those students that were able to introduce other factors that may shape a person's identity into their answer to the question.

Question 5.1

A significant minority of students were able to identify the EU as being the organisation to which the European Council is a part.

Question 5.2

It was encouraging to see how well-prepared students were to answer a longer response question on the UK's international role and international aid. Students had also clearly been well-prepared to answer synoptic-style questions. The scaffolding for this question, provided via the three bullet points, was used very effectively to produce appropriately structured and focused answers by the students. Many students were able to write a balanced response and discuss the role of the UK within the UN, NATO and the Commonwealth. They also frequently discussed the use of aid as a form of 'soft power' to increase the UK's influence. The moral case for giving aid to help in major crises was also discussed by many students.

Section B**Question 6.1**

A significant minority of students were able to identify the Equality and Human Rights Commission as the organisation whose purpose it is to help eliminate discrimination in the UK.

Question 6.2

A majority of students were able to identify the Equal Pay Act and the Race Relations Act as the two laws which were introduced in the UK to outlaw discrimination.

Question 6.3

The majority of students were able to discuss reasons such as deterrent, protection and the gathering of evidence, as to why the state may need to use CCTV cameras in way that may restrict the citizen's right to privacy. They were also able to apply this knowledge to the source and the potential effectiveness of the use of CCTV cameras in public spaces.

Question 7.1

The large majority of students were aware that the Magna Carta was signed in 1215 and were duly awarded a mark for this question.

Question 7.2

The majority of students were able to explain that the purpose of the Human Rights Act is to protect the human rights of everyone in the UK. Many were able to develop their explanations, with reference to the HRA requiring that all citizens are treated equally and fairly, to gain the second mark for this question.

Question 7.3

A majority of students were able to describe one way in which statute law is different from common law in the UK as discussed in the source. Many were able to identify two. However a minority were unable to differentiate between statute law and common law. Teachers should be aware that how common law and legislation differs is an integral part of the specification.

Question 8.1

A significant minority of students were able to identify Scotland as the country which has Justice of the Peace Courts. Teachers should be aware that how the legal systems differ within the UK is an integral part of the specification.

Question 8.2

A minority of students were able to identify Northern Ireland as the country which has the Enforcement of Judgements Office. Once again it should be remembered that how the legal systems differ within the UK is an integral part of the specification.

Question 8.3

The majority of students were able to identify the age of criminal responsibility in either England, Northern Ireland and Wales or Scotland. A significant minority were able to identify it for both.

Question 8.4

The majority of students were able to discuss the range of reasons why some areas have higher crime rates than others. They were also able to apply this knowledge to the situations discussed in the source. Many students displayed very good knowledge of the socio-economic factors which may explain this. Other factors often discussed by students, in answering this question, were levels of policing and the presence, or otherwise, of anti-crime precautions.

Question 9.1

A large minority of students were able to define ‘mitigating circumstances’ correctly as a factor that makes the charge or the offender’s culpability less serious.

Question 9.2

Students were able to demonstrate a clear understanding of the demands of this longer response question. As with the section A 8 mark questions, they were able to construct appropriately detailed answers which investigated the area the question focused upon. The awareness, demonstrated by students, of the various purposes of sentencing was very encouraging to see. Most students were able to discuss the purposes of punishment, justice, public protection, deterrence, reparation and rehabilitation. The examiners are very encouraged by the sophistication of some of the responses.

Question 10.1

The majority of students were able to identify Unison as an example of a trade union.

Question 10.2

As with question 5.2 it was, once again, very encouraging to see how well-prepared students were to answer a synoptic style question. The scaffolding for this question, provided via the three bullet points, was again used very effectively by the students to produce appropriately structured and focused answers. Students demonstrated an impressive appreciation of how both trade unions, and other participatory opportunities open to citizens, could help them to make a difference in society.

A minority of students confused the role of trade unions with organisations such as the WTO and the EU. These students often focused on the issue of trade. Such responses were not creditworthy.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.