



GCSE

CITIZENSHIP STUDIES

8100/1 Paper 1
Report on the Examination

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General

This specification continues to have a strong uptake from centres across the country. The active citizenship section of the paper continues to allow students to confidently outline the actions they have been taking and the success that has been enjoyed! Some of the more tightly focused and local based actions allowed students to thoroughly evaluate what they have undertaken. Such activities included improving the environment at a local beach, helping raise awareness and provide resources over water safety, tackling obesity in local primary schools, road safety issues outside a school and mental health awareness for young people.

Where investigations were tightly focused, it allowed responses to be more analytical and students could comment on how viewpoints affected what they were trying to undertake and level of success achieved. Students who kept a tight focus on the question requirements, such as judging success against aims, typically gained more marks than those who took a more narrative approach to each question. This was also seen where students were asked to judge the impact viewpoints had on their investigation which was provided in the scaffold of the question. Simply describing viewpoints would not enable students to access the higher levels in the mark scheme.

Safeguarding notice – Please could all teachers be aware that the safety and security of all students is paramount and guidance may well be required by centres on some issues for research eg investigating and reducing knife crime in a community would require investigation of secondary source of information rather than primary. Overall, the Lead examiner congratulates teachers and students in sharing all the brilliant investigations that have taken place and they have been a pleasure to read. A great deal of the projects have provided meaningful improvements up and down the country on a wide range of issues.

Many centres had effectively prepared students on how citizens can bring about change in society and students found the inclusion of social media sources, like Tik Tok, as an accessible springboard to share their ideas. This was also echoed in students confidently explaining how and why citizens should be involved in our democracy. Students also showed a depth of knowledge about UK political parties and branched out from ideological similarities and differences to write about structural and organisational ones. More specific key terms and processes was an area less secure, such as 'royal assent'. Understanding how the Prime Minister can/cannot be influenced is also an area to focus on, as many students could outline a brief description but lacked sufficient evidence to support their answers.

Section A

Question 01.1

The majority of responses could identify an example of direct action such as a protest or strike.

Question 01.2

Many responses provided a clear and concise definition of what jury service is. The role being undertaken would also get the mark being awarded.

Question 01.3

Many responses demonstrated an accurate knowledge of what an election is. Less secure was the knowledge of referendums, thus making the ability to identify differences more difficult.

Question 01.4

The majority of students understood what a boycott was. In regards to an example, many responses cited historical ones, like the Montgomery Bus Boycott which was creditworthy.

Question 01.5

Students responded very well to this question and could accurately point out one way you could contribute in parliamentary democracy. The development of the reason, for the second mark, was explaining the motive/rationale for it.

Question 01.6

Stronger responses used the source as a starting point on how a citizen can bring about change using social media. After this wider knowledge was used to discuss other reasons why social media could be effective, often with examples being cited, such as Surfers Against Sewage and Marcus Rashford. Responses that simply focused on the extract didn't demonstrate enough own knowledge to progress to the higher levels.

Question 02.1

The majority of responses could clearly identify a reason for choosing their investigation. Responses which gained higher marks fully explained the rationale their choice, such as being a direct issue in their surrounding area or school.

Question 02.2

Students were able to successfully explain what worked (and what didn't) in their citizenship action/project. Many went into great depth to evidence the level of success eg physical changes implemented like recycling bins in a community. The strongest responses directly tied the success with what they initially wanted to achieve (aims).

Question 02.3

A summary of the results and outcomes of the research was provided by the vast majority of students. This usually involved a detailed narrative of what was looked at including types of evidence. Stronger responses specifically/overtly went on to say how this impacted their plan/action/project.

Question 02.4

The majority of students used the scaffold in the question to effectively organise their thoughts. The strongest responses clearly evaluated how the viewpoints collected helped develop their citizenship action/project. Reflection on the level of influence these varying viewpoints had, was characteristic of the strongest responses. Some responses were more narrative in style and simply stated their own viewpoint and that of others they had talked to or contacted. Some examples of really strong projects were centred around improving facilities in a local area, such as road safety or mental health. There were some particularly interesting and productive projects concerning improving local environments, such as the beach.

Section B

Question 03.1 (Multiple choice)

Whilst the majority of responses identified Supreme Court, there was a wide variety of answers to this question. The correct response was “D” only.

Question 03.2

Many responses could accurately explain the role the monarch has in signing a bill to make it into a law.

Question 03.3

Responses that simply lifted examples from the source did not progress to higher levels. The strongest responses used an example from the source and then made a comparable difference using their own knowledge of the UK constitution.

Question 04.1 (Multiple choice)

The vast majority of responses correctly identified the police officer. The correct response was “D” only.

Question 04.2

The majority of students could correctly identify the minimum voting age for each election. Sometimes responses did put them in reverse though.

Question 04.3

This question required a discussion on who can and cannot stand as a student in a local election. The source material provided students with two individuals who could be used as starting points. Higher level responses correctly identified features that could and/or could not make them eligible. Less secure responses made factual errors such as Helga not being able to stand as she isn't a citizen of the UK.

Question 05.1 (Multiple choice)

Most responses correctly identified Charing debates as one correct answer. The second response (Barring members) was less well-identified. The correct answers were “A” and “B” only.

Question 05.2 (Multiple choice)

Most responses correctly identified State Opening of Parliament as one correct answer. The second response (Security) was less well-identified. The correct answers were “E” and “F” only.

Question 05.3

This slightly new style of question enabled students to apply their knowledge of the House of Commons with a visual source. There was a strong range of responses to this question which was tightly focused on the significance of where MPs sit. Responses which gained higher marks discussed a range of positions in the Commons such as front and back bench, shadow cabinet and Speaker.

Question 06.1 (Multiple choice)

Most responses could correctly identify Plaid Cymru. The correct answer was B only.

Question 06.2

The strongest responses for this question had a knowledge of how the UK political parties are similar and different to produce a coherent debate. Some responses demonstrated an excellent knowledge of different political ideologies with supporting examples. The highest marks were awarded to those responses that arrived at clear judgements about the political parties and used subject specific terms/language. Credit was also given to students who branched out into areas such as how leaders are selected or the organisation of the political party.

Question 07.1 (Multiple choice)

There was a wide spread of responses across all of the options, but the majority could identify the Chancellor of the Exchequer. The correct response was “A” only.

Question 07.2

There was a wide range of responses to this question about the power of the Prime Minister in relation to the media. Responses which gained higher marks could confidently discuss how the media could/couldn't influence the Prime Minister. These responses were also specific in deploying examples, such as Boris Johnson and 'Partygate'. There were a great deal of responses that understood how the media could influence public opinion and what impact this may have, but failed to support these valid points with evidence.

Mark Ranges and Award of Grades

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