

**GCSE  
CITIZENSHIP STUDIES  
8100/2**

Paper 2

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**Mark scheme**

June 2023

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Version: 1.0 Final



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**

Qu	Part	Marking guidance	Total marks
01	1	<p><b>Why is tolerance an important value in modern Britain?</b></p> <p><b>Because modern British society is...</b></p> <p>Correct response: <b>D (multicultural)</b>.</p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
01	2	<p><b>Using one example, explain the term ‘rule of law’.</b></p> <p>Award <b>1 mark</b> for a correct explanation of the term ‘rule of law’.</p> <p>Award <b>1 mark</b> for an appropriate example.</p> <p>An explanation of the term could be that no one is above the law so it applies to everyone.</p> <p>The example could be that, if found guilty of a crime, everyone is subject to the same punishment.</p> <p>AO1 = 2</p>	2

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		<p>The media should provide reliable information to citizens.</p> <ul style="list-style-type: none"> <li>• Greater media regulation to prevent the publishing of excessively biased and misleading information.</li> <li>• Greater media regulation to ensure a greater variety of ownership and avoid the concentration of the ownership and control of media outlets in a few hands (eg Rupert Murdoch).</li> </ul>	
		<p>The government should protect all citizens against poverty.</p> <ul style="list-style-type: none"> <li>• The government should provide more provision for social welfare eg the greater provision of free school meals.</li> </ul>	
<p>Credit any other relevant points about how the British value of democracy could be strengthened which have been applied to <b>Source A</b>.</p>			
<p>AO2 = 4</p>			

Qu	Part	Marking guidance	Total marks
02	1	<p><b>What does ‘freedom of the press’ mean?</b></p> <p><b>Newspapers should be free from...</b></p> <p>Correct response: <b>D (political interference)</b>.</p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
02	2	<p><b>Explain the term ‘citizen journalist’.</b></p> <p>Award up to <b>2 marks</b> for an accurate explanation of the term.</p> <p>This <b>could</b> be: an individual (who isn’t a professional journalist) who gathers news and information (<b>1</b>) which they then distribute (possibly via social media) (<b>1</b>).</p> <p>AO1 = 2</p>	2

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03	1	<p><b>Which of the following states the aims of the United Nations (UN)?</b></p> <p>Correct response: <b>A (UN Charter)</b></p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
03	2	<p><b>Define the term 'hard power'.</b></p> <p>Award <b>1 mark</b> for an accurate definition of the term 'hard power' as the use of military or economic power to achieve aims or objectives.</p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
03	3	<p><b>Explain how mediation can be used as a way to resolve international disputes and conflicts.</b></p> <p>Award up to <b>2 marks</b> for an accurate explanation of how mediation can be used as a way to resolve international disputes and conflicts.</p> <p>This <b>could</b> be: a process of involving outsiders (whether another country or organisation) to resolve a dispute or conflict between two parties (whether countries or organisations) <b>(1)</b> via dialogue or negotiation <b>(1)</b>.</p> <p>Credit the use of appropriate examples to explain how mediation can be used as a way to resolve international disputes and conflicts eg the Good Friday Agreement.</p> <p>AO1 = 2</p>	2



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04	1	<p><b>In 2010, 116 pieces of legislation were brought together to form a single law.</b></p> <p><b>This law protects UK citizens from discrimination.</b></p> <p><b>What was the name of the law?</b></p> <p>Correct response: <b>A (Equality Act)</b></p> <p>AO1 = 1</p>	1

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04	2	<p><b>‘The actions of government, not citizens, are the best way to promote respect and understanding in British society.’</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"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7–8</td> <td> <p>Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate.</p> <p>Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.</p> </td> </tr> <tr> <td>3</td> <td>5–6</td> <td> <p>Analysis of a range of evidence and views related to the citizenship debate.</p> <p>The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated.</p> <p>Conclusions drawn from the arguments may not be completely coherent.</p> </td> </tr> <tr> <td>2</td> <td>3–4</td> <td> <p>Basic analysis of a limited range of evidence and views related to the citizenship debate.</p> <p>Weak arguments are made which are not necessarily related to the evidence selected.</p> <p>The arguments represent only a limited range of viewpoints.</p> <p>Some attempt is made to integrate the arguments into concluding remarks.</p> </td> </tr> <tr> <td>1</td> <td>1–2</td> <td> <p>Limited evidence presented and/or evidence presented is not directly related to the citizenship debate.</p> <p>Insufficient range of differing viewpoints considered.</p> </td> </tr> </tbody> </table>	Level	Marks	Descriptor	4	7–8	<p>Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate.</p> <p>Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.</p>	3	5–6	<p>Analysis of a range of evidence and views related to the citizenship debate.</p> <p>The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated.</p> <p>Conclusions drawn from the arguments may not be completely coherent.</p>	2	3–4	<p>Basic analysis of a limited range of evidence and views related to the citizenship debate.</p> <p>Weak arguments are made which are not necessarily related to the evidence selected.</p> <p>The arguments represent only a limited range of viewpoints.</p> <p>Some attempt is made to integrate the arguments into concluding remarks.</p>	1	1–2	<p>Limited evidence presented and/or evidence presented is not directly related to the citizenship debate.</p> <p>Insufficient range of differing viewpoints considered.</p>	8
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		Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.
<b>0</b>	<b>0</b>	Nothing to credit.
<p><b>Indicative content</b></p> <p>Points which <b>may</b> be included to agree with this statement</p> <ul style="list-style-type: none"> <li>• In a diverse society, governments are central to the shaping of attitudes towards the need for respect and understanding via: <ul style="list-style-type: none"> <li>• the laws they pass</li> <li>• the shaping of public opinion via the information they share and issues they raise awareness of</li> <li>• the example they set eg appointments made and policies pursued.</li> </ul> </li> <li>• Governments are formed by political parties who, via candidate selection and their manifesto commitments, play a key role in shaping social values and behaviour which help promote the need for respect and understanding in Britain’s diverse society.</li> <li>• Governments play a key role in facilitating the promotion of respect and understanding in key institutions eg schools and such events as Black History Month.</li> <li>• Governments can determine the voices of which citizens are heard and acted upon eg which pressure groups prove successful in influencing government. This can be a key means by which the need for respect and understanding is promoted in Britain's diverse society.</li> </ul> <p>Points which <b>may</b> be included to disagree with this statement</p> <ul style="list-style-type: none"> <li>• Society is made of individuals living together in a community. These individuals (citizens) therefore form the ‘bedrock’ of society and the accumulation of their individual actions creates that society. Therefore the actions of citizens will be the best way to promote the need for respect and understanding within Britain's diverse society.</li> <li>• The daily lives of individual citizens, and their social interaction with fellow citizens, is the key area where respect and understanding is both promoted and experienced.</li> <li>• The specific actions of citizens (eg voting) also shape the political environment in which governments can act to promote respect and understanding in Britain's society.</li> <li>• Citizens, through their membership of political parties, pressure groups and voluntary organisations, can shape the behaviour of and policies pursued by these organisations. This can lead to the effective promotion of and raising awareness of the need for respect and understanding in Britain's diverse society.</li> </ul>		

		<ul style="list-style-type: none"> <li>• Citizens, such as Marcus Rashford, can act as role models for other citizens to help promote respect and understanding in British society. This can be in contrast to the behaviour of members of the government eg 'partygate'.</li> </ul> <p>AO3 = 8</p>	
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Qu	Part	Marking guidance	Total marks
05	1	<p><b>What is meant by the term 'equal opportunities'?</b></p> <p>Award <b>1 mark</b> for a definition or an example that serves as a definition.</p> <p>'Equal opportunities' means allowing all people access to the same opportunities, regardless of their protected characteristics eg disability/religion/age/ethnicity/gender/sexual orientation.</p> <p>AO1 = 1</p>	1

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05	2	<p><b>‘British citizens have a duty to participate in democracy even if they feel apathetic about politics.’</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 political rights and duties of British citizens</b></li> <li><b>issues relating to voter apathy.</b></li> </ul> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>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>3</td> <td>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>2</td> <td>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>1</td> <td>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>0</td> <td>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 with this statement</p> <ul style="list-style-type: none"> <li>• British citizens enjoy many rights and freedoms because they live in a democracy. To ensure they can continue to enjoy these they have a duty and a responsibility to participate in that democracy to ensure that it remains effective, functional and legitimate.</li> <li>• There are many opportunities for British citizens to participate in the democratic process. Therefore there is no legitimate reason for a citizen to be apathetic or disengaged.</li> <li>• Decisions made by government not only affect the citizen but future generations. Therefore there is a duty and a responsibility towards the citizens of the future to ensure generational fairness in the decisions taken today (eg government policies towards the climate crisis).</li> <li>• It is in the citizen's own self-interest to participate in the democratic process and help to ensure that both government, and government policy, are reflective of the 'will of the people' and therefore the citizens themselves.</li> </ul> <p>Points which <b>may</b> be included to disagree with this statement</p> <ul style="list-style-type: none"> <li>• British Governments need to do more to encourage greater citizen participation rather than rely on the citizen's sense of duty eg encourage higher voter turnout via innovations such as online voting, longer opening hours for polling stations &amp; compulsory voting.</li> <li>• British political parties need to do more to encourage greater citizen participation rather than rely on the citizen's sense of duty eg become more socially representative as a means to overcome voter apathy and distrust of/disengagement from the democratic process.</li> <li>• The greater use of direct democracy in Britain (eg referendums) would provide greater participation opportunities and encourage greater engagement with the democratic process.</li> <li>• Further devolution (in particular to the English regions via the establishment of more elected mayors with greater powers) would be a more effective way to provide greater participation opportunities and encourage greater engagement with the democratic process.</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>Which of the following courts hears the majority of civil law cases in England and Wales?</b></p> <p>Correct response: <b>A (County Court)</b></p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
06	2	<p><b>Which two of the following could be prosecuted as criminal offences?</b></p> <p>Correct response: <b>C (Fraud) and D (Littering)</b></p> <p>AO1 = 2</p>	2

Qu	Part	Marking guidance	Total marks										
06	3	<p><b>Discuss two differences between criminal law and civil law in the UK.</b></p> <p><b>You should refer to Source D in your answer.</b></p> <p>Award <b>1 mark</b> for identifying a difference and <b>1 mark</b> for developing an explanation (<b>x2</b>).</p> <table border="1" data-bbox="320 600 1291 1104"> <thead> <tr> <th data-bbox="320 600 798 667"><b>Source D (Civil Law in the UK)</b></th> <th data-bbox="798 600 1291 667"><b>Criminal</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="320 667 798 768">Civil law cases are filed by private parties.</td> <td data-bbox="798 667 1291 768">Criminal cases are filed by the State.</td> </tr> <tr> <td data-bbox="320 768 798 869">The decision of the court in a civil court is liable or not liable.</td> <td data-bbox="798 768 1291 869">The decision of the court in a criminal case is guilty or not guilty.</td> </tr> <tr> <td data-bbox="320 869 798 969">When it comes to appeals, either party can appeal in a civil case.</td> <td data-bbox="798 869 1291 969">When it comes to appeals, only the defendant can appeal.</td> </tr> <tr> <td data-bbox="320 969 798 1104">The claimant needs to prove their case on the balance of probabilities in order to succeed.</td> <td data-bbox="798 969 1291 1104">The standard of proof is higher, the accused must be proved guilty beyond reasonable doubt.</td> </tr> </tbody> </table> <p><b>Example answer</b></p> <p>Civil law cases are filed by private parties (<b>1</b>) whereas criminal cases are filed by the state (<b>1</b>). Another difference is, in civil law either party can appeal against the decision (<b>1</b>) whereas in criminal cases only the defendant can appeal against the verdict (<b>1</b>).</p> <p>AO2 = 4</p>	<b>Source D (Civil Law in the UK)</b>	<b>Criminal</b>	Civil law cases are filed by private parties.	Criminal cases are filed by the State.	The decision of the court in a civil court is liable or not liable.	The decision of the court in a criminal case is guilty or not guilty.	When it comes to appeals, either party can appeal in a civil case.	When it comes to appeals, only the defendant can appeal.	The claimant needs to prove their case on the balance of probabilities in order to succeed.	The standard of proof is higher, the accused must be proved guilty beyond reasonable doubt.	4
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Qu	Part	Marking guidance	Total marks
07	1	<p><b>Which one of the following is a trade union?</b></p> <p>Correct response: <b>A (Association of School and College Leaders)</b></p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
07	2	<p><b>Explain one way a trade union can influence government policy.</b></p> <p>Award <b>1 mark</b> for correct understanding of the role of a trade union eg to support its members regarding their work/employment.</p> <p>Award <b>1 mark</b> for appropriate development which could be an example.</p> <p>Trade unions influence government policy through techniques such as:</p> <ul style="list-style-type: none"> <li>• negotiations with politicians (lobby)</li> <li>• industrial action, strikes or work to rule eg The Coal Miner’s Strike/Rail Strikes (2022)</li> <li>• marches eg The Public Sector March (2011)</li> <li>• legal proceedings or taking government departments to court.</li> </ul> <p><b>Example answer</b></p> <p>One way a trade union can influence government policy is by industrial action <b>(1)</b>. This is when a trade union orders its members to go on strike, so they do not work as such the government feel public pressure to fix the dispute <b>(1)</b>.</p> <p>AO1 = 2</p>	2

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07	3	<p><b>Describe two ways trade unions are different to employers' associations.</b></p> <p><b>You should refer to Source E in your answer.</b></p> <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><b>Indicative content</b></p> <p>Answers require the application of knowledge regarding the ways in which trade unions differ from employers' associations, as outlined in <b>Source E</b>.</p> <p>The answer <b>needs</b> to include two of the following points of difference.</p> <table border="1"> <thead> <tr> <th>Source E (Trade unions and employers' associations)</th> <th>Trade Unions</th> </tr> </thead> <tbody> <tr> <td>Employers' associations represent businesses and the people who own them.</td> <td>Trade unions represent workers.</td> </tr> <tr> <td>Employers' associations aim to defend the profitability of their members' businesses.</td> <td>Trade unions aim to improve pay and working conditions for members.</td> </tr> <tr> <td>Employers' associations have historic links to the Conservative Party.</td> <td>Some trade unions have links to the Labour Party.</td> </tr> <tr> <td>They play no role in electing Conservative Party Leaders.</td> <td>Some trade unions play a role in electing Labour leaders.</td> </tr> <tr> <td>Employers' associations may lobby government to achieve their aims through influence.</td> <td>Trade unions may organise industrial action eg strikes or work to rule to achieve their aims through pressure.</td> </tr> </tbody> </table> <p>AO2 = 4</p>	Source E (Trade unions and employers' associations)	Trade Unions	Employers' associations represent businesses and the people who own them.	Trade unions represent workers.	Employers' associations aim to defend the profitability of their members' businesses.	Trade unions aim to improve pay and working conditions for members.	Employers' associations have historic links to the Conservative Party.	Some trade unions have links to the Labour Party.	They play no role in electing Conservative Party Leaders.	Some trade unions play a role in electing Labour leaders.	Employers' associations may lobby government to achieve their aims through influence.	Trade unions may organise industrial action eg strikes or work to rule to achieve their aims through pressure.	4
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08	1	<p><b>Which one of the crimes in Source F is criminal damage?</b></p> <p>Correct response: <b>A (Arson)</b></p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
08	2	<p><b>Which one of the crimes in Source F is a violent crime?</b></p> <p>Correct response: <b>B (Assault)</b></p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
08	3	<p><b>Identify two of the purposes of sentencing.</b></p> <p>Award <b>1 mark</b> for each of five correct responses:</p> <ul style="list-style-type: none"> <li>• punishment</li> <li>• deterrence</li> <li>• rehabilitation</li> <li>• protection of the public</li> <li>• reparations.</li> </ul> <p>AO1 = 2</p>	2

Qu	Part	Marking guidance	Total marks												
08	4	<p><b>Describe two ways in which hate crimes could be reduced in the UK.</b></p> <p><b>You should refer to Source G in your answer.</b></p> <p>Award <b>1 mark</b> for describing a way and <b>1 mark</b> for developing the description (<b>x2</b>).</p> <p><b>Indicative content</b></p> <p>The answer <b>may</b> include some of the following points.</p> <table border="1" data-bbox="320 698 1286 1843"> <thead> <tr> <th data-bbox="320 698 804 768">Source G (Hate crimes)</th> <th data-bbox="804 698 1286 768">Development</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 768 804 1003">Many hate crimes go unreported.</td> <td data-bbox="804 768 1286 1003">If victims can be encouraged and supported to report hate crimes, we can gain a more accurate picture of the problem and then deal properly with the perpetrators.</td> </tr> <tr> <td data-bbox="320 1003 804 1205">Training for officers to identify hate crimes.</td> <td data-bbox="804 1003 1286 1205">This means officers can more appropriately act when they identify hate crimes and as such, intervene properly to reduce hate crime.</td> </tr> <tr> <td data-bbox="320 1205 804 1373">At the same time, the government has reviewed sentencing for perpetrators which includes re-education.</td> <td data-bbox="804 1205 1286 1373">Sentencing can help to deter potential perpetrators and this will reduce hate crimes.</td> </tr> <tr> <td data-bbox="320 1373 804 1574">At the same time, the government has reviewed sentencing for perpetrators which includes re-education.</td> <td data-bbox="804 1373 1286 1574">Hate crimes will reduce if perpetrators are educated to understand their prejudice. This can reform the perpetrator and reduce hate crimes.</td> </tr> <tr> <td data-bbox="320 1574 804 1843">The Department for Education has continued to fund the ‘Show Racism the Red Card’ programme for schools across England.</td> <td data-bbox="804 1574 1286 1843">Preventing hate crimes early by educating young people can help to reduce hate crimes. This will ensure that young people are educated against prejudice early. Funding could be extended across the UK, not just England.</td> </tr> </tbody> </table> <p>AO2 = 4</p>	Source G (Hate crimes)	Development	Many hate crimes go unreported.	If victims can be encouraged and supported to report hate crimes, we can gain a more accurate picture of the problem and then deal properly with the perpetrators.	Training for officers to identify hate crimes.	This means officers can more appropriately act when they identify hate crimes and as such, intervene properly to reduce hate crime.	At the same time, the government has reviewed sentencing for perpetrators which includes re-education.	Sentencing can help to deter potential perpetrators and this will reduce hate crimes.	At the same time, the government has reviewed sentencing for perpetrators which includes re-education.	Hate crimes will reduce if perpetrators are educated to understand their prejudice. This can reform the perpetrator and reduce hate crimes.	The Department for Education has continued to fund the ‘Show Racism the Red Card’ programme for schools across England.	Preventing hate crimes early by educating young people can help to reduce hate crimes. This will ensure that young people are educated against prejudice early. Funding could be extended across the UK, not just England.	4
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09	1	<p><b>Which of the following international organisations established the European Court of Human Rights?</b></p> <p>Correct response: <b>A (Council of Europe)</b></p> <p>AO1 = 1</p>	1

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09	2	<p><b>‘The UN Convention on the Rights of the Child has done more to protect children than any other international agreement.’</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"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>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>3</td> <td>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>2</td> <td>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>1</td> <td>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>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <p>Points which <b>may</b> be included to <b>agree</b> with this statement</p> <ul style="list-style-type: none"> <li>• There are 196 countries that agreed to the convention and as such this means the rights of children are protected in most countries.</li> <li>• The convention requires governments to pay attention to issues which directly affect children eg the right to an education. This is important as it requires governments to consider the impact of policies on children and allows governments to be held to account for this.</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>• There are 54 articles in the convention which are equally important. This covers a wide range of rights for children which ensures children are protected and safe.</li> <li>• The convention mirrors the Universal Declaration of Human Rights (UDHR) and European Charter on Human Rights (ECHR) but more directly relates to children. This shows the importance of the agreement in that it reflects the fundamental human rights documents that exist.</li> </ul> <p>Points which <b>may</b> be included to <b>disagree</b> with this statement</p> <ul style="list-style-type: none"> <li>• The UDHR and ECHR are more comprehensive. As such, children are better served by these rather than the specific international agreement on children's rights.</li> <li>• There are many countries which are not part of the convention, eg the United States. This weakens the overall power of the document if key international parties do not agree to it.</li> <li>• It still is not legally enforced, governments are not legally required to follow it unlike the Human Rights Act or ECHR. This means children are not legally protected but they are by the ECHR.</li> <li>• Whilst many countries have signed up, these countries do not always pay attention to the rights of children. This means the rights of children are still ignored across the world.</li> </ul> <p>AO3 = 8</p>	
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10	1	<p><b>Define the term 'justice'.</b></p> <p>Award <b>1 mark</b> for a definition or an example that serves as a definition.</p> <p>This <b>could</b> be: justice is the fairness as a result of the application of a law, usually by a judge, in society.</p> <p>AO1 = 1</p>	1

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10	2	<p><b>‘When there is conflict between rights and responsibilities, the individual liberty of the citizen should come first.’</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 need for balance between rights and responsibilities</b></li> <li><b>the importance of individual liberty.</b></li> </ul> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>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 given which relate to the evidence provided. The justifications put forward form a coherent argument.</td> </tr> <tr> <td>3</td> <td>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>2</td> <td>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>1</td> <td>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>0</td> <td>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 issue. Developed and reasoned justifications are given 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 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.	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.	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	0	Nothing to credit.	8
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	<p><b>Indicative content</b></p> <p>Points which <b>may</b> be considered <b>for</b> the statement</p> <ul style="list-style-type: none"> <li>• Erosions of individual liberties are precursors to a loss of democracy, citizens should be vigilant against this.</li> <li>• Individual liberties include our fundamental human rights such as the right to religion, these should be protected by all citizens.</li> <li>• Rights and responsibilities do not always consider wider society, they can be focused on the individual liberty of the citizen eg the right to refuse medical treatment such as a blood transfusion.</li> <li>• Sometimes the law can hinder the individual liberty of the citizen. This can be negative, eg in Australia you can be fined for not voting. By not voting, you could be sending a message to those in power.</li> <li>• Individual liberties are protected by law and pressure groups eg Big Brother Watch which safeguards against the power of the state and protects individual liberty.</li> </ul> <p>Points which <b>may</b> be considered <b>against</b> the statement</p> <ul style="list-style-type: none"> <li>• At times of national emergency, individual liberties are less important eg war or global pandemic.</li> <li>• Responsibilities to our communities should override individual liberties eg wearing a mask on public transport.</li> <li>• Freedom of Speech may need to be limited when it includes harming others and/or inciting hate.</li> <li>• There are a number of mechanisms in society which protect us from injustice eg the Supreme Court, we no longer need to only be concerned with individual liberty.</li> <li>• Taxes need to be collected to fund public services which can be used by all citizens eg the NHS.</li> </ul> <p>Award marks for any other relevant answers.</p> <p>AO3 = 8</p>	
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