



GCSE

CITIZENSHIP STUDIES

8100/2 Paper 2
Report on the Examination

8100/2
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General

This 2023 examination for Paper 2 of the GCSE Citizenship Studies proved to be both challenging and accessible for the students that sat it. This was reflected in the many excellent responses produced by students. Teachers, despite the challenges of the 2021/2022 and 2022/2023 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.

Any specific issues are addressed by the commentary for the relevant question. However, there is one general issue concerning the source based questions. The trend in student responses to these types of questions is one of continued improvement. Nevertheless, there are still a number of students who were limited in the marks they received, because they did not reference the source effectively. It is essential when answering source based questions that students apply their knowledge of the question topic to the scenarios in the sources.

Section A

Question 01.1 (Multiple choice)

The vast majority of students were able to demonstrate a clear understanding that tolerance is an important value in modern Britain because British society is multicultural.

Question 01.2

The majority of students clearly had a secure understanding of the term 'rule of law'. A significant number were able to provide an appropriate example to gain the second mark for this question.

Question 01.3

The majority of students demonstrated a clear and secure understanding of the ways in which the British value of democracy could be strengthened. They were also able to effectively apply this understanding to the source. In particular the importance of civic education programmes and initiatives in schools, in the context of making the public better informed about politics and government, was often discussed.

Question 02.1 (Multiple choice)

A significant majority of students were able to identify the correct meaning of the term 'freedom of the press'. This was newspapers being free from political interference.

Question 02.2

The majority of students were able to explain the term 'citizen journalist' as an individual who gathers news and information but isn't a professional journalist. Many of these students were then able to develop their explanations, with reference to the use of social media by this individual to distribute this news and information.

Question 02.3

The majority of students were able to describe the responsibilities the media have when reporting stories of public interest. Many were also able to apply this knowledge to the source. In particular, many students displayed very good knowledge of the media's responsibility to ensure their reporting is accurate and the conditions under which the media are required to publish corrections and apologies.

Question 03.1 (Multiple choice)

A significant minority of students were able to identify the UN Charter as the document which states the aims of the United Nations (UN).

Question 03.2

A significant minority of students were able to define the term 'hard power' accurately as the use of military or economic power to achieve aims or objectives.

Question 03.3

The majority of students were able to explain how mediation can be used to resolve international disputes and conflicts. This was through the use of dialogue or negotiation. Many of these students were then able to develop their explanations, with reference to the role of outsiders in encouraging this process, to gain the second mark for this question. A minority of students explained mediation as something to do with the media. Such responses were not creditworthy.

Question 03.4

The vast majority of students were able to discuss how sanctions could be made more effective. Many of these students were also able to apply this knowledge effectively to the weaknesses of sanctions discussed in the source. There were many very good and thoughtful responses to this question. The need for sanctions to be carefully targeted was frequently discussed.

Question 04.1 (Multiple choice)

The vast majority of students were able to identify the Equality Act as the law which protects UK citizens from discrimination.

Question 04.2

Students were clearly able to understand the demands of this longer response question. The majority of students gained level 3, or above, marks. They were able to construct appropriately detailed answers which investigated the area the question focused upon. Many students produced a balanced response, discussing both the actions of government and citizens when considering the best way to promote respect and understanding in British society.

Question 05.1

A significant majority of students were able to define the term 'equal opportunities' accurately as providing all people with access to the same opportunities regardless of individual characteristics.

Question 05.2

As with question 04.2 the majority of students gained level 3, or above, marks. Students had clearly been well-prepared to answer synoptic-style questions. The scaffolding for this question, provided via the two 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 consider if British citizens have a duty to participate in democracy. Students frequently discussed the reasons for voter apathy and why many young people are disillusioned with the political system.

Section B**Question 06.1 (Multiple choice)**

A significant minority of students were able to identify County Court as the court in which the majority of civil law cases are heard in England and Wales.

Question 06.2 (Multiple choice)

A majority of students were able to identify either fraud or littering as one of the two offences which could be prosecuted as criminal offences. A minority of students were able to identify both.

Question 06.3

The majority of students were able to discuss the two differences between criminal law and civil law in the UK and apply this knowledge to the source. A minority of students did not apply this knowledge to the source and subsequently did not gain as many marks as those students that did.

Question 07.1 (Multiple choice)

A minority of students were able to identify the Association of School and College Leaders as a trade union and were duly awarded a mark for this question.

Question 07.2

The vast majority of students were able to explain one way a trade union can influence government policy. Striking was the most common answer. Many were able to develop their explanations, with reference to the pressure the government was placed under by the public to get services back to normal, to gain the second mark for this question.

Question 07.3

The vast majority of students were able to describe one way in which trade unions are different to employers' associations as described in the source. Many of these students were able to identify two. However, a small minority of students were unable to differentiate between trade unions and employers' associations.

Centres should be aware that this topic is an integral part of the GCSE Citizenship Studies specification.

Question 08.1 (Multiple choice)

The vast majority of students were able to identify arson as an example of criminal damage.

Question 08.2 (Multiple choice)

The vast majority of students were also able to identify assault as an example of a violent crime.

Question 08.3

The vast majority of students were able to identify one purpose of sentencing. A significant number of these students were also able to identify a second purpose.

Question 08.4

The majority of students were able to describe two ways in which hate crimes in the UK could be reduced. They were also able to apply this knowledge to the situations described in the source. The role of education was frequently described as a way to tackle this issue.

Question 09.1 (Multiple choice)

A significant minority of students were able to identify the Council of Europe as the international organisation that established the European Court of Human Rights.

Question 09.2

Many 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 UN Convention on the Rights of the Child was very encouraging to see. There were many very sophisticated responses to this question in which students demonstrated a secure understanding of a range of international agreements. As a result, a significant minority of students were able to gain top level marks.

A minority of students produced generalised responses which demonstrated little precise knowledge of the question topic. Centres should be aware of the importance of key international agreements and treaties in regard to human rights. This topic is an integral part of the GCSE Citizenship Studies specification.

Question 10.1

The majority of students were able to define the term 'justice' accurately.

Question 10.2

As with question 05.2 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 two bullet points, was again used effectively by the students to produce appropriately structured and focused answers. Many students demonstrated a secure appreciation of the close relationship between the rights and responsibilities of the citizen. A significant minority of students were able to gain top level marks for their responses.

However, a small minority of students produced generalised responses focusing upon individual entitlement. Such responses were unable to gain top level marks.

Mark Ranges and Award of Grades

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