



GCSE CITIZENSHIP STUDIES 8100/2

Paper 2

Mark scheme

June 2025

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.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	Which of the four nations of the UK has the largest population? Correct response: A England AO1 = 1	1

Qu	Part	Marking guidance	Total marks
01	2	Using one example, explain the term ‘multiculturalism’. Award 1 mark for an accurate explanation of the term ‘multiculturalism’. Multiculturalism is the co-existence of different ethnicities, races, cultures or religions (1). Award 1 mark for an example of the term which could be: a country (eg the UK) or a situation (eg an area where Christians and Muslims co-exist) (1). Accept any other appropriate response. AO1 = 2	2

Qu	Part	Marking guidance	Total marks																
01	3	With reference to Source A, describe how different national identities are represented in the UK. <table><tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr><tr><td>2</td><td>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>1</td><td>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>0</td><td>0</td><td>Nothing to credit.</td></tr></table> Indicative content The candidate answer requires the application of knowledge of how different national identities are represented in the UK to Source A. The source is a picture of the Welsh men’s football team celebrating qualifying for the 2022 World Cup Finals. The candidate’s answer may include some of the following points. <table><tr><th>Source A</th><th>How different national identities are represented in the UK</th></tr><tr><td> - Welsh football team </td><td> - The Welsh football team is an example of the different national teams from the UK which represent the different national identities in the UK. - These different teams provide different allegiances for UK citizens. These allegiances represent different national identities in the UK. - The different national teams provide an outlet for the rivalries between the different nations of the UK (eg England played Wales in the 2022 World Cup Finals). These rivalries represent different national identities in the UK. - UK citizens may also hold allegiances to other national teams and sports, eg Pakistan men’s cricket team. </td></tr></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.	Source A	How different national identities are represented in the UK	Welsh football team	- The Welsh football team is an example of the different national teams from the UK which represent the different national identities in the UK. - These different teams provide different allegiances for UK citizens. These allegiances represent different national identities in the UK. - The different national teams provide an outlet for the rivalries between the different nations of the UK (eg England played Wales in the 2022 World Cup Finals). These rivalries represent different national identities in the UK. - UK citizens may also hold allegiances to other national teams and sports, eg Pakistan men’s cricket team.	4
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		Welsh language	- The banner held by the Welsh football team, celebrating Wales' qualification for the World Cup Finals, is written in Welsh – an example of the different languages in the UK, some of which represent the different national identities in the UK. - Different languages/accents/vocabulary terms can also inform and express feelings of the different national identities in the UK.	
		Welsh colours/kit	- The shirts, scarves and hats worn by the Welsh football team are symbols, and a representation, of Welsh national identity. - There are different symbols for the different national identities in the UK.	
		Welsh emblem – dragon	- The Dragon on the banner is the national emblem/flag of Wales and a representation of Welsh national identity. - There are different emblems/flags for the different national identities in the UK.	
		AO2 = 4		

Qu	Part	Marking guidance	Total marks
02	1	Which of the following is the best term for a means of communication which can reach a large number of people? Correct response: B Mass media AO1 = 1	1

Qu	Part	Marking guidance	Total marks
02	2	Explain the term 'public interest' in the context of media reporting. Award up to 2 marks for an accurate explanation of the term 'public interest'. This could be: reporting that serves the interests of the public (1) by exposing criminal behaviour/protecting public health and safety and/or preventing the public from being misled by an individual or organisation (1). Accept any other appropriate response. AO1 = 2	2

Qu	Part	Marking guidance	Total marks																				
02	3	Discuss how IPSO helps the UK newspaper industry meet its responsibilities. Refer to Source B in your answer. <table><tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr><tr><td>2</td><td>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>1</td><td>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>0</td><td>0</td><td>Nothing to credit.</td></tr></table> Indicative content The candidate answer requires the application of knowledge regarding how IPSO helps the UK newspaper industry to meet its responsibilities to Source B. The source discusses the main responsibilities of the UK newspaper industry that IPSO was established to help them meet. The candidate’s answer may include some of the following points. <table><tr><th>Source B</th><th>How IPSO helps the UK newspaper industry to meet its responsibilities</th></tr><tr><td>• Holding those in power to account</td><td>IPSO, by allowing the newspaper industry to self-regulate, helps it to avoid government regulation and therefore preserves its independence from the UK Government so that it is free to criticise those in power.</td></tr><tr><td>• Supporting the principle of free speech</td><td>UK newspapers are independent from government regulation (because of the self-regulation provided by IPSO) and can therefore remain a key supporter of the principle of free speech which is a characteristic of democratic societies.</td></tr><tr><td>• Making sure newspaper reporting is in the public interest</td><td>In order to make sure all stories printed are in the public interest, and also accurate, IPSO has the power to: • fine newspapers when IPSO considers that a newspaper has </td></tr></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.	Source B	How IPSO helps the UK newspaper industry to meet its responsibilities	• Holding those in power to account	IPSO, by allowing the newspaper industry to self-regulate, helps it to avoid government regulation and therefore preserves its independence from the UK Government so that it is free to criticise those in power.	• Supporting the principle of free speech	UK newspapers are independent from government regulation (because of the self-regulation provided by IPSO) and can therefore remain a key supporter of the principle of free speech which is a characteristic of democratic societies.	• Making sure newspaper reporting is in the public interest	In order to make sure all stories printed are in the public interest, and also accurate, IPSO has the power to: • fine newspapers when IPSO considers that a newspaper has	4
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• Making sure newspaper reporting is in the public interest	In order to make sure all stories printed are in the public interest, and also accurate, IPSO has the power to: • fine newspapers when IPSO considers that a newspaper has																						

		not maintained a high professional standard • make newspapers print corrections and apologies.	
		AO2 = 4	

Qu	Part	Marking guidance	Total marks
03	1	Which of the following countries is a member of the Commonwealth? Correct response: B Canada AO1 = 1	1

Qu	Part	Marking guidance	Total marks
03	2	Which international organisation is the International Monetary Fund (IMF) an agency of? Award 1 mark for the accurate identification of the United Nations (UN). AO1 = 1	1

Qu	Part	Marking guidance	Total marks
03	3	Explain the role of the Council of Europe. Award up to 2 marks for an accurate explanation of the role of the Council of Europe. This could be: an international/intergovernmental organisation, the role of which is to promote human rights in Europe (1) by establishing the European Convention on Human Rights and/or the European Court of Human Rights (1). Accept any other appropriate response. AO1 = 2	2

Qu	Part	Marking guidance	Total marks																				
03	4	Discuss how the UK benefits from being a member of the Commonwealth. You should refer to Source C in your answer. <table><tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr><tr><td>2</td><td>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>1</td><td>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>0</td><td>0</td><td>Nothing to credit.</td></tr></table> Indicative content The candidate answer requires the application of knowledge regarding how the UK benefits from being a member of the Commonwealth to Source C. The source discusses the work of the Commonwealth. The candidate’s answer may include some of the following points. <table><tr><th>Source C</th><th>How the UK benefits from being a member of the Commonwealth</th></tr><tr><td>The Commonwealth is a global organisation: • 56 member countries • a joint population of 2.5 billion. </td><td>The UK’s membership of a global international organisation, such as the Commonwealth, gives the UK a stronger voice and greater influence in global affairs.</td></tr><tr><td>The majority of these were part of the British Empire.</td><td>The UK’s membership of the Commonwealth provides a means by which the UK can honour historic ties and commitments to former colonies of the British Empire.</td></tr><tr><td> • The head of the Commonwealth is King Charles III. • Its headquarters are in London. • The leaders of the member states meet every two years at the Commonwealth Heads of Government Meeting (CHOGM). • Member countries must agree with the values contained in the Commonwealth Charter </td><td>These values are both shared by the UK and promoted as part of successive UK Governments’ foreign policy. Also, the UK plays a central role in the organisation of the Commonwealth. Subsequently UK membership of the Commonwealth helps to ‘amplify’ the UK’s ‘soft power’ and influence. The benefits to the home nations of the Commonwealth Games are that: • they field their own teams </td></tr></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.	Source C	How the UK benefits from being a member of the Commonwealth	The Commonwealth is a global organisation: • 56 member countries • a joint population of 2.5 billion.	The UK’s membership of a global international organisation, such as the Commonwealth, gives the UK a stronger voice and greater influence in global affairs.	The majority of these were part of the British Empire.	The UK’s membership of the Commonwealth provides a means by which the UK can honour historic ties and commitments to former colonies of the British Empire.	• The head of the Commonwealth is King Charles III. • Its headquarters are in London. • The leaders of the member states meet every two years at the Commonwealth Heads of Government Meeting (CHOGM). • Member countries must agree with the values contained in the Commonwealth Charter	These values are both shared by the UK and promoted as part of successive UK Governments’ foreign policy. Also, the UK plays a central role in the organisation of the Commonwealth. Subsequently UK membership of the Commonwealth helps to ‘amplify’ the UK’s ‘soft power’ and influence. The benefits to the home nations of the Commonwealth Games are that: • they field their own teams	4
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		(democracy, human rights and rule of law). • They also take part in the Commonwealth Games.	• have more chance of winning medals as they do not have to compete with USA, China, etc • helps to promote Britain • provides both prestige and economic benefits of frequently hosting the Games.	
		The Commonwealth seeks to promote cooperation between member states over shared political, economic and environmental concerns.	This provides a means by which the UK can achieve its own objectives. In particular trade deals (eg those with Australia, New Zealand and Canada) have become an important part of the post-Brexit landscape in which the UK must operate globally.	
		AO2 = 4		

Qu	Part	Marking guidance	Total marks
04	1	Which of the following is an example of mediation? Correct response: B Good Friday Agreement AO1 = 1	1

Qu	Part	Marking guidance	Total marks									
04	2	‘Sanctions are more effective than military intervention for resolving international disputes and conflicts.’ Considering a range of views, to what extent do you agree or disagree with this statement? <table><tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr><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></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.	8
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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.

Indicative content

Points which **may** be included to **agree** with this statement

- Sanctions are a morally more acceptable method than military intervention (and the inevitable loss of life and collateral damage that it involves) for resolving international disputes and conflicts.
- Sanctions can be used to gradually build pressure on a country and bring about peaceful change which avoids both the damage that military intervention results in and the subsequent risk of a desire for 'revenge' developing within the targeted country.
- Sanctions can target different individuals/economic sectors/regions/cultural facets of the targeted country, providing a more nuanced and subtle means of applying pressure in order to resolve international disputes and conflicts than the 'blunt' instrument of military intervention.
- Sanctions are a method for resolving international disputes and conflicts that is easier to gain the support for from citizens in a democracy than military intervention.

Points which **may** be included to **disagree** with this statement

- Rulers of countries targeted by sanctions often respond by becoming more oppressive – meaning that sanctions may simply be a prelude to an 'inevitable' military intervention to make a country comply, change its behaviour or to bring about regime change in that country.
- Sanctions tend to hurt the poor and not those in power. The negative effects of military intervention, the inevitable risk of the loss of life, can be shorter and more isolated than the long-term negative effects of sanctions.
- Enforcement of sanctions is often inconsistent, making them potentially ineffective, whereas military intervention, by its very nature, requires 'full commitment'.

		The threat of military intervention is often needed to ‘back up’ other measures (such as sanctions) and ensure that the targeted country takes these measures seriously. Accept any other appropriate response. AO3 = 8	
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Qu	Part	Marking guidance	Total marks
05	1	Explain what is meant by the term ‘individual liberty’. Award 1 mark for a correct explanation of the term. This could be: a citizen should be free to act as they wish and/or make their own choices and decisions. Accept any other appropriate response (eg a citizen should be free from persecution). AO1 = 1	1

Qu	Part	Marking guidance	Total marks						
05	2	‘In modern Britain, citizens should always have the right to strike.’ Considering a range of views, to what extent do you agree or disagree with this statement? In your answer you should consider the: • key principles and values of modern British society • role and history of trade unions in supporting and representing workers. <table><tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr><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></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.	8
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				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.
				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.
				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.
				Nothing to credit.
				Indicative content Points which may be included to agree with this statement • In a democracy the right to withdraw your labour (go on strike) has been central to the gradual improvement in the working and living condition of UK citizens over the last 150 years. • Without the ability to strike the power relationship between employee and employer is very unbalanced – it is an essential tool for trade unions (TUs) in order to compel employers to negotiate with them – and therefore necessary to ensure fairness in a democracy. • The right to ‘withdraw your labour’ can be seen to be derived from the principle of individual liberty and is therefore a legitimate right all UK citizens should have in a democracy. • Current UK legislation regarding strike action actually legitimises strike action as both democratic (eg ballot requirements) and respectful of public safety (eg the police can’t take strike action). Points which may be included to disagree with this statement • Strikes can cause massive and unfair inconvenience to citizens who have no power over Workers’ terms and conditions, while the actions of workers employed in certain occupations going on strike could be seen as ethically dubious (eg NHS, UK Fire Service) – this could be seen as unfair in a democracy. • TUs could be accused of pursuing/defending sectional and selfish interests at the expense of national interests – as TUs are

		unaccountable to the population at large this could be seen as undemocratic. • There are other methods available to TUs to either gain leverage over employers (eg ‘work to rule’) or negotiate with them (eg arbitration – Acas) which means limits upon strike action wouldn’t leave TUs powerless. • Strike action can be counterproductive for TUs as they can risk increasing hostility towards them from the public and damaging the industry in which their members work, leading to job redundancies, etc. Accept any other appropriate response. AO3 = 8	
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Section B: Rights and responsibilities

Qu	Part	Marking guidance	Total marks
06	1	In which of the following courts does an appeal from a tribunal take place? Correct response: B High Court AO1 = 1	1

Qu	Part	Marking guidance	Total marks
06	2	Which of the following are reasons for using a tribunal? Correct response: B Discrimination at work and C Immigration dispute AO1 = 2	2

Qu	Part	Marking guidance		Total marks
06	3	Describe two ways a tribunal can help UK citizens.		4
		Refer to Source D in your answer.		
		Award 1 mark for describing a way and 1 mark for developing the description (×2).		
		Source D	How a tribunal can help UK citizens	
		A child with autism missed four months of school due to the failures of Salford City Council.	Tribunals can be used to challenge more powerful groups like local authorities. This means citizens can be supported regardless of how important or powerful organisations are.	
		The child's mother took Salford City Council to the SEND Tribunal. The child's mother went to the Tribunal in order to ensure her child was able to attend a school that could meet his additional learning needs.	A tribunal can ensure that legal duties are met; in this example it is so that children can attend schools that meet their needs.	
		The Tribunal found there was also a failure by the council to follow the Children and Families Act (2014).	Tribunals are legal entities. Tribunals can determine if there is a case or if there are legal issues. This can help protect others who experienced the same as you.	
		The child is now in a school and the family has received compensation and their legal fees have been paid by Salford City Council.	If you win, tribunals can ensure you are well compensated for your wasted time and correct a wrong-doing.	
AO2 = 4				

Qu	Part	Marking guidance	Total marks
07	1	Which one of the following is aimed at reducing crime in a local area? Correct response: D Neighbourhood Watch AO1 = 1	1

Qu	Part	Marking guidance	Total marks
07	2	Explain one purpose of prison sentences. Award up to 2 marks for an accurate explanation of one purpose of prison sentences. This could be: • punish the offender (1) for the serious harm they have caused (1) • reduce crime (1) by deterring other people from committing the same offence (1) • rehabilitate the offender (1), which means trying to change their behaviour (1) • protect the community/public (1) from offenders who have committed the most serious offences (1). Accept any other appropriate response. AO1 = 2	2

Qu	Part	Marking guidance	Total marks												
07	3	Discuss two factors which can affect the crime rate in the UK. Refer to Source E in your answer. Award 1 mark for discussing a factor and 1 mark for developing the discussion (×2). <table><tr><th>Source E</th><th>Factors which can affect the crime rate in the UK</th></tr><tr><td>The town has seen a decline since the economic recession in 2008.</td><td>The economic situation can affect crime rates. When there is a recession, crimes increase. When things improve, crime reduces. There are links between poverty, substance misuse and mental health issues which can impact on crime. These problems increase when the economy is in recession.</td></tr><tr><td>Local services such as youth clubs closed.</td><td>Closing local services such as youth clubs mean that young people have nowhere to go on an evening. This can lead to an increase in anti-social behaviour.</td></tr><tr><td>The town’s police force has been criticised for not being tough on petty crimes such as burglaries.</td><td>Zero tolerance on crime reduces the overall crime rate, this was shown in New York. However, when criminals feel like they won’t be punished, the crime rate increases.</td></tr><tr><td>Since 2010, Cleveland Police has reduced their police officer numbers by 500 due to budget cuts.</td><td>A lack of officers to police the streets can impact on rising crime rates. Community police officers who patrol streets tend to reduce crime overall.</td></tr><tr><td>Residents have tried... installing cameras and hiring their own private security guards to patrol the streets.</td><td>‘Target hardening’ can help to reduce crime overall. Cameras make targets look unappealing to criminals and private security guards can deter theft. This reduces crime overall.</td></tr></table>	Source E	Factors which can affect the crime rate in the UK	The town has seen a decline since the economic recession in 2008.	The economic situation can affect crime rates. When there is a recession, crimes increase. When things improve, crime reduces. There are links between poverty, substance misuse and mental health issues which can impact on crime. These problems increase when the economy is in recession.	Local services such as youth clubs closed.	Closing local services such as youth clubs mean that young people have nowhere to go on an evening. This can lead to an increase in anti-social behaviour.	The town’s police force has been criticised for not being tough on petty crimes such as burglaries.	Zero tolerance on crime reduces the overall crime rate, this was shown in New York. However, when criminals feel like they won’t be punished, the crime rate increases.	Since 2010, Cleveland Police has reduced their police officer numbers by 500 due to budget cuts.	A lack of officers to police the streets can impact on rising crime rates. Community police officers who patrol streets tend to reduce crime overall.	Residents have tried... installing cameras and hiring their own private security guards to patrol the streets.	‘Target hardening’ can help to reduce crime overall. Cameras make targets look unappealing to criminals and private security guards can deter theft. This reduces crime overall.	4
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AO2 = 4															

Qu	Part	Marking guidance	Total marks
08	1	Which one of the youth crimes in Source F would be likely to result in a reparation order? Correct response: A ‘13-year-old found guilty of antisocial behaviour after local park vandalised for third time.’ AO1 = 1	1

Qu	Part	Marking guidance	Total marks
08	2	Which one of the youth crimes in Source F would be likely to result in a custodial sentence at a Young Offender Institution? Correct response: D ‘Youth aged 14 found guilty of senseless murder.’ AO1 = 1	1

Qu	Part	Marking guidance	Total marks
08	3	Identify two mitigating factors that a youth court might consider when sentencing a young person. Award 1 mark for each correctly identified mitigating factor (×2). • A greater degree of provocation than normally expected. • Mental health conditions or disability. • Youth or age, where it affects the responsibility of the individual defendant. • The fact that the offender played only a minor role in the offence. • Genuine remorse. • Admissions to police in interview. • Ready cooperation with authority. Accept any other appropriate response. AO1 = 2	2

Qu	Part	Marking guidance	Total marks												
08	4	Describe two ways a Youth Court is different from a Magistrates' Court. You should refer to Source G in your answer. Award 1 mark for identifying a difference and 1 mark for developing a description of the difference (×2). <table><tr><th>Source G</th><th>How a Youth Court is different from a Magistrates' Court</th></tr><tr><td>Magistrates' Courts are three magistrates which are called 'the bench'.</td><td>A district judge and/or lay magistrates may hear the case.</td></tr><tr><td>Magistrates' Courts are held formally. Magistrates are addressed as 'sir' or 'madam'.</td><td>The court room is less formal, eg people use their first names.</td></tr><tr><td>Since Magistrates' Courts deal with adults, there is no requirement for parents to attend as the person is already an adult.</td><td>Parents or carers must attend.</td></tr><tr><td>Magistrates' Courts are open to the public. A visitor may observe the case and the press may attend if it is of public interest.</td><td>The courtroom is private, no visitors or press attend.</td></tr><tr><td>Usually, only the defendant's solicitor will attend. Other agencies will support after the case has concluded.</td><td>Other agencies are invited, such as the youth offending team worker.</td></tr></table> NB Accept the age of the defendant as a valid difference AO2 = 4	Source G	How a Youth Court is different from a Magistrates' Court	Magistrates' Courts are three magistrates which are called 'the bench'.	A district judge and/or lay magistrates may hear the case.	Magistrates' Courts are held formally. Magistrates are addressed as 'sir' or 'madam'.	The court room is less formal, eg people use their first names.	Since Magistrates' Courts deal with adults, there is no requirement for parents to attend as the person is already an adult.	Parents or carers must attend.	Magistrates' Courts are open to the public. A visitor may observe the case and the press may attend if it is of public interest.	The courtroom is private, no visitors or press attend.	Usually, only the defendant's solicitor will attend. Other agencies will support after the case has concluded.	Other agencies are invited, such as the youth offending team worker.	4
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Qu	Part	Marking guidance	Total marks
09	1	How many citizens are selected for a jury in a Crown Court trial in England? Correct response: B 12 AO1 = 1	1

Qu	Part	Marking guidance	Total marks																		
09	2	‘We should abolish jury service in the UK.’ Considering a range of views, to what extent do you agree or disagree with this statement? <table><tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr><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 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 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></table> Indicative content Points which may be included to agree with this statement • People who are educated in law are better placed to make these decisions, especially in complex cases. • We can do more hearings per day if we do not have juries, this will strengthen our court system as there won’t be long delays. • Jury service can be really expensive to run. We should save money by abolishing them and spend it on the police. That will prevent people from reaching court as it is a preventative measure.	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 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 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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		• People have to take time off work to do jury service. If we abolished it, it would mean teachers, doctors and other critical workers are able to stay at work rather than missing work. Points which may be included to disagree with this statement • Since the Magna Carta, the rights of a citizen include the right to be tried by your peers. Therefore, it is the most important civic duty a person can undertake as it was secured long ago. • Our justice system depends on people hearing the case and providing an impartial opinion. Free and fair trials depend on this civic action. • Juries are made up of 12 people, no one person has all the power to decide someone's fate. These people are randomly selected so that no one group of people or person holds power over another. • Juries are normally diverse. This means they represent different cultures and beliefs. This ensures that a person is given a fair hearing and their different views are accounted for. Not everyone in a courtroom is diverse but juries are so they should be kept. AO3 = 8	
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Qu	Part	Marking guidance	Total marks
10	1	Common law has developed through rulings and the interpretations of law. Who creates common law? Award 1 mark for the correct identification of judges (accept the judiciary as a correct answer). AO1 = 1	1

Qu	Part	Marking guidance	Total marks																		
10	2	‘Judges should reflect the diverse nature of the UK’s population.’ Considering a range of views, to what extent do you agree or disagree with this statement? In your answer you should consider the: • role and power of judges • diverse nature of the UK population • importance of representation of different groups such as women, people of colour and LGBTQ+ people. <table><tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr><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></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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	Indicative content Points which may be included to agree with this statement • Judges are responsible for deciding people’s future. Having a diverse judiciary means that they are more aware of cultural differences and religious beliefs and thus better able to make fairer judgements. • Judges are some of the most senior professionals in the country. The judiciary should welcome all people of different backgrounds into the profession so that it is more reflective of modern Britain. • Diversity brings many benefits. Organisations which embrace a wide range of people are generally better performing than those which are monocultural. To maintain public confidence in judges, they should be diverse like other organisations. • The UK is a multicultural society, London is considered one of the most multicultural cities in Europe. In our judiciary, approximately only 1 in 10 judges are people of colour and approximately only 35% of judges are women. • Public sector organisations, like schools, have targets for increasing participation of minority ethnic groups, people with disabilities and LGBTQ+ applicants. Judges should be the same. Points which may be included to disagree with this statement • ‘Justice is blind’ is a phrase used to explain that the law is unbiased and objective. Justice should be given regardless of a person’s background. Judges should be the same. • Judges are experts in the law, this should be the only qualification they require. • In our judiciary, approximately only 1 in 10 judges are people of colour and approximately only 35% of judges are women. Despite this the judiciary functions satisfactorily against official performance measures, there is no point tampering with it just to meet diversity targets. • Diversity of judges does not improve things for different groups. The police are the ones who make the arrests, solicitors represent clients in court and judges decide on punishments. There should be a focus on improving diversity further down first. • Representation takes time, we cannot expect this to happen instantly. There has been some progress. Candidates may discuss other under-represented groups, eg people with low socio-economic status. AO3 = 8	
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