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# GCSE CITIZENSHIP STUDIES 8100/1

Paper 1

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Mark scheme

June 2025

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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.

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 – Active citizenship**

| Qu | Part | Marking guidance                                                                                                 | Total marks |
|----|------|------------------------------------------------------------------------------------------------------------------|-------------|
| 01 | 1    | <p><b>Which of the following is a voluntary group?</b></p> <p>Correct answer: <b>A</b> Age UK</p> <p>AO1 = 1</p> | 1           |

| Qu | Part | Marking guidance                                                                                                                                                                                                                                                                                                                    | Total marks |
|----|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 01 | 2    | <p><b>What is meant by the term ‘demonstration’ in the context of active citizenship?</b></p> <p>Award <b>1 mark</b> for a correct explanation of the term.</p> <p>This <b>could</b> be:</p> <p>a public meeting or march protesting about a specific issue.</p> <p>Award a mark for any other relevant answers.</p> <p>AO1 = 1</p> | 1           |

| Qu | Part | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Total marks |
|----|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 01 | 3    | <p><b>Identify two advantages of joining a trade union.</b></p> <p>Award <b>1 mark</b> for each correct answer (<b>x2</b>).</p> <p>Trade union advantages include:</p> <ul style="list-style-type: none"> <li>• negotiates better pay</li> <li>• negotiates better working conditions</li> <li>• challenges discrimination in workplaces</li> <li>• organises strike action</li> <li>• provides solidarity/strength in numbers from others in the same trade</li> <li>• provides legal support and advice</li> <li>• provides representation in disciplinary and grievance procedures.</li> </ul> <p>Award marks for any other relevant answers.</p> <p>AO1 = 2</p> | 2           |

| Qu | Part | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Total marks |
|----|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 01 | 4    | <p><b>Using an example, explain one way charities can raise money to support those in need.</b></p> <p>Award <b>1 mark</b> for the identification of a correct way and <b>1 mark</b> for an appropriate example.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• by holding charity fundraisers <b>(1)</b> where they sell cakes/have games where people can pay to play <b>(1)</b></li> <li>• on their websites or social media <b>(1)</b> by having links where citizens can donate directly <b>(1)</b></li> <li>• by promoting their work <b>(1)</b> in person or through charity awareness events/digitally through videos <b>(1)</b></li> <li>• by crowdfunding for a project <b>(1)</b> by collecting small amounts of money from a large number of people who spread the word <b>(1)</b></li> <li>• by using celebrities <b>(1)</b> through charity endorsements <b>(1)</b></li> <li>• Oxfam can raise finance through their charity shops <b>(1)</b> where they sell items donated by the public <b>(1)</b>.</li> </ul> <p>Award marks for any other relevant answers.</p> <p>NB: an example may relate to the student's own citizenship activity or to relevant activities undertaken by a group operating in the broader community.</p> <p>AO1 = 2</p> | 2           |

| Qu | Part | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Total marks |
|----|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 01 | 5    | <p><b>Using an example, explain what is meant by the term 'digital democracy'.</b></p> <p>Award <b>1 mark</b> for a correct definition and <b>1 mark</b> for developing an explanation by using an example.</p> <p>Digital democracy is the use of technology to engage wider and more informed participation of citizens in politics/using ICT to promote democracy.</p> <p>Examples might include:</p> <ul style="list-style-type: none"> <li>• online petitions</li> <li>• online voting</li> <li>• political debate/campaigns on social media.</li> </ul> <p>Award marks for any other relevant answers.</p> <p>AO1 = 2</p> | 2           |

| Qu    | Part  | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Total marks |       |            |   |     |                                                                                                                                                                                                                                                                                                                      |   |     |                                                                                                                                                                                                                                                                                                                                                                                 |   |     |                                                                                                                                                                                                                                                                                                                                                         |   |     |                                                                                                                                                                                                                                                                        |   |   |                    |   |
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| 01    | 6     | <p>Examine the actions UK citizens can take to help bring an end to child labour.</p> <p>In your response, you should refer to Source A and examples from your own knowledge.</p> <table><tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr><tr><td>4</td><td>7–8</td><td>Well-chosen evidence is selected from <b>Source A</b> and own example(s).<br/>Demonstrates excellent, relevant application of knowledge and understanding of citizenship actions.<br/>The evidence is used to support arguments which are well developed and analysed.<br/>The arguments lead to a coherent conclusion.</td></tr><tr><td>3</td><td>5–6</td><td>Appropriate evidence is selected from <b>Source A</b> and from own examples.<br/>Demonstrates good, mostly relevant application of knowledge and understanding of citizenship actions.<br/>The evidence is used to support arguments but these arguments are not always completely developed or analysed.<br/>Conclusions drawn from the arguments may not be completely coherent.</td></tr><tr><td>2</td><td>3–4</td><td>Some evidence is selected from <b>Source A</b> and from own examples.<br/>Demonstrates some, occasionally relevant application of knowledge and understanding of citizenship actions.<br/>Weak arguments are made which are not necessarily related to the evidence selected.<br/>Some attempt is made to integrate the arguments into concluding remarks.</td></tr><tr><td>1</td><td>1–2</td><td>Basic application of knowledge and understanding of the citizenship actions discussed in <b>Source A</b>.<br/>Little or no attempt is made to analyse the evidence presented or to provide own examples.<br/>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 | Well-chosen evidence is selected from <b>Source A</b> and own example(s).<br>Demonstrates excellent, relevant application of knowledge and understanding of citizenship actions.<br>The evidence is used to support arguments which are well developed and analysed.<br>The arguments lead to a coherent conclusion. | 3 | 5–6 | Appropriate evidence is selected from <b>Source A</b> and from own examples.<br>Demonstrates good, mostly relevant application of knowledge and understanding of citizenship actions.<br>The evidence is used to support arguments but these arguments are not always completely developed or analysed.<br>Conclusions drawn from the arguments may not be completely coherent. | 2 | 3–4 | Some evidence is selected from <b>Source A</b> and from own examples.<br>Demonstrates some, occasionally relevant application of knowledge and understanding of citizenship actions.<br>Weak arguments are made which are not necessarily related to the evidence selected.<br>Some attempt is made to integrate the arguments into concluding remarks. | 1 | 1–2 | Basic application of knowledge and understanding of the citizenship actions discussed in <b>Source A</b> .<br>Little or no attempt is made to analyse the evidence presented or to provide own examples.<br>Little or no attempt is made to integrate the points made. | 0 | 0 | Nothing to credit. | 8 |
| Level | Marks | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |       |            |   |     |                                                                                                                                                                                                                                                                                                                      |   |     |                                                                                                                                                                                                                                                                                                                                                                                 |   |     |                                                                                                                                                                                                                                                                                                                                                         |   |     |                                                                                                                                                                                                                                                                        |   |   |                    |   |
| 4     | 7–8   | Well-chosen evidence is selected from <b>Source A</b> and own example(s).<br>Demonstrates excellent, relevant application of knowledge and understanding of citizenship actions.<br>The evidence is used to support arguments which are well developed and analysed.<br>The arguments lead to a coherent conclusion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |             |       |            |   |     |                                                                                                                                                                                                                                                                                                                      |   |     |                                                                                                                                                                                                                                                                                                                                                                                 |   |     |                                                                                                                                                                                                                                                                                                                                                         |   |     |                                                                                                                                                                                                                                                                        |   |   |                    |   |
| 3     | 5–6   | Appropriate evidence is selected from <b>Source A</b> and from own examples.<br>Demonstrates good, mostly relevant application of knowledge and understanding of citizenship actions.<br>The evidence is used to support arguments but these arguments are not always completely developed or analysed.<br>Conclusions drawn from the arguments may not be completely coherent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |       |            |   |     |                                                                                                                                                                                                                                                                                                                      |   |     |                                                                                                                                                                                                                                                                                                                                                                                 |   |     |                                                                                                                                                                                                                                                                                                                                                         |   |     |                                                                                                                                                                                                                                                                        |   |   |                    |   |
| 2     | 3–4   | Some evidence is selected from <b>Source A</b> and from own examples.<br>Demonstrates some, occasionally relevant application of knowledge and understanding of citizenship actions.<br>Weak arguments are made which are not necessarily related to the evidence selected.<br>Some attempt is made to integrate the arguments into concluding remarks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |       |            |   |     |                                                                                                                                                                                                                                                                                                                      |   |     |                                                                                                                                                                                                                                                                                                                                                                                 |   |     |                                                                                                                                                                                                                                                                                                                                                         |   |     |                                                                                                                                                                                                                                                                        |   |   |                    |   |
| 1     | 1–2   | Basic application of knowledge and understanding of the citizenship actions discussed in <b>Source A</b> .<br>Little or no attempt is made to analyse the evidence presented or to provide own examples.<br>Little or no attempt is made to integrate the points made.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |       |            |   |     |                                                                                                                                                                                                                                                                                                                      |   |     |                                                                                                                                                                                                                                                                                                                                                                                 |   |     |                                                                                                                                                                                                                                                                                                                                                         |   |     |                                                                                                                                                                                                                                                                        |   |   |                    |   |
| 0     | 0     | Nothing to credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             |       |            |   |     |                                                                                                                                                                                                                                                                                                                      |   |     |                                                                                                                                                                                                                                                                                                                                                                                 |   |     |                                                                                                                                                                                                                                                                                                                                                         |   |     |                                                                                                                                                                                                                                                                        |   |   |                    |   |

|                                                                        | <p><b>Indicative content</b></p> <p>The account will relate to the source with ways UK citizens can help bring about change such as:</p> <table><tr><th>Source A</th><th>The actions UK citizens can take to help bring an end to child labour:</th></tr><tr><td>Children’s rights</td><td><ul style="list-style-type: none"><li>• join a pressure group or form their own group to campaign and raise awareness about child labour</li><li>• petition the government and the fashion industry to tackle child labour</li><li>• lobby politicians to address this issue in parliament</li><li>• raise awareness on social media</li><li>• connect with celebrities on social media and alert them to the issue.</li></ul></td></tr><tr><td>Fast fashion</td><td><ul style="list-style-type: none"><li>• petition the government to encourage slow sustainable fashion and provide incentives for brands to do this</li><li>• petition the fashion industry to encourage slow sustainable fashion</li><li>• purchase sustainable clothing made ethically.</li></ul></td></tr><tr><td>Poverty</td><td><ul style="list-style-type: none"><li>• support charities, eg volunteering and donating to the charities that work to tackle child labour and improve the lives of children by setting up schools, etc.</li></ul></td></tr><tr><td>Not enough checks in factories</td><td><ul style="list-style-type: none"><li>• write to brands and other organisations to bring the issue to their attention and persuade them to carry out regular inspections of factories.</li></ul></td></tr><tr><td>Global brands accused of using factories that ignore child labour laws</td><td><ul style="list-style-type: none"><li>• carry out protests such as campaigning outside the retail premises of brands that have been involved in child labour or boycotting those brands.</li></ul></td></tr></table> <p>AO2 = 4<br/>AO3 = 4</p> | Source A | The actions UK citizens can take to help bring an end to child labour: | Children’s rights | <ul style="list-style-type: none"><li>• join a pressure group or form their own group to campaign and raise awareness about child labour</li><li>• petition the government and the fashion industry to tackle child labour</li><li>• lobby politicians to address this issue in parliament</li><li>• raise awareness on social media</li><li>• connect with celebrities on social media and alert them to the issue.</li></ul> | Fast fashion | <ul style="list-style-type: none"><li>• petition the government to encourage slow sustainable fashion and provide incentives for brands to do this</li><li>• petition the fashion industry to encourage slow sustainable fashion</li><li>• purchase sustainable clothing made ethically.</li></ul> | Poverty | <ul style="list-style-type: none"><li>• support charities, eg volunteering and donating to the charities that work to tackle child labour and improve the lives of children by setting up schools, etc.</li></ul> | Not enough checks in factories | <ul style="list-style-type: none"><li>• write to brands and other organisations to bring the issue to their attention and persuade them to carry out regular inspections of factories.</li></ul> | Global brands accused of using factories that ignore child labour laws | <ul style="list-style-type: none"><li>• carry out protests such as campaigning outside the retail premises of brands that have been involved in child labour or boycotting those brands.</li></ul> |  |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Source A                                                               | The actions UK citizens can take to help bring an end to child labour:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                                                        |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                |              |                                                                                                                                                                                                                                                                                                    |         |                                                                                                                                                                                                                   |                                |                                                                                                                                                                                                  |                                                                        |                                                                                                                                                                                                    |  |
| Children’s rights                                                      | <ul style="list-style-type: none"><li>• join a pressure group or form their own group to campaign and raise awareness about child labour</li><li>• petition the government and the fashion industry to tackle child labour</li><li>• lobby politicians to address this issue in parliament</li><li>• raise awareness on social media</li><li>• connect with celebrities on social media and alert them to the issue.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                        |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                |              |                                                                                                                                                                                                                                                                                                    |         |                                                                                                                                                                                                                   |                                |                                                                                                                                                                                                  |                                                                        |                                                                                                                                                                                                    |  |
| Fast fashion                                                           | <ul style="list-style-type: none"><li>• petition the government to encourage slow sustainable fashion and provide incentives for brands to do this</li><li>• petition the fashion industry to encourage slow sustainable fashion</li><li>• purchase sustainable clothing made ethically.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                        |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                |              |                                                                                                                                                                                                                                                                                                    |         |                                                                                                                                                                                                                   |                                |                                                                                                                                                                                                  |                                                                        |                                                                                                                                                                                                    |  |
| Poverty                                                                | <ul style="list-style-type: none"><li>• support charities, eg volunteering and donating to the charities that work to tackle child labour and improve the lives of children by setting up schools, etc.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                        |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                |              |                                                                                                                                                                                                                                                                                                    |         |                                                                                                                                                                                                                   |                                |                                                                                                                                                                                                  |                                                                        |                                                                                                                                                                                                    |  |
| Not enough checks in factories                                         | <ul style="list-style-type: none"><li>• write to brands and other organisations to bring the issue to their attention and persuade them to carry out regular inspections of factories.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                                                                        |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                |              |                                                                                                                                                                                                                                                                                                    |         |                                                                                                                                                                                                                   |                                |                                                                                                                                                                                                  |                                                                        |                                                                                                                                                                                                    |  |
| Global brands accused of using factories that ignore child labour laws | <ul style="list-style-type: none"><li>• carry out protests such as campaigning outside the retail premises of brands that have been involved in child labour or boycotting those brands.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                        |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                |              |                                                                                                                                                                                                                                                                                                    |         |                                                                                                                                                                                                                   |                                |                                                                                                                                                                                                  |                                                                        |                                                                                                                                                                                                    |  |

| Qu | Part | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Total marks |
|----|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 02 | 1    | <p><b>Explain how a form of primary research that you carried out assisted your citizenship action.</b></p> <p>Award <b>1 mark</b> for identifying the type of primary research and <b>1 mark</b> for development.</p> <p><b>Example answers</b></p> <p>One piece of primary research I undertook was to observe break time at my school <b>(1)</b>. I did this so I could count how many pieces of litter were dropped every minute across 10 minutes. This helped me to explain the scale of the challenge my school was facing to be more sustainable <b>(1)</b>.</p> <p><b>OR</b></p> <p>I devised a questionnaire to find out the attitudes of Year 7 to dropping litter <b>(1)</b>. Questionnaires are a quicker way of asking a large number of people and recording their answers <b>(1)</b>.</p> <p>AO1 = 2</p> | 2           |

| Qu    | Part  | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Total marks |       |            |   |     |                                                                                                                                                                    |   |     |                                                                                                                                                                                |   |   |                    |   |
|-------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------|------------|---|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--------------------|---|
| 02    | 2     | <p><b>Discuss how you planned your citizenship action.</b></p> <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 concepts and issues. Response clear and relevant to the concepts and issues surrounding the citizenship action.</td></tr><tr><td>1</td><td>1–2</td><td>Basic application of knowledge and understanding of concepts and issues. Response muddled and lacking relevance to the concepts and issues surrounding the citizenship action.</td></tr><tr><td>0</td><td>0</td><td>Nothing to credit.</td></tr></table> <p><b>Indicative content</b></p> <p>The response will contain the following elements:</p> <ul style="list-style-type: none"><li>• a clear understanding of how the action was planned</li><li>• this might include practical aspects, eg how the work was divided up between the members of the team or how permission was sought to do aspects of the action</li><li>• the planning might include theoretical aspects, eg a discussion around the use of planning sheets to draw together primary research in order to plan forward.</li></ul> <p>AO2 = 4</p> | Level       | Marks | Descriptor | 2 | 3–4 | Good application of knowledge and understanding of concepts and issues. Response clear and relevant to the concepts and issues surrounding the citizenship action. | 1 | 1–2 | Basic application of knowledge and understanding of concepts and issues. Response muddled and lacking relevance to the concepts and issues surrounding the citizenship action. | 0 | 0 | Nothing to credit. | 4 |
| Level | Marks | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |       |            |   |     |                                                                                                                                                                    |   |     |                                                                                                                                                                                |   |   |                    |   |
| 2     | 3–4   | Good application of knowledge and understanding of concepts and issues. Response clear and relevant to the concepts and issues surrounding the citizenship action.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |       |            |   |     |                                                                                                                                                                    |   |     |                                                                                                                                                                                |   |   |                    |   |
| 1     | 1–2   | Basic application of knowledge and understanding of concepts and issues. Response muddled and lacking relevance to the concepts and issues surrounding the citizenship action.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |       |            |   |     |                                                                                                                                                                    |   |     |                                                                                                                                                                                |   |   |                    |   |
| 0     | 0     | Nothing to credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |       |            |   |     |                                                                                                                                                                    |   |     |                                                                                                                                                                                |   |   |                    |   |



| Qu    | Part  | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Total marks |       |            |   |     |                                                                                                                                                                  |   |     |                                                                                                                                                                                                                   |   |     |                                                                                                                                                                                                                                   |   |   |                    |   |
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| 02    | 3     | <p>Summarise the evidence you gathered at the research stage.</p> <p>Evaluate how far the evidence supported the action you have taken.</p> <table><tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr><tr><td>3</td><td>5–6</td><td>Comprehensive summary of the evidence gathered. Evaluation of the support for the action taken is developed and justified. The arguments are generally coherent.</td></tr><tr><td>2</td><td>3–4</td><td>Basic attempt to report and organise the evidence gathered. Some attempts are made to evaluate the use of this for the action but it is not fully justified and developed. The arguments are not always coherent.</td></tr><tr><td>1</td><td>1–2</td><td>Little report of the evidence gathered and little or no attempt to organise this evidence. There is little or no evaluation of the use of this evidence for the action taken. There is little or no coherence in what is written.</td></tr><tr><td>0</td><td>0</td><td>Nothing to credit.</td></tr></table> <p><b>AO1</b></p> <ul style="list-style-type: none"><li>• The candidate will summarise the evidence that was gathered, eg I gathered newspaper articles about the local elections in my area.</li><li>• The summary may be about evidence gathered from primary or secondary sources. It may also be about evidence gathered from qualitative or quantitative research, eg I found out that 100 people in my school felt that litter was a problem.</li></ul> <p><b>AO3</b></p> <ul style="list-style-type: none"><li>• The candidate will evaluate the evidence that they had used to support their action.</li><li>• The evaluation may discuss how useful the evidence was overall.</li><li>• The discussion may include how effective the evidence was overall when carrying out the action.</li></ul> <p>AO1 = 2<br/>AO3 = 4</p> | Level       | Marks | Descriptor | 3 | 5–6 | Comprehensive summary of the evidence gathered. Evaluation of the support for the action taken is developed and justified. The arguments are generally coherent. | 2 | 3–4 | Basic attempt to report and organise the evidence gathered. Some attempts are made to evaluate the use of this for the action but it is not fully justified and developed. The arguments are not always coherent. | 1 | 1–2 | Little report of the evidence gathered and little or no attempt to organise this evidence. There is little or no evaluation of the use of this evidence for the action taken. There is little or no coherence in what is written. | 0 | 0 | Nothing to credit. | 6 |
| Level | Marks | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |       |            |   |     |                                                                                                                                                                  |   |     |                                                                                                                                                                                                                   |   |     |                                                                                                                                                                                                                                   |   |   |                    |   |
| 3     | 5–6   | Comprehensive summary of the evidence gathered. Evaluation of the support for the action taken is developed and justified. The arguments are generally coherent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |       |            |   |     |                                                                                                                                                                  |   |     |                                                                                                                                                                                                                   |   |     |                                                                                                                                                                                                                                   |   |   |                    |   |
| 2     | 3–4   | Basic attempt to report and organise the evidence gathered. Some attempts are made to evaluate the use of this for the action but it is not fully justified and developed. The arguments are not always coherent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |       |            |   |     |                                                                                                                                                                  |   |     |                                                                                                                                                                                                                   |   |     |                                                                                                                                                                                                                                   |   |   |                    |   |
| 1     | 1–2   | Little report of the evidence gathered and little or no attempt to organise this evidence. There is little or no evaluation of the use of this evidence for the action taken. There is little or no coherence in what is written.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |       |            |   |     |                                                                                                                                                                  |   |     |                                                                                                                                                                                                                   |   |     |                                                                                                                                                                                                                                   |   |   |                    |   |
| 0     | 0     | Nothing to credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             |       |            |   |     |                                                                                                                                                                  |   |     |                                                                                                                                                                                                                   |   |     |                                                                                                                                                                                                                                   |   |   |                    |   |

| Qu    | Part  | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Total marks |       |            |   |       |                                                                                                                                                                                                                                                                                                                                                                                     |   |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |     |                                                                                                                                                                                                                                                                                                                                                                                                                       |   |     |                                                                                                                                                                                                                                                                      |   |   |                    |    |
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| 02    | 4     | <p>Analyse how far your citizenship action made a difference.</p> <p>Your answer should refer to the:</p> <ul style="list-style-type: none"><li>• methods you used</li><li>• outcome you achieved</li><li>• impact your citizenship action had on you and others.</li></ul> <table><tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr><tr><td>4</td><td>10–12</td><td>Clear and precise analysis, supported by well-chosen evidence from the candidate's investigation, demonstrates excellent, relevant application of knowledge and understanding of the citizenship actions.<br/>Analysis is developed, justified and evaluated within the context of citizenship action.<br/>The analysis and evaluation lead to a well-judged and coherent conclusion.</td></tr><tr><td>3</td><td>7–9</td><td>Appropriate evidence is selected from the candidate's investigation, demonstrating good, mostly relevant application of knowledge and understanding of citizenship actions.<br/>The evidence is used to support arguments and analyses but these analyses are not always completely developed, justified or evaluated.<br/>Analysis and evaluation may not all be relevant to the context.<br/>Conclusions drawn from the analysis and evaluation may not be completely coherent.</td></tr><tr><td>2</td><td>4–6</td><td>Some evidence is selected from the candidate's investigation, demonstrating some occasionally relevant application of knowledge and understanding of citizenship actions.<br/>Weak arguments are made which are not necessarily related to the evidence selected.<br/>Analysis and evaluation is not relevant to the context.<br/>Some attempt is made to integrate the analysis and evaluation into concluding remarks.</td></tr><tr><td>1</td><td>1–3</td><td>Basic application of knowledge and understanding of the citizenship actions arising from the candidate's investigation.<br/>Little or no attempt is made to analyse or evaluate the evidence presented.<br/>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 | 10–12 | Clear and precise analysis, supported by well-chosen evidence from the candidate's investigation, demonstrates excellent, relevant application of knowledge and understanding of the citizenship actions.<br>Analysis is developed, justified and evaluated within the context of citizenship action.<br>The analysis and evaluation lead to a well-judged and coherent conclusion. | 3 | 7–9 | Appropriate evidence is selected from the candidate's investigation, demonstrating good, mostly relevant application of knowledge and understanding of citizenship actions.<br>The evidence is used to support arguments and analyses but these analyses are not always completely developed, justified or evaluated.<br>Analysis and evaluation may not all be relevant to the context.<br>Conclusions drawn from the analysis and evaluation may not be completely coherent. | 2 | 4–6 | Some evidence is selected from the candidate's investigation, demonstrating some occasionally relevant application of knowledge and understanding of citizenship actions.<br>Weak arguments are made which are not necessarily related to the evidence selected.<br>Analysis and evaluation is not relevant to the context.<br>Some attempt is made to integrate the analysis and evaluation into concluding remarks. | 1 | 1–3 | Basic application of knowledge and understanding of the citizenship actions arising from the candidate's investigation.<br>Little or no attempt is made to analyse or evaluate the evidence presented.<br>Little or no attempt is made to integrate the points made. | 0 | 0 | Nothing to credit. | 12 |
| Level | Marks | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |             |       |            |   |       |                                                                                                                                                                                                                                                                                                                                                                                     |   |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |     |                                                                                                                                                                                                                                                                                                                                                                                                                       |   |     |                                                                                                                                                                                                                                                                      |   |   |                    |    |
| 4     | 10–12 | Clear and precise analysis, supported by well-chosen evidence from the candidate's investigation, demonstrates excellent, relevant application of knowledge and understanding of the citizenship actions.<br>Analysis is developed, justified and evaluated within the context of citizenship action.<br>The analysis and evaluation lead to a well-judged and coherent conclusion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |       |            |   |       |                                                                                                                                                                                                                                                                                                                                                                                     |   |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |     |                                                                                                                                                                                                                                                                                                                                                                                                                       |   |     |                                                                                                                                                                                                                                                                      |   |   |                    |    |
| 3     | 7–9   | Appropriate evidence is selected from the candidate's investigation, demonstrating good, mostly relevant application of knowledge and understanding of citizenship actions.<br>The evidence is used to support arguments and analyses but these analyses are not always completely developed, justified or evaluated.<br>Analysis and evaluation may not all be relevant to the context.<br>Conclusions drawn from the analysis and evaluation may not be completely coherent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |       |            |   |       |                                                                                                                                                                                                                                                                                                                                                                                     |   |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |     |                                                                                                                                                                                                                                                                                                                                                                                                                       |   |     |                                                                                                                                                                                                                                                                      |   |   |                    |    |
| 2     | 4–6   | Some evidence is selected from the candidate's investigation, demonstrating some occasionally relevant application of knowledge and understanding of citizenship actions.<br>Weak arguments are made which are not necessarily related to the evidence selected.<br>Analysis and evaluation is not relevant to the context.<br>Some attempt is made to integrate the analysis and evaluation into concluding remarks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |       |            |   |       |                                                                                                                                                                                                                                                                                                                                                                                     |   |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |     |                                                                                                                                                                                                                                                                                                                                                                                                                       |   |     |                                                                                                                                                                                                                                                                      |   |   |                    |    |
| 1     | 1–3   | Basic application of knowledge and understanding of the citizenship actions arising from the candidate's investigation.<br>Little or no attempt is made to analyse or evaluate the evidence presented.<br>Little or no attempt is made to integrate the points made.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |             |       |            |   |       |                                                                                                                                                                                                                                                                                                                                                                                     |   |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |     |                                                                                                                                                                                                                                                                                                                                                                                                                       |   |     |                                                                                                                                                                                                                                                                      |   |   |                    |    |
| 0     | 0     | Nothing to credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |       |            |   |       |                                                                                                                                                                                                                                                                                                                                                                                     |   |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |     |                                                                                                                                                                                                                                                                                                                                                                                                                       |   |     |                                                                                                                                                                                                                                                                      |   |   |                    |    |

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|  |  | <p><b>AO2</b></p> <p>The response will:</p> <ul style="list-style-type: none"> <li>• describe the methods that were used in the citizenship action</li> <li>• describe the outcomes of the action and the impact this had.</li> </ul> <p><b>AO3</b></p> <p>The response will:</p> <ul style="list-style-type: none"> <li>• evaluate the impact that the action had, if any, and determine how they've established this</li> <li>• analyse the overall project to determine how far it has made a difference to themselves or to others</li> <li>• be critical of their own project to determine which aspect of the action, if any, had an impact or made a difference to themselves or to others.</li> </ul> <p>AO2 = 4<br/>AO3 = 8</p> |  |
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**Section B – Politics and participation**

| Qu | Part | Marking guidance                                                                                                                                     | Total marks |
|----|------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 03 | 1    | <p><b>What is the maximum amount of time allowed between general elections in the UK?</b></p> <p>Correct answer: <b>D</b> 5 years</p> <p>AO1 = 1</p> | 1           |

| Qu | Part | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Total marks |
|----|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 03 | 2    | <p><b>Identify one advantage and one disadvantage of the First-Past-the-Post (FPTP) voting system.</b></p> <p>Award <b>1 mark</b> for one correct advantage and <b>1 mark</b> for one correct disadvantage.</p> <p>Advantages include:</p> <ul style="list-style-type: none"> <li>• simple system to understand</li> <li>• votes are easy to count</li> <li>• it is clear who the winner is</li> <li>• outcome is known quickly</li> <li>• tends to form strong governments with clear majorities.</li> </ul> <p>Disadvantages include:</p> <ul style="list-style-type: none"> <li>• people and governments can be elected on a minority of the vote</li> <li>• can encourage tactical voting</li> <li>• smaller parties are under-represented</li> <li>• voters may feel their vote was wasted/ignored.</li> </ul> <p>Accept any other relevant response.</p> <p>AO1 = 2</p> | 2           |

| Qu                                                                                                                                                                              | Part                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Marking guidance                                                                                                                                                                                                                                                                                                                                                              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| 03                                                                                                                                                                              | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Referring to Source B, discuss two reasons why by-elections are important.</b></p> <p><b>Indicative content</b></p> <p>The candidate's answer requires the application of knowledge regarding the reasons by-elections are important. The source shows the voting in a by-election compared to the last general election. The candidate's answer <b>may</b> therefore include the following points.</p> <table><tr><th>Source B</th><th>Reasons why by-elections are important</th></tr><tr><td><ul style="list-style-type: none"><li>Significant changes in voting behaviour (candidates may mention specific details of the percentage changes in votes of parties)</li></ul></td><td><ul style="list-style-type: none"><li>Voting patterns can be different in by-elections as results are unlikely to decide which party forms the government of the day.</li><li>Voters use their vote as a protest against the party in power by voting for a party that they wouldn't support at a GE.</li><li>Votes can be indicators of public opinion before the next GE which can make governments/parties change their policies/reshuffle leaderships.</li></ul></td></tr><tr><td><ul style="list-style-type: none"><li>A significant gain for Liberal Democrats and loss in votes for Labour</li></ul></td><td><ul style="list-style-type: none"><li>Tactical voting – in this by-election, voters were able to vote tactically, in what is normally a safe seat so other parties got squeezed. If voters know this is a Conservative safe seat and Labour Candidate has slim chance, they may vote for their second favourite, Liberal Democrats, to ensure Conservatives don't win.</li></ul></td></tr><tr><td><ul style="list-style-type: none"><li>31.1% lower votes for Conservatives compared to GE 2019</li></ul></td><td><ul style="list-style-type: none"><li>Misconduct by MPs/discontent with current government can see voters deviate from their previous voting preference as they are reacting to the behaviour of the MP/performance of government.</li></ul></td></tr><tr><td><ul style="list-style-type: none"><li>Smaller parties receiving votes</li></ul></td><td><ul style="list-style-type: none"><li>Smaller parties get more exposure as national attention is on the constituency. Parties not in government and independent candidates are more likely to make gains as voters know their votes are unlikely to change government.</li></ul></td></tr></table> <p>Award <b>2 marks</b> for each reason discussed regarding the importance of by-elections (<b>x2</b>).</p> <p>Award marks for any other relevant answers.</p> <p>AO2 = 4</p> | Source B    | Reasons why by-elections are important | <ul style="list-style-type: none"><li>Significant changes in voting behaviour (candidates may mention specific details of the percentage changes in votes of parties)</li></ul> | <ul style="list-style-type: none"><li>Voting patterns can be different in by-elections as results are unlikely to decide which party forms the government of the day.</li><li>Voters use their vote as a protest against the party in power by voting for a party that they wouldn't support at a GE.</li><li>Votes can be indicators of public opinion before the next GE which can make governments/parties change their policies/reshuffle leaderships.</li></ul> | <ul style="list-style-type: none"><li>A significant gain for Liberal Democrats and loss in votes for Labour</li></ul> | <ul style="list-style-type: none"><li>Tactical voting – in this by-election, voters were able to vote tactically, in what is normally a safe seat so other parties got squeezed. 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| Source B                                                                                                                                                                        | Reasons why by-elections are important                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                               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| <ul style="list-style-type: none"><li>Significant changes in voting behaviour (candidates may mention specific details of the percentage changes in votes of parties)</li></ul> | <ul style="list-style-type: none"><li>Voting patterns can be different in by-elections as results are unlikely to decide which party forms the government of the day.</li><li>Voters use their vote as a protest against the party in power by voting for a party that they wouldn't support at a GE.</li><li>Votes can be indicators of public opinion before the next GE which can make governments/parties change their policies/reshuffle leaderships.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                               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| <ul style="list-style-type: none"><li>31.1% lower votes for Conservatives compared to GE 2019</li></ul>                                                                         | <ul style="list-style-type: none"><li>Misconduct by MPs/discontent with current government can see voters deviate from their previous voting preference as they are reacting to the behaviour of the MP/performance of government.</li></ul>                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                               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| <ul style="list-style-type: none"><li>Smaller parties receiving votes</li></ul>                                                                                                 | <ul style="list-style-type: none"><li>Smaller parties get more exposure as national attention is on the constituency. Parties not in government and independent candidates are more likely to make gains as voters know their votes are unlikely to change government.</li></ul>                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |                                        |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                         |                                                                                                                                                                                                                                              |                                                                                 |                                                                                                                                                                                                                                                                                  |   |

| Qu | Part | Marking guidance                                                                                                                    | Total marks |
|----|------|-------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 04 | 1    | <p><b>Which one of the following appoints the UK Prime Minister?</b></p> <p>Correct answer: <b>D</b> The monarch</p> <p>AO1 = 1</p> | 1           |

| Qu | Part | Marking guidance                                                                                                                                                                                                                                         | Total marks |
|----|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 04 | 2    | <p><b>Name the two chambers in the UK Parliament.</b></p> <p>Award <b>1 mark</b> for each correct answer (<b>x2</b>).</p> <p>The House of Commons and The House of Lords – (accept ‘The Commons’ and ‘The Lords’ as correct answers).</p> <p>AO1 = 2</p> | 2           |

| Qu                                                                                                                                                                                          | Part                                                                                                                                                                                                                                                                                                                                                                            | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Total marks |                                                                                        |                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                      |                                                                                                                                                                 |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                             |                                                                                                                                                                 |   |
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| 04                                                                                                                                                                                          | 3                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Using Source C, discuss two ways the UK Prime Minister’s role is different to the role of the French Prime Minister.</b></p> <p><b>Indicative content</b></p> <p>The candidate answer requires the application of knowledge regarding the role of the Prime Minister in the UK to <b>Source C</b>. The Source describes the role of the Prime Minister of France in relation to the President of France. The candidate’s answer <b>may</b> therefore include the following points.</p> <table><tr><th>Source C</th><th>How the UK Prime Minister’s role is different to the role of the French Prime Minister</th></tr><tr><td><ul style="list-style-type: none"><li>• The PM is appointed and dismissed by the President.</li></ul></td><td><ul style="list-style-type: none"><li>• The leader of the party that wins majority in a general election is appointed as PM by the monarch. If a PM resigns as leader of the party, or is forced out through a confidence vote or leadership challenge, then a leadership election is held by the members of the party to select a new leader who becomes the new PM.</li></ul></td></tr><tr><td><ul style="list-style-type: none"><li>• The PM holds the second-highest position in the French government.</li></ul></td><td><ul style="list-style-type: none"><li>• The PM holds the highest office in the UK. The PM is the principal government figure in the House of Commons.</li></ul></td></tr><tr><td><ul style="list-style-type: none"><li>• The PM recommends cabinet ministers for appointment by the President.</li></ul></td><td><ul style="list-style-type: none"><li>• The PM appoints their own ministers which is a Cabinet of approximately 20 most senior ministers in the Government who lead on specific policy areas. The PM chairs the Cabinet meetings and the role of the PM within the Cabinet gives them particular powers over the decisions made by the Cabinet.</li></ul></td></tr><tr><td><ul style="list-style-type: none"><li>• The PM runs the day-to-day domestic affairs of the government, whilst the President is in charge of national security and foreign policy.</li></ul></td><td><ul style="list-style-type: none"><li>• The PM is ‘first among equals’, however, the PM can make all major decisions and influences all policy areas.</li></ul></td></tr></table> <p>Award marks for any other relevant answers.</p> <p>Award <b>1 mark</b> for identification of a difference and <b>1 mark</b> for development of each difference identified (<b>x2</b>).</p> | Source C    | How the UK Prime Minister’s role is different to the role of the French Prime Minister | <ul style="list-style-type: none"><li>• The PM is appointed and dismissed by the President.</li></ul> | <ul style="list-style-type: none"><li>• The leader of the party that wins majority in a general election is appointed as PM by the monarch. If a PM resigns as leader of the party, or is forced out through a confidence vote or leadership challenge, then a leadership election is held by the members of the party to select a new leader who becomes the new PM.</li></ul> | <ul style="list-style-type: none"><li>• The PM holds the second-highest position in the French government.</li></ul> | <ul style="list-style-type: none"><li>• The PM holds the highest office in the UK. The PM is the principal government figure in the House of Commons.</li></ul> | <ul style="list-style-type: none"><li>• The PM recommends cabinet ministers for appointment by the President.</li></ul> | <ul style="list-style-type: none"><li>• The PM appoints their own ministers which is a Cabinet of approximately 20 most senior ministers in the Government who lead on specific policy areas. The PM chairs the Cabinet meetings and the role of the PM within the Cabinet gives them particular powers over the decisions made by the Cabinet.</li></ul> | <ul style="list-style-type: none"><li>• The PM runs the day-to-day domestic affairs of the government, whilst the President is in charge of national security and foreign policy.</li></ul> | <ul style="list-style-type: none"><li>• The PM is ‘first among equals’, however, the PM can make all major decisions and influences all policy areas.</li></ul> | 4 |
| Source C                                                                                                                                                                                    | How the UK Prime Minister’s role is different to the role of the French Prime Minister                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |                                                                                        |                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                      |                                                                                                                                                                 |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                             |                                                                                                                                                                 |   |
| <ul style="list-style-type: none"><li>• The PM is appointed and dismissed by the President.</li></ul>                                                                                       | <ul style="list-style-type: none"><li>• The leader of the party that wins majority in a general election is appointed as PM by the monarch. If a PM resigns as leader of the party, or is forced out through a confidence vote or leadership challenge, then a leadership election is held by the members of the party to select a new leader who becomes the new PM.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |                                                                                        |                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                      |                                                                                                                                                                 |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                             |                                                                                                                                                                 |   |
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|  |  | Answers that simply reverse the statements should not gain marks unless some explanation is offered.<br><br>AO2 = 4 |  |
|--|--|---------------------------------------------------------------------------------------------------------------------|--|

| Qu | Part | Marking guidance                                                                                                                                       | Total marks |
|----|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 05 | 1    | <b>Which two of the following countries have an absolute monarchy?</b><br><br>Correct answers: <b>B</b> Qatar and <b>D</b> Saudi Arabia<br><br>AO1 = 2 | 2           |

| Qu | Part | Marking guidance                                                                                                                                                                                     | Total marks |
|----|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 05 | 2    | <b>Which two of the following terms accurately describe the UK's political system?</b><br><br>Correct answers: <b>B</b> Constitutional monarchy and <b>E</b> Representative democracy<br><br>AO1 = 2 | 2           |

| Qu    | Part  | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Total marks |       |            |   |     |                                                                                                                                                    |   |     |                                                                                                                                                                |   |   |                    |   |
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| 05    | 3     | <p>Compare the opportunities for political participation in the UK with those in North Korea.</p> <p>Refer to Source D in your answer.</p> <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 issues.<br/>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 issues.<br/>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> <p><b>Indicative content</b></p> <p>The candidate answer requires the application of knowledge regarding the opportunities for political participation in the UK to the source. The source describes the political process in North Korea. The candidate's answer <b>may</b> therefore include the following points.</p> | Level       | Marks | Descriptor | 2 | 3–4 | Good application of knowledge and understanding of the issues.<br>Response clear and relevant to the concepts surrounding the citizenship context. | 1 | 1–2 | Basic application of knowledge and understanding of the issues.<br>Response muddled and lacking relevance to the concepts surrounding the citizenship context. | 0 | 0 | Nothing to credit. | 4 |
| Level | Marks | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |       |            |   |     |                                                                                                                                                    |   |     |                                                                                                                                                                |   |   |                    |   |
| 2     | 3–4   | Good application of knowledge and understanding of the issues.<br>Response clear and relevant to the concepts surrounding the citizenship context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |       |            |   |     |                                                                                                                                                    |   |     |                                                                                                                                                                |   |   |                    |   |
| 1     | 1–2   | Basic application of knowledge and understanding of the issues.<br>Response muddled and lacking relevance to the concepts surrounding the citizenship context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |             |       |            |   |     |                                                                                                                                                    |   |     |                                                                                                                                                                |   |   |                    |   |
| 0     | 0     | Nothing to credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |       |            |   |     |                                                                                                                                                    |   |     |                                                                                                                                                                |   |   |                    |   |



|                                                                                                                                                                       |                                                                                                                                                                                                                                                | <table><tr><th>Source D:</th><th>Opportunities for political participation in the UK compared with those in North Korea</th></tr><tr><td><ul style="list-style-type: none"><li>North Korea is ruled by one person whose family has ruled since 1948.</li></ul></td><td><ul style="list-style-type: none"><li>The UK allows citizens to stand for election to become an MP.</li><li>The UK is a constitutional monarchy ruled by a government from the party/ies which can command a parliamentary majority.</li></ul></td></tr><tr><td><ul style="list-style-type: none"><li>North Korea has one political party, the WPK, ruling since 1948.</li></ul></td><td><ul style="list-style-type: none"><li>Voters have a choice of parties as the UK has a multi-party system where different parties have been in power over the last century.</li></ul></td></tr><tr><td><ul style="list-style-type: none"><li>North Korea has other small political parties but these are legally bound to accept the rulings of WPK.</li></ul></td><td><ul style="list-style-type: none"><li>The UK has multiple parties, including minority parties, which form the opposition and help to hold the government to account.</li></ul></td></tr><tr><td><ul style="list-style-type: none"><li>North Korea has elections where there is one candidate who is selected beforehand by the WPK.</li></ul></td><td><ul style="list-style-type: none"><li>Multiple candidates can stand for election and are selected by their own parties, not the ruling party. Independent candidates are also allowed to stand for election.</li></ul></td></tr><tr><td><ul style="list-style-type: none"><li>North Korea has elections where all citizens over 17 have to vote.</li></ul></td><td><ul style="list-style-type: none"><li>The UK has different minimum ages of voting in national and local elections and voting is not mandatory.</li></ul></td></tr><tr><td><ul style="list-style-type: none"><li>North Korea has a controlled media and Internet which restricts the expression of political views.</li></ul></td><td><ul style="list-style-type: none"><li>The UK has freedom of expression and the media and Internet are not controlled by the government.</li></ul></td></tr></table> | Source D: | Opportunities for political participation in the UK compared with those in North Korea | <ul style="list-style-type: none"><li>North Korea is ruled by one person whose family has ruled since 1948.</li></ul> | <ul style="list-style-type: none"><li>The UK allows citizens to stand for election to become an MP.</li><li>The UK is a constitutional monarchy ruled by a government from the party/ies which can command a parliamentary majority.</li></ul> | <ul style="list-style-type: none"><li>North Korea has one political party, the WPK, ruling since 1948.</li></ul> | <ul style="list-style-type: none"><li>Voters have a choice of parties as the UK has a multi-party system where different parties have been in power over the last century.</li></ul> | <ul style="list-style-type: none"><li>North Korea has other small political parties but these are legally bound to accept the rulings of WPK.</li></ul> | <ul style="list-style-type: none"><li>The UK has multiple parties, including minority parties, which form the opposition and help to hold the government to account.</li></ul> | <ul style="list-style-type: none"><li>North Korea has elections where there is one candidate who is selected beforehand by the WPK.</li></ul> | <ul style="list-style-type: none"><li>Multiple candidates can stand for election and are selected by their own parties, not the ruling party. Independent candidates are also allowed to stand for election.</li></ul> | <ul style="list-style-type: none"><li>North Korea has elections where all citizens over 17 have to vote.</li></ul> | <ul style="list-style-type: none"><li>The UK has different minimum ages of voting in national and local elections and voting is not mandatory.</li></ul> | <ul style="list-style-type: none"><li>North Korea has a controlled media and Internet which restricts the expression of political views.</li></ul> | <ul style="list-style-type: none"><li>The UK has freedom of expression and the media and Internet are not controlled by the government.</li></ul> |  |
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| Source D:                                                                                                                                                             | Opportunities for political participation in the UK compared with those in North Korea                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                        |                                                                                                                       |                                                                                                                                                                                                                                                |                                                                                                                  |                                                                                                                                                                                      |                                                                                                                                                         |                                                                                                                                                                                |                                                                                                                                               |                                                                                                                                                                                                                        |                                                                                                                    |                                                                                                                                                          |                                                                                                                                                    |                                                                                                                                                   |  |
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| <ul style="list-style-type: none"><li>North Korea has one political party, the WPK, ruling since 1948.</li></ul>                                                      | <ul style="list-style-type: none"><li>Voters have a choice of parties as the UK has a multi-party system where different parties have been in power over the last century.</li></ul>                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                        |                                                                                                                       |                                                                                                                                                                                                                                                |                                                                                                                  |                                                                                                                                                                                      |                                                                                                                                                         |                                                                                                                                                                                |                                                                                                                                               |                                                                                                                                                                                                                        |                                                                                                                    |                                                                                                                                                          |                                                                                                                                                    |                                                                                                                                                   |  |
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| <p>Award marks for any similarities to the UK as long as they are justified through development.</p> <p>Award marks for any other relevant points.</p> <p>AO2 = 4</p> |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                        |                                                                                                                       |                                                                                                                                                                                                                                                |                                                                                                                  |                                                                                                                                                                                      |                                                                                                                                                         |                                                                                                                                                                                |                                                                                                                                               |                                                                                                                                                                                                                        |                                                                                                                    |                                                                                                                                                          |                                                                                                                                                    |                                                                                                                                                   |  |

| Qu | Part | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Total marks |
|----|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 06 | 1    | <p><b>Name one of the key principles the UK Civil Service is expected to operate by.</b></p> <p>Award <b>1 mark</b> for naming a correct key principle the UK Civil Service is expected operate by.</p> <p>These are:</p> <ul style="list-style-type: none"> <li>• impartiality/neutrality</li> <li>• anonymity</li> <li>• permanence.</li> </ul> <p>Accept values of the civil service code – honesty, integrity or objectivity.</p> <p>Accept expression of these terms/concepts using the candidate's own words.</p> <p>AO1 = 1</p> | 1           |

| Qu    | Part  | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Total marks |       |            |   |     |                                                                                                                                                                                                                                                                |   |     |                                                                                                                                                                                                                                                                                |   |     |                                                                                                                                                                                                                                                                                                                          |   |     |                                                                                                        |   |
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| 06    | 2     | <p><b>‘In the UK, the Civil Service has too much power.’</b></p> <p><b>Considering a range of views, evaluate this statement.</b></p> <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 issue.<br/>Developed and reasoned justifications are given which relate to the evidence provided.<br/>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.<br/>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.<br/>Weak arguments are made which are not necessarily related to the evidence selected.<br/>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.</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 issue.<br>Developed and reasoned justifications are given which relate to the evidence provided.<br>The justifications put forward form a coherent argument. | 3 | 5–6 | Analysis of a range of evidence and views related to the citizenship issue.<br>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.<br>Weak arguments are made which are not necessarily related to the evidence selected.<br>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. | 8 |
| Level | Marks | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |             |       |            |   |     |                                                                                                                                                                                                                                                                |   |     |                                                                                                                                                                                                                                                                                |   |     |                                                                                                                                                                                                                                                                                                                          |   |     |                                                                                                        |   |
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|   |   |                                                                                                                                                                                               |
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|   |   | 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**

Analysis of evidence should evaluate the view that the Civil Service has too much power in the UK. Whilst the question requires a response that comes to a conclusion, candidates are required to look at a range of views covering both sides of the argument. This indicative content provides possible routes through the question. It is not a requirement that responses contain all the elements identified below; other valid points should be credited fully.

Arguments in **support** of the view that the Civil Service has too much power in the UK

- The Civil Service helps the government develop and implement its policy. Whilst the government may make the executive decisions, without the Civil Service these decisions cannot be put into action.
- Civil Servants are permanent; they remain in post when governments change. As a result, they can be very experienced and experts within their field. This makes them more powerful than government ministers who are replaced.
- The Senior Civil Service (SCS) is made up of around 6000 top civil servants who devise policy and advise ministers. These senior civil servants have the power to determine budgets and their own salaries.
- Civil servants may be resistant to policy change when governments change and since they are the ones who implement the policy, effectively the success or failure of the policies could be determined by them.
- Ministers, not the civil servants, are accountable to Parliament for policy decisions. In the case of policy errors or mistakes in implementation it is the minister, in theory, who has to resign, not the civil servant. This gives the Civil Service power without being held accountable.

Arguments **against** the view that the Civil Service has too much power in the UK

- It is government/ministers who have the power to make decisions about policy, the role of the Civil Service is only a supporting one.
- Most ministers are MP's who have been elected. Civil servants are not elected and therefore have not been given power to make decisions.
- The ministers in charge often blame the Civil Service for problems that occur in the implementation of government policy.
- Civil servants are held accountable and are often called before parliamentary committees.
- Over time, more government services are being provided by agencies, thereby reducing the number of civil servants and their power.

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|  |  | <ul style="list-style-type: none"> <li>Civil servants are anonymous to the public and they are not allowed to disclose sensitive government information, putting a constraint on the power they can hold.</li> </ul> <p>Award marks for any other relevant answers.</p> <p>AO3 = 8</p> |  |
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| Qu | Part | Marking guidance                                                                                                                                                           | Total marks |
|----|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 07 | 1    | <p><b>Which one of the following is the minimum voting age in elections for the Welsh Parliament (Senedd Cymru)?</b></p> <p>Correct answer: <b>A 16</b></p> <p>AO1 = 1</p> | 1           |

| Qu    | Part  | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Total marks |       |            |   |     |                                                                                                                                                                                                                                                                |   |     |                                                                                                                                                                                                                                                                                |   |     |                                                                                                                                                                                  |   |
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| 07    | 2     | <p><b>‘The current voting age in UK general elections is unfair to young people.’</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>views about the different voting ages across the UK</b></li><li><b>rights and legal entitlements of citizens at differing ages.</b></li></ul> <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 issue.<br/>Developed and reasoned justifications are given which relate to the evidence provided.<br/>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.<br/>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.<br/>Weak arguments are made which are not necessarily related to the evidence selected.</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 issue.<br>Developed and reasoned justifications are given which relate to the evidence provided.<br>The justifications put forward form a coherent argument. | 3 | 5–6 | Analysis of a range of evidence and views related to the citizenship issue.<br>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.<br>Weak arguments are made which are not necessarily related to the evidence selected. | 8 |
| Level | Marks | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |       |            |   |     |                                                                                                                                                                                                                                                                |   |     |                                                                                                                                                                                                                                                                                |   |     |                                                                                                                                                                                  |   |
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| 2     | 3–4   | Basic analysis of a limited range of evidence and views related to the citizenship issue.<br>Weak arguments are made which are not necessarily related to the evidence selected.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |       |            |   |     |                                                                                                                                                                                                                                                                |   |     |                                                                                                                                                                                                                                                                                |   |     |                                                                                                                                                                                  |   |

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|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.                                                                                                                                                                    |
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|  |  | <b>0</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>0</b>   | Nothing to credit.                                                                                                                                                                                                                                                                                      |
|  |  | <p><b>Indicative content</b></p> <p>Whilst the question requires a response that comes to a conclusion about the assertion in the question, candidates are required to look at a range of views covering both sides of the debate surrounding whether or not the current voting age in UK general elections is unfair to young people.</p> <p>The indicative content below provides possible routes through the question. It is not a requirement that responses contain all the elements identified below; other valid points should be credited fully.</p> <p>Points which <b>may</b> be included to argue that the current voting age in UK general elections is unfair to young people:</p> <ul style="list-style-type: none"> <li>• it is unfair that the minimum voting age for all young people across the UK is not the same. Currently, the minimum voting age for the UK parliamentary elections is 18. However, the minimum voting age for the Scottish parliamentary elections and Welsh Parliament elections is 16</li> <li>• 16-year-olds were also allowed to vote in the 2014 Scottish Independence Referendum. The voting age should be the same all across all parts of the UK</li> <li>• the right to vote is a basic human right and it is unfair that the right is denied to a 16-year-old, whilst extending it to an 18-year-old</li> <li>• rights change over time. At the start of the 20th century, women could not vote in general elections. In the 1960s, only those aged over 21 could vote. Now, everybody over 18 can vote. However, only some can vote at 16. Maybe it is about time voting was extended to all 16-year-olds</li> <li>• young people acquire rights and legal entitlements at differing ages. At the age of 10, young people are able to choose their own religion. At the ages of 16, they are able to do things that could be seen as being more significant and requiring more responsibility than voting – start a family, work, pay taxes and NI. This means they are responsible enough to vote at a lower age than 18</li> <li>• the age of criminal responsibility in England and Wales is 10 years. If they are old enough to understand when they are committing a crime and be held responsible for it, then they would surely be responsible to vote at a younger age.</li> </ul> |            |                                                                                                                                                                                                                                                                                                         |

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|  | <p>Points which <b>may</b> be included to argue that the current voting age in UK general elections is <b>not</b> unfair to young people:</p> <ul style="list-style-type: none"> <li>• the current voting age in UK general elections is not unfair. There are arguably good reasons for why citizens acquire rights and legal entitlements at different ages. One of the strongest may be that young people's capabilities and maturity develops over time rather than a specific age. Therefore, the responsibilities young people gain and the activities they can take part in should build over time</li> <li>• at 16 years of age, young people may acquire many rights, however, many of them still require parental permission, such as joining the army and applying for a passport. This supports the view that they are not sufficiently informed to make these kinds of decisions, including decisions relating to voting</li> <li>• many young people are still in full-time education and therefore not able to commit to making informed decisions about the running of the country and contributing to it</li> <li>• 18-year-olds will have gained at least some experience from education, training and work which will be more than their younger counterparts due to their age.</li> </ul> <p>AO3 = 8</p> |  |
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