



Mark Scheme (Results)

Summer 2025

Pearson Edexcel Level 1/Level 2
In GCSE Citizenship (9-1)
Unit 2 (1CS0/02)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question number	Answer	Mark
1(a)	Award 1 mark for stating the reason for the goal set by the group, and the second mark for further development of how this was decided upon (AO2), e.g: • I chose goal X because I wanted to help group of people Y (1) and my goal would address how much they needed help/how quickly we could help them/how local they were/how urgent their issue was (1) • I chose goal X because problem Y affects the local/national/global community (1) and my action could realistically make a meaningful difference (1) • I chose goal X because I had learned Y during my Citizenship Studies (1) and I thought my goal could persuade people to make a change/get involved/donate (1) • I chose goal X because my primary and secondary research showed that it was linked to Theme A/B/C/D of Citizenship Studies (1) and I had thought this was the most important and realistic way of taking action for this theme (1) • I chose goal X to raise awareness of an issue that doesn't get much attention/donations/support (1) and my goal could gain more attention/supporters/donation/recognition from people in power for issue Y (1) Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'I wanted to raise money or 'I felt sorry for the people affected by X.'	(2)

Question number	Answer	Mark
1(b)	In each case, award 1 mark for each problem stated (AO2) and the second mark for further development of how working in a team caused this problem e.g.: • Working in a team can slow the action down (1) for example, if a team member is absent/there is poor communication between team members (1) • Working in a team can cause conflict between team members (1) over whether everyone is playing an equal role in the action (1) • Working in a team can make it difficult to choose an achievable action/method/goal (1) because people may have very different views on what the most effective action/method/goal for success is (1) • Working in a team can cause problems if you have not chosen your team/find it hard to work as part of a team (1) because you/someone else may refuse to work with the team/prefer to work alone (1) • Working in a team can cause problems as you are relying on each other to do certain things correctly (1) and if someone makes a mistake work might have to be re-done (1) Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'we argued' or 'we couldn't agree'.	(4)

Question number	Answer	Mark
1(c)	Award 1 mark for the reason identified (AO2) and the second mark for further development e.g.: - Looking at previous actions related to our chosen topic of X helped us understand what different points of view were likely to persuade people to support us (1) so we knew which viewpoints to include to help achieve our goal of Y (1) - Making a list of all the different points of view represented in our team to see where we agreed/disagreed (1) and compared them to our research helped us see which ones were most accurate/convincing (1) - Carrying out research in different ways such as X and Y to find out what different people/groups of people/people thought about issue Z (1) which helped us choose the points of view most likely to be persuasive/raise awareness/gain support (1) - Secondary research such as looking at social media to find out different points of view and what the opposing view to our campaign was (1) helped us make sure we had counter-arguments and evidence to make our campaign gain support/raise awareness/persuade people in power (1) - We spoke to different people such as X about issues that are important to them and they told us about issue Y (1) which made us decide to do Z to represent their viewpoint (1) Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'we found out what other people thought'.	(2)

Question number	Answer	Mark
1(d)	In each case, award 1 mark for the way of carrying out primary research stated (AO2) and the second mark for further development of how this helped choose the citizenship action e.g.: - We sent our target audience a questionnaire (1) and found out that their most important issue/view/opinion was X and so chose to do Y to attract their support (1) - We designed and carried out a survey about X (1) that helped us choose topic Y because of what we learned from our survey (1) - We interviewed e.g. teachers/headteacher/local councillor/local police officer etc to find out their views/opinions about local issues (1) and chose to do X because of what they said about the need/importance/lack of awareness/lack of funding etc related to our chosen issue (1) - We visited/looked at the website for pressure group/charity/campaign to find data about our chosen issue (1) which helped us choose to do X because of what we learned about the issue and how we could take action (1) Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'we asked our teacher's opinion'.	(4)

Question number	Indicative content	
1(e)	Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 and AO3 below. These two assessment objectives should be considered together; the general marking guidance shows how to deal with answers that demonstrate abilities at different levels for each assessment objective. No marks may be awarded for answers that do not relate specifically to the candidate's own citizenship action (i.e. a complete absence of AO2). AO2 and AO3 are equally weighted: answers that do not display any qualities associated with AO3 cannot be awarded more than 6 marks. Indicative content guidance Candidates must consider the statement in the light of experiences and knowledge gained during their own citizenship activity. Points made will depend to a great extent on the candidate's own experiences, but might include some of ideas below. Other relevant ideas must also be credited. Points in support may include: • If you choose the wrong method for researching during the planning of your action, you may not find out enough/accurate/useful/balanced information that will help you choose the best target audience/view to support/goal to aim for • If you choose an inappropriate method for your action, you may not be allowed to run your event e.g. a school strike is unlikely to be given permission • If you choose the wrong method of reaching your target audience, you will fail to gain support/raise awareness • If you choose the wrong method to achieve your goal, you may fail/only be partially successful e.g. a school assembly would not help change the law Counter points may include: • Even if there is a problem with your method, you can still be successful e.g. a basic/simplistic method such as collecting money/signatures/delivering an assembly can still achieve your goal • Methods are not the only reason for failure e.g. lack of organisation may be a factor • Another reason for failure may be lack of teamwork • A further reason for failure may be an unachievable goal Accept any other valid answer.	
	Mark	Descriptor
	0	No rewardable material.
1	1–4	• Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the citizenship action. [AO2] • Little analysis of relevant viewpoints. The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. An overall judgement is missing or asserted. [AO3]
2	5–8	• Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the citizenship action. [AO2] • Some analysis of relevant viewpoints, but unsustained and focused mainly on one side of the argument. The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and/or depth. An overall judgement is given, but with limited substantiation. [AO3]

3	9–12	- Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Effective and sustained comment is made, which shows good understanding of how these apply to the citizenship action. [AO2] - A convincing and sustained analysis of relevant viewpoints on both sides of the argument. The evaluation contains reasoned, coherent arguments, showing good breadth and depth. An overall judgement is given which is well substantiated through the evidence provided. [AO3]
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Question number	Answer	Mark
2(a)	In each case, award 1 mark for the reason identified and the second mark for developing the influence of this way into an explanation of why campaigns like those in Source A might use e-petitions (AO2), e.g.: - An e-petition can be signed easily (1) so people may be more likely to show support for a campaign using one (1) - An e-petition can be shared quickly and with large numbers of people (1) so may gain more supporters/go viral (1) - An e-petition must be responded to by Parliament if it reaches a certain number of signatures (10,000) or considered for debate (100,000) (1) so may be seen as a more effective way of getting the government's attention (1) - An e-petition is easy to set up (1) and so can be used by anyone with access to the internet, making it a more accessible way of campaigning (1) Accept any other valid answer.	(4)

Question number	Answer	Mark
2(b)	In each case, award 1 mark for each suggested method (AO1), up to a maximum of 2 marks: - Set up a pressure group (1) - Organised a protest/demonstration/publicity stunt/other form of direct action (1) - Written to/emailed/phoned/lobbied their local MP/someone in Parliament/the Minister for Education/the Prime Minister/local council (1) - Write/email/phone/message on social media a newspaper/TV broadcaster/influencer to raise awareness and gain support for the issue (1) - Set up a social media campaign/make a campaign video about the issue (1) - Distributed posters/leaflets/flyers to advertise their campaign (1) - Contributing to a select committee inquiry (1) - Presentation/speech/assembly by guest speakers/their team to students/parents/the school about the issue (1) Do not credit e-petitions.	(2)

Question number	Answer	Mark
2(c)	Award up to 2 marks for a reason derived from analysing (AO3) why the viewpoint might be accurate. The first mark is for providing a valid reason, and the second mark is for developing this into an explanation that relates to evidence found in the source, e.g.: • The different e-petitions gained large numbers of signatures (1) suggesting the campaign had a lot of support (1) • The campaigners were invited to meet the Petitions Committee and the Women and Equalities Committee (1) suggesting this issue was taken seriously by Parliament (1) • The campaigns led to action by government ministers and MPs (1) including discussions in committees, work with school students and a debate in Parliament (1) • Another initiative campaigning on the same issue was also successful (1) with 56,000 responses to a survey about student experiences (1) • The Chair of the Women and Equalities Committee praised the campaign (1) saying she hoped it would inspire other campaigners (1) Answers must be taken from the source.	(2)

Question number	Indicative content	
2(d)	Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Relevant points may include: • An e-petition may not influence the government's opinion about the issue • Parliament may have a debate about an e-petition but not go on to change the law • A government may pledge to make change after an e-petition debate but then change their mind/not make change quickly enough • A government may intend to make change after an e-petition debate but have to focus on other issues instead • Other methods may be more effective at raising awareness/changing the government's mind e.g. Private Members' Bill or a viral social media campaign • An e-petition with 100,000 signatures may not be debated in Parliament if the issue has been discussed previously • An e-petition with 10,000 signatures only receives a government response, with no guarantee it will be debated in Parliament or lead to government action • An e-petition on a non-governmental website may be perceived as less official and susceptible to manipulation and so be taken less seriously by those in positions of power Accept any other valid answer.	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	• Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about actions in the source context.
2	3-4	• Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about actions in the source context.
3	5-6	• Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about actions in the source context.

Question number	Answer	Mark
3	The correct answer is D. A. Court where the most serious offences are tried is incorrect because this is the Crown Court. B. Type of court which only deals with appeals is incorrect because this is the Court of Appeal. C. Court where the least serious offences are tried is incorrect because this is the Magistrates' Court. D. Specialist court set up to settle disputes is the correct answer.	(1)

Question number	Answer	Mark
4	The correct answer is B. A. Ofcom is incorrect because this is the media regulator, not for press. B. Independent Press Standards Office is the correct answer. C. Press Recognition Panel is incorrect because this is the organisation that checks on the press regulators. D. Independent Media Standards Organisation is incorrect because this organisation does not exist.	(1)

Question number	Answer	Mark
5	The correct answer is A. A. Geneva Convention is the correct answer. B. United Nations Convention of the Rights of the Child is incorrect because this deals with children's rights. C. Paris Treaty is incorrect because this deals with environmental issues. D. European Convention on Human Rights is incorrect because this deals with human rights.	(1)

Question number	Answer	Mark
6	Award 1 mark for a valid difference and the second mark for developing the reason into an explanation (AO1), e.g.: • Democratic countries have the right to vote (1) but non-democratic countries are usually a dictatorship/only allow you to vote for one person (1) • Democratic countries have freedom of the press (1) but non-democratic countries have stricter press censorship (1) • Democratic countries have freedom of expression (1) but non-democratic countries will ban or limit protests/demonstrations/not allow opposition (1) • Democratic countries usually have laws to protect human rights (1) but non-democratic countries will limit their citizens' rights or abuse them (1) • Democratic countries usually have multiple political parties that citizens can choose to vote for (1) but non-democratic countries usually only have one political party or leader, so even if they hold elections, there is no real choice (1) Accept any other valid answer.	(2)

Question number	Answer	Mark
7	In each case, award 1 mark for knowledge (AO1) of examples how the UK's relationship with the EU has changed post-Brexit, up to a maximum of 2 marks, e.g.: • UK citizens do not have freedom of movement to live, work and study anywhere within the EU anymore (1) • EU citizens no longer have freedom of movement to live, work and study in the UK- instead, the UK now has a points-based immigration system (1) • UK citizens who want to work in an EU country will need a work permit (1) • There are new rules on fishing e.g. UK boats are now allocated a greater share of fishing rights in UK waters (1) • There will have to be annual negotiations between the UK and the EU on fishing rights from 2026 (1) • Travellers from the UK to the EU who want to take their pets abroad now have to follow rules on having microchips and rabies vaccines (1) • Travellers from the UK to the EU cannot take meat or dairy products with them (1) • Travellers from the UK to the EU who want to stay more than 90 days within a 180-day period will need a visa (1) • Free movement of tariff-free goods, persons, services and capital between the UK and the EU has ended (1) • There are more rules on trading goods between the UK and the EU e.g. extra paperwork to be done at customs (1) • The UK has focused on establishing new trade links outside the EU e.g. with Australia, New Zealand, Japan and Norway rather than with countries within the EU (1) Points must relate to the UK's relationship with the EU rather than the general impact of Brexit on the UK.	(2)

Question number	Answer	Mark
8	In each case, award 1 mark for the reason given for press censorship and the second mark for developing the role further (AO1), e.g.: • Press censorship may be necessary for national security (1) to prevent mass panic/protect secret security staff/stop sensitive information being shared (1) • Press censorship may take place to protect someone's privacy (1) e.g. the names of children on trial or names of victims in sexual assault cases (1) • Press censorship may occur to prevent hate speech being published (1) to protect the rights of groups protected under the Equality Act 2010 (1) • Press censorship may take place to prevent obscenities being published (1) for example stopping swearwords from being published in full/stop pornographic images being distributed (1) • Press censorship may take place for illegitimate reasons (1) for example to prevent criticism in a non-democratic state (1) Accept any other valid role or explanation.	(4)

Question number	Indicative content	
9	Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO1 below. Answers that do not attempt to deal with both the United Nations and the World Trade Organisation must be limited to a maximum of 3 marks. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Relevant points regarding the role of the United Nations may include: • To maintain international peace and security • To promote international sustainable development • To protect human rights • To uphold international law Relevant points regarding the World Trade Organisation may include: • Helps to agree world trade rules • Can settle trading disputes between members • Participates in promoting free trade • Individual producers, exporters and importers can trade with each other more freely Accept any other valid answer.	
Level	Mark	Descriptor
	0	No rewardable material
1	1–2	• Limited knowledge and understanding is shown of concepts, terms and issues relevant to the question. OR • Answer shows some knowledge and understanding relating solely to <i>one</i> organisation named in the question.
2	3–4	• Some knowledge and understanding is shown of concepts, terms and issues relevant to the organisations named in the question. OR • Answer shows detailed knowledge and understanding relating solely to <i>one</i> organisation named in the question.
3	5–6	• Detailed knowledge and understanding is shown of concepts, terms and issues relevant to <i>both</i> organisations named in the question.

Question number	Indicative content	
10	Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Arguments to support the statement that international organisations such as the United Nations should take action to protect human rights may include: • This was the founding aim of some organisations such as the United Nations • Action by international organisations such as the UN may be the only way to force countries to take action to protect human rights e.g. peacekeepers in Rwanda • Individual countries have chosen to join international organisations to promote human rights e.g. the UN, the Commonwealth • International law puts an obligation on international organisations such as the UN to take action e.g. Geneva Convention Arguments to counter the statement that international organisations such as the United Nations should take action to protect human rights may include: • Individual governments should take action to protect human rights • Many individual countries have their own human rights law that can be used to protect rights e.g. the Human Rights Act 1999 in the UK • International organisations such as the UN stepping in to protect human rights may increase international conflict • Beliefs about which human rights to include vary between countries- international organisations such as the UN should not dictate which human rights a country should have Accept any other valid answer.	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	• A simple or generalised answer, showing little analysis of relevant viewpoints. • The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.
2	3-5	• Some analysis of relevant viewpoints, but this is focused on one side of the argument. • The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth.
3	6-8	• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustained. • The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.
4	9-10	• Convincing and sustained analysis of relevant viewpoints on both sides of the argument. • The evaluation contains reasoned, coherent arguments, showing good breadth and depth.

Question number	Indicative content	
11	Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Arguments to support the statement that too much media influence on public opinion is undemocratic may include: • The media can choose which issues to focus on and so raise awareness of certain topics/people which can be very influential as people do not always research issues themselves and rely on the media instead, which may be undemocratic as they have too much influence over public opinion e.g. Brexit • A key feature of a democracy is that the media includes a free press- however, newspapers can throw their support behind one political party and help persuade their readers who to vote for which could be argued to be undemocratic as some newspapers are more influential/widely read than others • Media coverage may be one-sided and unbalanced and so prevent people from forming a considered opinion on an issue which may be undemocratic • Media may choose not to report on certain issues and so people may not be aware of a problem/campaign/issue and so some groups may feel/be disadvantaged as they feel unheard which may be undemocratic Arguments to counter the statement that too much media influence on public opinion is undemocratic may include: • Many people do not use traditional media and are more influenced by social media instead- arguably this is democratic as they have a wide range of views they can see • Some traditional media have a duty to be impartial and report on a range of issues/viewpoints i.e. the BBC Charter- this upholds democracy as it ensures impartiality • Individuals may not be influenced by the media in a modern society as they can choose to research a wide range of issues/viewpoints rather than rely on the media's viewpoint alone which is more democratic • Freedom of speech and freedom of the press are important features of any democracy Accept any other valid answer.	
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	• A simple or generalised answer, showing little analysis of relevant viewpoints. • The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. • An overall judgement is missing or asserted.
2	4-7	• Some analysis of relevant viewpoints, but this is focused on one side of the argument. • The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth. • An overall judgement is given, but with limited substantiation.

3	8–11	• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustained. • The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth. • An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.
4	12–15	• Convincing and sustained analysis of relevant viewpoints on both sides of the argument. • The evaluation contains reasoned, coherent arguments, showing good breadth and depth. • An overall judgement is given which is well substantiated through the evidence provided.