

**GCSE  
CITIZENSHIP STUDIES  
8100/1**

Paper 1

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**Mark scheme**

June 2021

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Version 1.0 Final Mark Scheme



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Section A – Active citizenship**

Qu	Part	Marking guidance	Total marks
01	1	<p><b>Identify one role of a councillor.</b></p> <p>Award <b>1 mark</b> for a correctly identified role such as councillors:</p> <ul style="list-style-type: none"> <li>• represent interests of people in local communities</li> <li>• make representations on behalf of community and council</li> <li>• hold surgeries to deal with matters raised by their constituents</li> <li>• attend civic/community functions.</li> </ul> <p>Award <b>1 mark</b> for any other relevant answer.</p> <p>AO1 = 1</p>	1
01	2	<p><b>Identify one way councillors can be held accountable for their actions.</b></p> <p>Award <b>1 mark</b> for a correctly identified way such as:</p> <ul style="list-style-type: none"> <li>• voters can vote them out of office</li> <li>• local media report on their actions</li> <li>• councillors must follow a Code of Conduct (Localism Act 2011)</li> <li>• the political party can deselect them.</li> </ul> <p>Award <b>1 mark</b> for any other relevant answer.</p> <p>AO1 = 1</p>	1

01	3	<p><b>Identify one advantage and one disadvantage of joining a political party.</b></p> <p>Award <b>1 mark</b> for an advantage and <b>1 mark</b> for a disadvantage of joining a political party.</p> <p>Responses might include:</p> <table border="1" data-bbox="320 517 1193 1305"> <thead> <tr> <th data-bbox="320 517 758 555"><b>Advantages</b></th> <th data-bbox="758 517 1193 555"><b>Disadvantages</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="320 555 758 725">Enables citizens to campaign for change and influence decision makers</td> <td data-bbox="758 555 1193 725">Those at the top of the political party will influence the position the party takes on issues, which the member may not agree with</td> </tr> <tr> <td data-bbox="320 725 758 864">Provides support if they wish to stand for election</td> <td data-bbox="758 725 1193 864">By joining they are governed by the rules of the party, so do not have total freedom of action</td> </tr> <tr> <td data-bbox="320 864 758 1034">Pressure groups may campaign on specific issues, whereas political parties have a position on every aspect of public life</td> <td data-bbox="758 864 1193 1034">An annual subscription has to be paid</td> </tr> <tr> <td data-bbox="320 1034 758 1137">Enables members to vote on candidates for leadership of the party</td> <td data-bbox="758 1034 1193 1137">Power to influence decisions locally and nationally is limited</td> </tr> <tr> <td data-bbox="320 1137 758 1305">Can join together with like-minded individuals</td> <td data-bbox="758 1137 1193 1305">Some public servants have to be politically neutral and are not allowed to be active party members – eg the police</td> </tr> </tbody> </table> <p>AO1=2</p>	<b>Advantages</b>	<b>Disadvantages</b>	Enables citizens to campaign for change and influence decision makers	Those at the top of the political party will influence the position the party takes on issues, which the member may not agree with	Provides support if they wish to stand for election	By joining they are governed by the rules of the party, so do not have total freedom of action	Pressure groups may campaign on specific issues, whereas political parties have a position on every aspect of public life	An annual subscription has to be paid	Enables members to vote on candidates for leadership of the party	Power to influence decisions locally and nationally is limited	Can join together with like-minded individuals	Some public servants have to be politically neutral and are not allowed to be active party members – eg the police	2
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01	4	<p><b>Explain the term ‘volunteering’ in the context of active citizenship.</b></p> <p>Award <b>1 mark</b> for a correct definition of the term and <b>1 mark</b> for developing definition/example.</p> <ul style="list-style-type: none"> <li>• Definition: when one person gives their own time <b>(1)</b> to help others without being paid <b>(1)</b>.</li> <li>• Examples that serve as a definition: helping at the local library without pay <b>(1)</b> or assisting at a local food bank in an unpaid role <b>(1)</b>.</li> </ul> <p>Do not award marks for examples of volunteering at home.</p> <p>AO1=2</p>	2
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01	5	<p><b>Explain one reason why a citizen would join a local pressure group.</b></p> <p>Award <b>1 mark</b> for identifying a valid reason and <b>1 mark</b> for developing an explanation.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> <li>• to benefit citizens in a local community <b>(1)</b> by supporting services which already exist <b>(1)</b></li> <li>• to improve the local environment <b>(1)</b> by promoting a local cause <b>(1)</b></li> <li>• to be involved in the local community <b>(1)</b> as part of their active citizenship <b>(1)</b></li> <li>• to join with other citizens <b>(1)</b> to strengthen the community <b>(1)</b>.</li> </ul> <p>Award marks for any other relevant answer.</p> <p>AO1 = 2</p>	2
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01	6	<p><b>Examine the actions that different groups can take to improve mental health services for children and young people.</b></p> <p><b>In your response you should refer to Source A and examples from your own knowledge.</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">7–8</td> <td>                     Well-chosen evidence is selected from <b>Source A</b> and own examples.                      Demonstrates excellent, relevant application of knowledge and understanding of citizenship actions.                      The evidence is used to support arguments which are well developed and analysed.                      The arguments lead to a coherent conclusion.                 </td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>                     Appropriate evidence is selected from <b>Source A</b> and from own examples.                      Demonstrates good, mostly relevant application of knowledge and understanding of citizenship actions.                      The evidence is used to support arguments but these arguments are not always completely developed or analysed.                      Conclusions drawn from the arguments may not be completely coherent.                 </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>                     Some evidence is selected from <b>Source A</b> and from own examples.                      Demonstrates some, occasionally relevant application of knowledge and understanding of citizenship actions.                      Weak arguments are made which are not necessarily related to the evidence selected.                      Some attempt is made to integrate the arguments into concluding remarks.                 </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>                     Basic application of knowledge and understanding to the citizenship actions discussed in <b>Source A</b>.                      Little or no attempt is made to analyse the evidence presented or to provide own examples.                      Little or no attempt is made to integrate the points made.                 </td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table>	Level	Marks	Descriptor	4	7–8	Well-chosen evidence is selected from <b>Source A</b> and own examples. Demonstrates excellent, relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments which are well developed and analysed. The arguments lead to a coherent conclusion.	3	5–6	Appropriate evidence is selected from <b>Source A</b> and from own examples. Demonstrates good, mostly relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments but these arguments are not always completely developed or analysed. 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. Demonstrates some, occasionally relevant application of knowledge and understanding of citizenship actions. Weak arguments are made which are not necessarily related to the evidence selected. Some attempt is made to integrate the arguments into concluding remarks.	1	1–2	Basic application of knowledge and understanding to the citizenship actions discussed in <b>Source A</b> . Little or no attempt is made to analyse the evidence presented or to provide own examples. Little or no attempt is made to integrate the points made.	0	0	Nothing to credit.	8
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<b>Indicative content:</b>		
<b>Students and parents could...</b>	<b>Schools, teachers and governors could...</b>	<b>Government and MPs could...</b>
<ul style="list-style-type: none"> <li>• Join a pressure group or form their own group to improve services for Child and Adolescent Mental Health Services (CAMHS).</li> <li>• Take part in forms of protests such as lobbying or starting a petition to improve services.</li> <li>• Work with the school to provide education around safeguards for safer social media.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate funding from school budgets for counsellors and school nurses.</li> <li>• Adopt a 'whole school' approach to improve mental health and wellbeing which can be recognised by awards such as the Wellbeing Award.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ring-fenced funding for CAMHS and a more coordinated plan for different groups to work together to provide an effective service for children.</li> <li>• Provide counsellors and school nurses for all schools and an improved referral service for specialist support.</li> <li>• Provide drop-in centres or online counselling.</li> </ul>
<p>eg</p> <p><b>For example:</b></p> <p><b>Source A</b> shows that that extreme pressure to achieve at school is harming children and young people's mental health. Emphasis on exams and academic attainment can be at the expense of student wellbeing. Additionally, teachers can be under pressure to meet targets. Parents and students could create a petition or lobby an MP to call on the government to produce clear guidance on how schools can prioritise the wellbeing of students.</p> <p>AO2 = 4 AO3 = 4</p>		



02	1	<p><b>Explain whether your chosen issue was mainly a local issue, a national issue or a global issue.</b></p> <p>Award <b>1 mark</b> for identifying the level/scale of the issue and <b>1 mark</b> for developing an explanation as to why it is mainly that scale.</p> <p>Example answers:</p> <p>My issue was plastic water bottles. This is a local, national and global issue but mainly global <b>(1)</b> because plastic ends up in the air, rivers and oceans and so affects all living organisms <b>(1)</b>.</p> <p>This area may relate to any part of the investigation, from initial research, through to interactions with external agencies, or the task or ‘end-goal’ at the heart of the citizenship action.</p> <p>AO1=2</p> <p>‘<u>Note to Examiners:</u> We anticipate that students may write about the ways in which they have adapted their citizenship action as a result of public health restrictions. Credit any valid points if they meet the relevant criteria in the mark scheme.’</p>	2
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02	2	<p><b>Discuss why you decided upon the type of action you carried out.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: left;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">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 style="text-align: center;">1</td> <td style="text-align: center;">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 style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <p>The response will contain the following elements:</p> <ul style="list-style-type: none"> <li>• The action taken will be clearly identified.</li> <li>• There will be an explicit discussion of why this action was decided upon. This may relate to its suitability of the action to the issue in question and/or in what way the action chosen was supposed to bring about a desired outcome.</li> <li>• This area may relate to any part of the investigation, from initial research, through to interactions with external agencies, or the task or ‘end-goal’ at the heart of the citizenship action.</li> </ul>	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
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		<p>AO2= 4</p> <p><u>'Note to Examiners:</u> We anticipate that students may write about the ways in which they have adapted their citizenship action as a result of public health restrictions. Credit any valid points if they meet the relevant criteria in the mark scheme.'</p>	
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02	3	<p><b>Summarise the evidence you gathered at the research stage.</b></p> <p><b>Evaluate its usefulness in relation to your issue/question.</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5–6</td> <td>Comprehensive summary of the evidence gathered at the research stage. For the evidence presented, arguments regarding its usefulness are developed, justified, analysed and evaluated. 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 at the research stage. Some attempts are made to analyse and evaluate the evidence presented but the arguments are 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 at the research stage and little or no attempt to organise this evidence. There is little or no analysis and evaluation of the evidence presented. 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> </tbody> </table> <p><b>AO1</b></p> <p>The account will discuss a range of evidence that has been gathered:</p> <ul style="list-style-type: none"> <li>• reference to either primary or secondary sources or both</li> <li>• the methods used to collect the evidence may be mentioned</li> <li>• the response may include data or extracts from the evidence gathered.</li> </ul> <p><b>AO3</b></p> <p>This account should relate to the following:</p> <ul style="list-style-type: none"> <li>• the findings to the question/hypothesis that was posed.</li> <li>• the results will relate to the aims of the investigation.</li> <li>• an order of importance will be placed upon each piece of evidence mentioned.</li> </ul>	Level	Marks	Descriptor	3	5–6	Comprehensive summary of the evidence gathered at the research stage. For the evidence presented, arguments regarding its usefulness are developed, justified, analysed and evaluated. The arguments are generally coherent.	2	3–4	Basic attempt to report and organise the evidence gathered at the research stage. Some attempts are made to analyse and evaluate the evidence presented but the arguments are not fully justified and developed. The arguments are not always coherent.	1	1–2	Little report of the evidence gathered at the research stage and little or no attempt to organise this evidence. There is little or no analysis and evaluation of the evidence presented. There is little or no coherence in what is written.	0	0	Nothing to credit.	6
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	<ul style="list-style-type: none"> <li>the response will clearly indicate how the evidence gathered relates to the aims of the investigation.</li> <li>the results will be drawn together into a conclusion or series of conclusions that clearly link back to the hypothesis/question and show linkage to the ability to take action in regard to the question.</li> </ul> <p>AO1 = 2 AO3 = 4</p> <p><u>'Note to Examiners:</u> We anticipate that students may write about the ways in which they have adapted their citizenship action as a result of public health restrictions. Credit any valid points if they meet the relevant criteria in the mark scheme.'</p>	
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02	4	<p><b>Analyse whether your citizenship action was successful.</b> <b>Your answer should refer to:</b></p> <ul style="list-style-type: none"> <li><b>overall goal(s)/aim(s) of your citizenship action</b></li> <li><b>the outcome achieved</b></li> <li><b>the successful and unsuccessful elements of your citizenship action</b></li> <li><b>what you would improve and why</b></li> </ul> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>10–12</td> <td>Clear and precise analysis, supported by well-chosen evidence from the candidate's investigation, demonstrate excellent, relevant application of knowledge and understanding of the citizenship actions. Analysis is developed, justified and evaluated within the context of citizenship action. 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. The evidence is used to support arguments and analysis but these analysis are not always completely developed, justified or evaluated. Analysis and evaluation may not all be relevant to the context. 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.</td> </tr> </tbody> </table>	Level	Marks	Descriptor	4	10–12	Clear and precise analysis, supported by well-chosen evidence from the candidate's investigation, demonstrate excellent, relevant application of knowledge and understanding of the citizenship actions. Analysis is developed, justified and evaluated within the context of citizenship action. 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. The evidence is used to support arguments and analysis but these analysis are not always completely developed, justified or evaluated. Analysis and evaluation may not all be relevant to the context. 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.	12
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		Weak arguments are made which are not necessarily related to the evidence selected. Analysis and evaluation is not relevant to the context. Some attempt is made to integrate the analysis and evaluation into concluding remarks.
1	1–3	Basic application of knowledge and understanding to the citizenship actions arising from the candidate's investigation. 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

**AO2**

The response will:

- Relate to the overall goal(s)/aim(s) of the investigation and a description of the action that it led to.
- Show linkage between the goal(s)/aim(s) and the citizenship action taken.

**AO3**

The response will:

- Set out the 'success' that the citizenship action was supposed to deliver and explain how, eg explain what concrete benefit for the wider community the action was designed to bring.
- Establish some criteria or evidence base for analysing the efficacy of the action undertaken, eg review of the targets, feedback from others, relate to original aims.
- Evaluate the action with a view to establishing whether or not it made a difference in the context of citizenship.
- Relate to the Taking Action section of their investigation to provide reflection.
- Consider the ways in which the action could be improved to achieve the desired difference. Awareness of ways the action could have delivered better citizenship outcomes.

AO2 = 4  
AO3 = 8

'Note to Examiners: We anticipate that students may write about the ways in which they have adapted their citizenship action as a result of public health restrictions. Credit any valid points if they meet the relevant criteria in the mark scheme.'

**Section B – Politics and participation**

Qu	Part	Marking guidance	Total marks
03	1	<p><b>Shade in the one correct answer.</b></p> <p><b>In the First Past the Post voting system the....</b></p> <p>Correct answer – <b>C Winner is the one with most votes</b></p> <p>AO1 = 1</p>	1
03	2	<p><b>Identify two elections for which the Additional Member voting system is used.</b></p> <p>Award <b>1 mark</b> for each correct answer.</p> <p>Correct answers – Elections for the Scottish Parliament, Welsh Assembly or Greater London Assembly.</p> <p>AO1 = 2</p>	2

03	3	<p><b>Discuss two disadvantages of using the First Past the Post voting system.</b></p> <p><b>Refer to Source B in your answer.</b></p> <p><b>2 marks</b> maximum for each clear application of understanding of the disadvantages of using the FPTP voting system.</p> <p><b>Indicative content</b></p> <p>Points discussed <b>may</b> include:</p> <table border="1" data-bbox="320 647 1246 1339"> <thead> <tr> <th data-bbox="320 647 783 685"><b>Source B</b></th> <th data-bbox="783 647 1246 685"><b>Disadvantages of FPTP</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="320 685 783 853"> <ul style="list-style-type: none"> <li>Under Party List, Conservatives would win fewer seats at 45.6% which is closer to their vote share of 43.6%.</li> </ul> </td> <td data-bbox="783 685 1246 853"> <ul style="list-style-type: none"> <li>The number of votes gained by the party does not closely match how many of their members are elected</li> </ul> </td> </tr> <tr> <td data-bbox="320 853 783 992"> <ul style="list-style-type: none"> <li>Under Party List, the SNP % of seats would drop to 4.4 which is closer to their vote share.</li> </ul> </td> <td data-bbox="783 853 1246 992"> <ul style="list-style-type: none"> <li>Members can be elected on a minority of the vote. In the case of SNP they will be over-represented in parliament.</li> </ul> </td> </tr> <tr> <td data-bbox="320 992 783 1198"> <ul style="list-style-type: none"> <li>Under Party List, Liberal Democrats, Green Party and Brexit Party would gain more seats and become more proportional to the votes they received.</li> </ul> </td> <td data-bbox="783 992 1246 1198"> <ul style="list-style-type: none"> <li>Smaller parties are under-represented.</li> </ul> </td> </tr> <tr> <td data-bbox="320 1198 783 1339"> <ul style="list-style-type: none"> <li>Under FPTP, even though a party gets votes they may not win any seats, such as the Brexit Party.</li> </ul> </td> <td data-bbox="783 1198 1246 1339"> <ul style="list-style-type: none"> <li>Voters can feel unrepresented and ignored.</li> </ul> </td> </tr> </tbody> </table> <p>Award marks for any other relevant answers.</p> <p>AO2 = 4</p>	<b>Source B</b>	<b>Disadvantages of FPTP</b>	<ul style="list-style-type: none"> <li>Under Party List, Conservatives would win fewer seats at 45.6% which is closer to their vote share of 43.6%.</li> </ul>	<ul style="list-style-type: none"> <li>The number of votes gained by the party does not closely match how many of their members are elected</li> </ul>	<ul style="list-style-type: none"> <li>Under Party List, the SNP % of seats would drop to 4.4 which is closer to their vote share.</li> </ul>	<ul style="list-style-type: none"> <li>Members can be elected on a minority of the vote. In the case of SNP they will be over-represented in parliament.</li> </ul>	<ul style="list-style-type: none"> <li>Under Party List, Liberal Democrats, Green Party and Brexit Party would gain more seats and become more proportional to the votes they received.</li> </ul>	<ul style="list-style-type: none"> <li>Smaller parties are under-represented.</li> </ul>	<ul style="list-style-type: none"> <li>Under FPTP, even though a party gets votes they may not win any seats, such as the Brexit Party.</li> </ul>	<ul style="list-style-type: none"> <li>Voters can feel unrepresented and ignored.</li> </ul>	4
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04	1	<p><b>Shade in the one correct answer.</b></p> <p><b>In a theocracy the government is run by....</b></p> <p>Correct answer – <b>C Religious leaders</b></p> <p>AO1 = 1</p>	1
04	2	<p><b>Explain one feature of a democracy.</b></p> <p>Award up to <b>2 marks</b> for a correct explanation of a feature of a democracy.</p> <p>Features can include:</p> <ul style="list-style-type: none"> <li>• regular, fair and open elections to public bodies</li> <li>• electoral system that enables all voters to participate</li> <li>• a secret ballot and accountable results system</li> <li>• the ability of citizens to stand for elections without unfair impediment</li> <li>• candidates can campaign equally without bribery and intimidation</li> <li>• a government that is accountable and faces regular elections</li> <li>• media can report freely upon the work of the government</li> <li>• the judiciary is separate from the government and can hold the government to account.</li> </ul> <p>Award marks for any other relevant points made, including the use of appropriate examples.</p> <p>AO1 = 2</p>	2

04	3	<p><b>With reference to Source C, compare two features of the situation in Brazil with how democracy works in the UK.</b></p> <p><b>2 marks</b> maximum for each clear application of their knowledge and understanding of the way in which the situation in Brazil compares with how democracy works in the UK.</p> <p>Award <b>1 mark</b> for referral to a relevant feature in the source and <b>1 mark</b> for a comparison/description of this feature in the UK.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">BRAZIL</th> <th style="text-align: center;">UK</th> </tr> </thead> <tbody> <tr> <td>Persecute minority groups</td> <td>Such discrimination is illegal. Laws such as the Human Rights Act (1998) protect rights and prevent differing groups in society being treated differently.</td> </tr> <tr> <td>Promote their values by censoring textbooks and secretly filming teachers.</td> <td>Censorship is conducted under a variety of laws and judicial processes for a variety of reasons such as national security, and to protect children and vulnerable groups.</td> </tr> <tr> <td>Dismissed the marketing director of the Bank of Brazil for promoting diversity and inclusion.</td> <td>There are Equality and other laws which prevent discrimination and allow you to defend your rights in UK courts.</td> </tr> <tr> <td>Limit press freedom by intimidating journalists</td> <td>UK government allows freedom of press as otherwise they would be replaced. Freedom of speech and a free press are longstanding human rights. The media and government both work within any laws passed by Parliament.</td> </tr> <tr> <td>Criticise scientists, particularly those who research environmental issues / concerns</td> <td>Research and scientific developments are welcomed. The government is committed to supporting scientific research.</td> </tr> </tbody> </table> <p>Award answers which suggest other differences or similarities of some of these features in the UK.</p> <p>AO2 = 4</p>	BRAZIL	UK	Persecute minority groups	Such discrimination is illegal. Laws such as the Human Rights Act (1998) protect rights and prevent differing groups in society being treated differently.	Promote their values by censoring textbooks and secretly filming teachers.	Censorship is conducted under a variety of laws and judicial processes for a variety of reasons such as national security, and to protect children and vulnerable groups.	Dismissed the marketing director of the Bank of Brazil for promoting diversity and inclusion.	There are Equality and other laws which prevent discrimination and allow you to defend your rights in UK courts.	Limit press freedom by intimidating journalists	UK government allows freedom of press as otherwise they would be replaced. Freedom of speech and a free press are longstanding human rights. The media and government both work within any laws passed by Parliament.	Criticise scientists, particularly those who research environmental issues / concerns	Research and scientific developments are welcomed. The government is committed to supporting scientific research.	4
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05	1	<p><b>Identify two organisations that help consumers make a complaint.</b></p> <p>Correct answers – <b>A Citizens’ Advice</b> and <b>E Ombudsman</b></p> <p>AO1 = 2</p>	2
05	2	<p><b>Which two of the following are features of digital democracy?</b></p> <p>Correct answers – <b>C Citizens signing a petition online</b> and <b>E Groups campaigning about issues online</b></p> <p>AO1 = 2</p>	2
05	3	<p><b>Referring to Source D, discuss two ways in which a UK politician could improve engagement with voters.</b></p> <p><b>2 marks</b> maximum for identifying each developed way in which a UK politician could improve voter engagement.</p> <p>Award <b>1 mark</b> for identifying a way and <b>1 mark</b> for development.</p> <p><b>Indicative content:</b></p> <p>The source focuses on the use of social media by a politician, highlighting the number of followers and the amount of engagement in response to one of her tweets. The response requires the application of knowledge about how social media can be used by UK politicians to improve voter engagement.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Joining Twitter, Facebook, Instagram and other platforms to campaign can reach more people than just canvassing and advertisements. Keeps voters informed about issues and developments.</li> <li>• Sharing personal views and personal life on social media makes her more relatable to voters and allows followers to feel connected.</li> <li>• Regular use as shown by the number of posts AOC has, can help to update voters with political developments.</li> <li>• Using social media to communicate with voters can help to engage them further, as shown by the amount of comments under each tweet/post and retweets/reshares.</li> <li>• Using social media platforms to ask questions or create polls can show willingness to listen to voters and encourage online debate.</li> <li>• Citizens who may be less engaged with electoral and political processes, such as minorities or youth can be reached through effective use of the social media platforms.</li> <li>• Exchanges between politicians or between politicians and their followers or between the followers themselves are visible to a wide audience. This in turn allows for increased accessibility to information and transparency around issues of concern.</li> </ul>	4

		Award marks for any other relevant points. AO2 = 4	
06	1	<b>Which of the following cities has a directly elected mayor?</b>  Correct answer – <b>D London</b>  AO1 = 1	1

06	2	<p><b>‘Local councils should build more social housing’.</b></p> <p><b>Examine this view.</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>7–8</td> <td>Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue. Developed and reasoned justifications are given which relate to the evidence provided. The justifications put forward form a coherent argument.</td> </tr> <tr> <td>Level 3</td> <td>5–6</td> <td>Analysis of a range of evidence and views related to the citizenship issue. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.</td> </tr> <tr> <td>Level 2</td> <td>3–4</td> <td>Basic analysis of a limited range of evidence and views related to the citizenship issue. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.</td> </tr> <tr> <td>Level 1</td> <td>1–2</td> <td>Limited evidence presented and/or evidence presented is not directly related to the citizenship issue. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.</td> </tr> <tr> <td></td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p><b>Indicative Content</b></p> <p>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 about whether councils should build more social housing. This indicative content provides possible routes through the question. It is</p>	Level	Marks	Descriptor	Level 4	7–8	Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue. Developed and reasoned justifications are given which relate to the evidence provided. The justifications put forward form a coherent argument.	Level 3	5–6	Analysis of a range of evidence and views related to the citizenship issue. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.	Level 2	3–4	Basic analysis of a limited range of evidence and views related to the citizenship issue. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.	Level 1	1–2	Limited evidence presented and/or evidence presented is not directly related to the citizenship issue. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.		0	Nothing to credit.	8
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	<p>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 local councils should build more social housing:</p> <ul style="list-style-type: none"> <li>• Local councils are responsible for providing social housing. Under the Housing Act 1988, they are responsible for the provision of housing for adults who cannot afford to provide it for themselves.</li> <li>• There is a large amount of families on the council housing waiting list and not enough houses to provide for this. Rising homelessness means more houses are needed. The 2017 Homelessness Reduction Act imposes a legal duty on all councils to prevent and relieve homelessness.</li> <li>• Councils are best placed to provide good quality affordable housing than central government as they may be more familiar with the needs of the families that are on their waiting list.</li> <li>• Some councils are finding ways around the bureaucracy and building directly.</li> <li>• Responses may talk about the right of citizens for affordable housing and the duty of councils to provide this.</li> </ul> <p>Award marks for any other relevant points.</p> <p>Points which <b>may</b> be included to argue that local councils should <b>not</b> build more social housing:</p> <ul style="list-style-type: none"> <li>• The provision from central government for the social welfare budget and the absence of grants for social housing means councils do not have adequate funds to build more social housing. Some responses may argue that government should do more.</li> <li>• Inadequate funding for councils for social housing means they are unable to build more. The government could offer lower interest rates for council borrowing.</li> <li>• The Right to Buy scheme introduced by the government has resulted in a shortage of council homes. This was unprecedented by councils and therefore the government needs to do more to address the shortage.</li> <li>• Some councils may not be equipped to build directly due to factors such as lack of a trained workforce, inadequate funds or bureaucracy.</li> <li>• Central government is better equipped to directly appoint construction companies to build more social housing.</li> <li>• Responses may talk about the right of citizens for affordable housing and the duty of the government to provide this.</li> </ul> <p>Award marks for any other relevant points.</p> <p>AO3 = 8</p>	
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07	1	<p><b>How many signatures are needed in an e-petition before it is considered for debate in Parliament?</b></p> <p>Correct answer – <b>C 100 000</b></p> <p>AO1 = 1</p>	1
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07	2	<p><b>‘The legal system in the UK allows citizens to receive justice.’</b></p> <p><b>To what extent do you agree with this statement?</b></p> <p><b>In your answer you should consider a range of evidence and views on:</b></p> <ul style="list-style-type: none"> <li>• <b>citizens’ rights within the legal system</b></li> <li>• <b>the actions citizens can take to hold those in power to account</b></li> <li>• <b>the role played by citizens acting together in fighting for justice.</b></li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: left;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Level 4</td> <td style="text-align: center;">7–8</td> <td>Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue. Developed and reasoned justifications are given which relate to the evidence provided. The justifications put forward form a coherent argument.</td> </tr> <tr> <td style="text-align: center;">Level 3</td> <td style="text-align: center;">5–6</td> <td>Analysis of a range of evidence and views related to the citizenship issue. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.</td> </tr> <tr> <td style="text-align: center;">Level 2</td> <td style="text-align: center;">3–4</td> <td>Basic analysis of a limited range of evidence and views related to the citizenship issue. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.</td> </tr> <tr> <td style="text-align: center;">Level 1</td> <td style="text-align: center;">1–2</td> <td>Limited evidence presented and/or evidence presented is not directly related to the citizenship issue. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p>	Level	Marks	Descriptor	Level 4	7–8	Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue. Developed and reasoned justifications are given which relate to the evidence provided. The justifications put forward form a coherent argument.	Level 3	5–6	Analysis of a range of evidence and views related to the citizenship issue. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.	Level 2	3–4	Basic analysis of a limited range of evidence and views related to the citizenship issue. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.	Level 1	1–2	Limited evidence presented and/or evidence presented is not directly related to the citizenship issue. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.		0	Nothing to credit.	8
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	<p>Points which <b>may</b> be included to argue that the legal system <b>does</b> allow UK citizens to receive justice:</p> <ul style="list-style-type: none"> <li>• The effectiveness of the legal rights of UK citizens such as right to a fair trial, juries and not being arrested without reason.</li> <li>• The effectiveness and ways in which the UK legal system works; role and powers of the police and judiciary, legal representation, courts, tribunals and other forms of conflict resolution.</li> <li>• Government decisions can be challenged via judicial review.</li> <li>• Courts may make a decision which is at variance with government policy in order to highlight inconsistencies or to prompt the government to legislate.</li> <li>• Can be shown by case studies (eg the Hillsborough disaster campaign or the 'Bedroom Tax' campaign) to be effective in doing this.</li> </ul> <p>Award marks for any other relevant points.</p> <p>Points which <b>may</b> be included to argue that the legal system <b>does not</b> allow UK citizens to receive justice:</p> <ul style="list-style-type: none"> <li>• Parliamentary sovereignty means that power ultimately lies with the politicians.</li> <li>• The appointment process tends to produce 'compliant' judges.</li> <li>• Judges tend to come from social elites who will produce judgements that defend the status quo.</li> <li>• Interest and pressure groups, trade unions, charities and voluntary groups, public institutions, and public services can provide a voice and support for different groups in society campaigning to bring about a legal change or fight to an injustice. For example, Tribunals and Ombudsmen can prove to be more effective means to hold those in power to account for the average citizen in terms of cost and time.</li> <li>• When the legal system is ineffective in doing so, citizens can hold those in power to account for their actions through different forms; citizens can contribute by joining an interest group or political party; standing for election, campaigning, advocacy, lobbying, petitions, joining a demonstration, volunteering. Can be shown by case studies, eg the Hillsborough disaster campaign and how many years it took to receive justice by the pressure and interest groups formed, as well as the struggle for justice experienced by the victims of the Grenfell tragedy.</li> </ul> <p>Award any other relevant points.</p> <p>AO3 = 8</p>	
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