



GCSE CITIZENSHIP STUDIES 8100/1

Paper 1

Mark scheme

June 2022

Version: 1.0 Final Mark Scheme



2 2 6 G 8 1 0 0 / 1 / M S

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

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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	Which of the following does a trade union represent? Correct answer: B (Employees) AO1 = 1	1

Qu	Part	Marking guidance	Total marks
01	2	What is an ‘e-petition’? Award 1 mark for: <ul style="list-style-type: none">• a definition – petitions that are completed/signed online• an example that serves as a definition – completing a petition on the government petition website or signing a campaign group petition on their website. AO1 = 1	1

Qu	Part	Marking guidance	Total marks										
01	3	<p>Identify two differences between special constables and regular police officers.</p> <p>Award 1 mark for each correct answer. (x2)</p> <p>Responses might include:</p> <table border="1"> <thead> <tr> <th>Special Constable</th> <th>Regular Police Officer</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Members of the public taking on role </td> <td> <ul style="list-style-type: none"> Takes on role as a career </td> </tr> <tr> <td> <ul style="list-style-type: none"> Voluntary basis but sometimes can be given an allowance </td> <td> <ul style="list-style-type: none"> Paid role </td> </tr> <tr> <td> <ul style="list-style-type: none"> Part-time (minimum of 4 hours a week) alongside their other employment </td> <td> <ul style="list-style-type: none"> Can be part-time or full-time </td> </tr> <tr> <td> <ul style="list-style-type: none"> Main role is to conduct local patrols to target specific problem areas </td> <td> <ul style="list-style-type: none"> Covers the full range of duties of the police force </td> </tr> </tbody> </table> <p>Note: Special Constables have the same powers as a police officer once they have completed an initial training, therefore do not award marks for answers that indicate they do not have same powers.</p> <p>Award marks for any other relevant answer.</p> <p>AO1 = 2</p>	Special Constable	Regular Police Officer	<ul style="list-style-type: none"> Members of the public taking on role 	<ul style="list-style-type: none"> Takes on role as a career 	<ul style="list-style-type: none"> Voluntary basis but sometimes can be given an allowance 	<ul style="list-style-type: none"> Paid role 	<ul style="list-style-type: none"> Part-time (minimum of 4 hours a week) alongside their other employment 	<ul style="list-style-type: none"> Can be part-time or full-time 	<ul style="list-style-type: none"> Main role is to conduct local patrols to target specific problem areas 	<ul style="list-style-type: none"> Covers the full range of duties of the police force 	2
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01	4	<p>Using an example, explain what a tribunal is.</p> <p>Award 1 mark for a correct definition and 1 mark for an appropriate example.</p> <ul style="list-style-type: none"> Definition: Informal small court that deals with specific complaints and issues. Examples may be of tribunals (eg Employment Tribunal or panels that deal with school admission policy) or the complaints they deal with (eg issues relating to employment contracts). <p>AO1=2</p>	2

Qu	Part	Marking guidance	Total marks
01	5	<p>Explain one reason why a person would stand for election.</p> <p>Award 1 mark for identifying a valid reason and 1 mark for developing an explanation.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> • to hold those in power to account for their actions (1) if they feel that an injustice has been done (1) • to become an independent candidate (1) to speak and vote on issues as they wish (1) • to become an independent candidate (1) to represent a particular group of people and their needs (1) • to promote a particular cause (1) to benefit them or the community they belong to (1) • to be involved in the local community (1) and influence the decisions that affect it (1) • to support a political party (1) and promote its policies to the public in an election campaign (1) • to represent the electorate (1) and so democratically serve the public (1). <p>Award marks for any other relevant answer.</p> <p>AO1=2</p>	2

Qu	Part	Marking guidance	Total marks																		
01	6	<p>Examine the actions UK citizens could take to persuade their local football club to become a Living Wage Employer.</p> <p>In your response you should refer to Source A and examples from your own knowledge.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7–8</td> <td>Well-chosen evidence is selected from Source A and own example(s). 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>3</td> <td>5–6</td> <td>Appropriate evidence is selected from Source A 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>2</td> <td>3–4</td> <td>Some evidence is selected from Source A 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>1</td> <td>1–2</td> <td>Basic application of knowledge and understanding of the citizenship actions discussed in Source A. 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>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p>Indicative content</p> <ul style="list-style-type: none"> • Write an open letter to the football club in conjunction with other local pressure groups and charities as shown in Source A. • Join and support the campaign that is already started by Citizens UK and their local groups. • Assist existing workers who may be employed on a casual basis to join a trade union. 	Level	Marks	Descriptor	4	7–8	Well-chosen evidence is selected from Source A and own example(s). 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 Source A 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 Source A 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 of the citizenship actions discussed in Source A . 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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		<ul style="list-style-type: none"> • Start a petition to show the support from the local community/club supporters for the club to become a Living Wage employer. • Lobby a football player at the club to put pressure on the club's management as well as creating support from the other players. • Organise or join a demonstration outside the football club to create media attention, awareness to others and the football club. • Start an online campaign on social media by creating a social media account specific to the purpose of encouraging the local football club and other local businesses to become Living Wage employers. • Persuade the football club and create further support from others by commenting about the Living Wage scheme under the football club's social media posts. <p>Award marks for any other relevant points.</p> <p>Example answer</p> <p>Source A shows how local groups have collaborated to write an open letter to the football clubs. Citizens can also contact community groups and charities in their local area to do the same. As well as this, there are a number of other ways, such as organising a demonstration outside the local football club and inviting the media to create further support and awareness. Supporters can attend matches with posters which are persuasive in getting the message across. Additionally, citizens can use social media to gather support and awareness by posting comments on the social media accounts of the football club and its football players.</p> <p>AO2 = 4 AO3 = 4</p>	
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Qu	Part	Marking guidance	Total marks
02	1	<p>Explain one reason why you would consider changing the topic of your investigation.</p> <p>Award 1 mark for identifying a reason and 1 mark for developing an explanation.</p> <p>Example answers</p> <ul style="list-style-type: none"> • If secondary research was difficult to find (1) as it is important to use reliable statistics/evidence in my conclusions (1). • If there were insufficient members in the team (1) and the investigation topic required a lot of input (1). <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> <p>AO1=2</p>	2

Qu	Part	Marking guidance	Total marks												
02	2	<p>Discuss which part of the investigation process you found most difficult and why.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>Indicative content</p> <p>The response will contain the following elements:</p> <ul style="list-style-type: none"> • one area of difficulty will be clearly identified and discussed • this may relate to the nature of the research, the methodology employed, the results of the research, the planning of the action, the taking of the action or reflections about the task • there will be a clear attempt to justify why this area presented difficulty. <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> <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
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02	4	<p>Analyse the ways in which your citizenship action was useful to you and others.</p> <p>Your answer should refer to:</p> <ul style="list-style-type: none"> • how your action enabled you to use and develop your citizenship skills • ways in which your action was useful to others • whether there were any limitations which affected its usefulness. <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 analyses but these analyses 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. 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. </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. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made. </td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit</td> </tr> </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 analyses but these analyses 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. 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 of 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	12
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<p>02</p>	<p>4</p>	<p>AO2</p> <p>The response will:</p> <ul style="list-style-type: none"> • relate to the student’s own participation in the investigation • relate to how the student’s own participation in the investigation enabled them to use and develop their citizenship skills • include some description of the citizenship action taken • demonstrate an understanding of how the action brought benefits to others. <p>AO3</p> <p>The response will:</p> <ul style="list-style-type: none"> • relate to the students own participation; how it developed their citizenship knowledge and what citizenship skills were used and developed during the investigation through providing reflection • set out the benefits for the wider community that the citizenship action was supposed to bring • establish some criteria or evidence base for analysing the usefulness of the action undertaken • evaluate the action with a view to establishing whether or not it was useful to themselves and others in the context of citizenship • consider the ways in which any limitations affected how useful the action could have been. <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> <p>AO2 = 4 AO3 = 8</p>	
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Section B – Politics and participation

Qu	Part	Marking guidance	Total marks
03	1	<p>Which of these is a form of direct democracy?</p> <p>Correct answer: D (Referendums)</p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
03	2	<p>Identify two values which underpin democracy.</p> <p>Award 1 mark for each correct value:</p> <ul style="list-style-type: none"> • rights • responsibilities • freedoms eg freedom of speech • equality • rule of law. <p>Award marks for any other relevant answer.</p> <p>AO1 = 2</p>	2

Qu	Part	Marking guidance	Total marks				
03	3	<p>Referring to Source B, describe two ways in which the UK’s monarchy is different to Oman’s monarchy.</p> <p>Two marks maximum for each of two clear applications of understanding of the nature of the monarchy in the UK as against the nature of the monarchy of Oman.</p> <p>Award 1 mark for each difference identified. (x2)</p> <p>Award 1 mark for development/explanation. (x2)</p> <p>Indicative content</p> <p>The source focusses on the nature of an absolute monarchy. The response should contain two ways in which the UK monarchy differs from Oman’s monarchy. Answers that simply reverse the statements should not gain marks unless some explanation is offered.</p> <table border="1" data-bbox="320 949 1272 1391"> <thead> <tr> <th data-bbox="320 949 798 987">Oman</th> <th data-bbox="798 949 1272 987">UK</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 987 798 1391"> <ul style="list-style-type: none"> • Absolute monarchy • The Sultan has absolute power • Sultan is head of state and government • Sultan can make and pass laws </td> <td data-bbox="798 987 1272 1391"> <ul style="list-style-type: none"> • Constitutional monarchy • Power mostly lies with the government, not the monarchy • The monarch is head of state only • Law making power lies with parliament not the monarchy </td> </tr> </tbody> </table> <p>Example answers</p> <ul style="list-style-type: none"> • Unlike Oman, the UK is a constitutional monarchy (1). In a constitutional monarchy, the monarch has limited powers and has to work within the constitution of the UK (1). • Unlike Oman, in the UK political power does not lie with the monarchy (1). The UK monarch’s role is largely ceremonial and formal (1). <p>Award marks for any other relevant answer.</p> <p>AO2 = 4</p>	Oman	UK	<ul style="list-style-type: none"> • Absolute monarchy • The Sultan has absolute power • Sultan is head of state and government • Sultan can make and pass laws 	<ul style="list-style-type: none"> • Constitutional monarchy • Power mostly lies with the government, not the monarchy • The monarch is head of state only • Law making power lies with parliament not the monarchy 	4
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Qu	Part	Marking guidance	Total marks
04	1	<p>Which of the following is elected?</p> <p>Correct answer: D (Police and Crime Commissioners)</p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
04	2	<p>Identify one advantage and one disadvantage of the single transferable vote system.</p> <p>Award 1 mark for a correct advantage and 1 mark for a correct disadvantage.</p> <p>Advantages may include:</p> <ul style="list-style-type: none"> • every vote helps to elect someone • the result closely matches the vote cast for each party. <p>Disadvantages may include:</p> <ul style="list-style-type: none"> • this system often leads to many parties electing candidates • coalition governments more likely to occur • results can take longer to count. <p>Award marks for any other relevant answer.</p> <p>AO1 = 2</p>	2

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04	3	<p>Referring to Source C, discuss ways that could improve voter turnout amongst young people.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3–4</td> <td>Good application of knowledge and understanding of the issues. 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. 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> </tbody> </table> <p>Indicative content</p> <p>The candidate answer requires the application of knowledge regarding the ways in which voter turnout amongst young people could be improved. The source discusses some of the reasons why young people don't vote.</p> <p>The candidate's answer may therefore include the following points:</p> <table border="1"> <thead> <tr> <th>Issue</th> <th>Ways to improve turnout</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Politicians do not listen to young people. </td> <td> <ul style="list-style-type: none"> Politicians should represent young people's beliefs – hold specific surgeries for young people, visit educational establishments. </td> </tr> <tr> <td> <ul style="list-style-type: none"> Politicians are unrelatable and untrustworthy. </td> <td> <ul style="list-style-type: none"> Encourage younger people into politics – showcase younger politicians in the media and online. Politicians should engage with young people through social media. Politicians should be trustworthy, follow their own rules/government guidelines. </td> </tr> <tr> <td> <ul style="list-style-type: none"> Political parties do not do what they say/do not follow manifesto. </td> <td> <ul style="list-style-type: none"> Parties need to gain trust by: following manifestos very closely; trustworthy behaviour; transparency; accountability for actions; and fewer U-turns. </td> </tr> <tr> <td> <ul style="list-style-type: none"> Lack of knowledge about politics. </td> <td> <ul style="list-style-type: none"> Education – in schools, workshops in educational establishments, political information online. </td> </tr> </tbody> </table> <p>Award marks for any other relevant answer.</p> <p>AO2 = 4</p>	Level	Marks	Descriptor	2	3–4	Good application of knowledge and understanding of the issues. Response clear and relevant to the concepts surrounding the citizenship context.	1	1–2	Basic application of knowledge and understanding of the issues. Response muddled and lacking relevance to the concepts surrounding the citizenship context.	0	0	Nothing to credit.	Issue	Ways to improve turnout	<ul style="list-style-type: none"> Politicians do not listen to young people. 	<ul style="list-style-type: none"> Politicians should represent young people's beliefs – hold specific surgeries for young people, visit educational establishments. 	<ul style="list-style-type: none"> Politicians are unrelatable and untrustworthy. 	<ul style="list-style-type: none"> Encourage younger people into politics – showcase younger politicians in the media and online. Politicians should engage with young people through social media. Politicians should be trustworthy, follow their own rules/government guidelines. 	<ul style="list-style-type: none"> Political parties do not do what they say/do not follow manifesto. 	<ul style="list-style-type: none"> Parties need to gain trust by: following manifestos very closely; trustworthy behaviour; transparency; accountability for actions; and fewer U-turns. 	<ul style="list-style-type: none"> Lack of knowledge about politics. 	<ul style="list-style-type: none"> Education – in schools, workshops in educational establishments, political information online. 	4
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05	1	<p>Identify two sources of local authority income.</p> <p>Correct answers: A (Central Government Grants) and B (Council Tax)</p> <p>AO1 = 2</p>	2

Qu	Part	Marking guidance	Total marks
05	2	<p>Identify two proportional voting systems.</p> <p>Correct answers: D (Party List) and F (Single Transferable Vote)</p> <p>AO1 = 2</p>	2

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05	3	<p>Referring to Source D, discuss how the UK government could ensure the NHS remains free for citizens.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3–4</td> <td>Good application of knowledge and understanding of the issues. 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. 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> </tbody> </table> <p>Indicative content</p> <p>The candidate's answer requires the application of knowledge regarding the ways in which the UK government could ensure the NHS remains free for citizens. The source discusses some of the problems that the NHS is facing in terms of extra costs.</p> <p>The candidate's answer may therefore include the following points:</p> <table border="1"> <thead> <tr> <th>Source D - problems</th> <th>UK Government</th> </tr> </thead> <tbody> <tr> <td>Increasing costs</td> <td> <ul style="list-style-type: none"> • increase taxes or NI • borrow money • increase health funding • increase patient charges • introduce new charges for some NHS services such as travel vaccinations • introduce new tax specifically for NHS • improve efficiency in NHS • involve private providers if cost effective and efficient </td> </tr> <tr> <td>Ageing population</td> <td> <ul style="list-style-type: none"> • restrict and ration certain services, tests and treatments • helping older people manage long-term conditions • increasing dementia awareness </td> </tr> <tr> <td>Health problems</td> <td> <ul style="list-style-type: none"> • increase health awareness – healthy eating and fitness • increase smoking and drugs awareness • introduce bans and increase taxes on products that damage health, eg sugar and alcohol • tackle obesity </td> </tr> </tbody> </table>	Level	Marks	Descriptor	2	3–4	Good application of knowledge and understanding of the issues. Response clear and relevant to the concepts surrounding the citizenship context.	1	1–2	Basic application of knowledge and understanding of the issues. Response muddled and lacking relevance to the concepts surrounding the citizenship context.	0	0	Nothing to credit.	Source D - problems	UK Government	Increasing costs	<ul style="list-style-type: none"> • increase taxes or NI • borrow money • increase health funding • increase patient charges • introduce new charges for some NHS services such as travel vaccinations • introduce new tax specifically for NHS • improve efficiency in NHS • involve private providers if cost effective and efficient 	Ageing population	<ul style="list-style-type: none"> • restrict and ration certain services, tests and treatments • helping older people manage long-term conditions • increasing dementia awareness 	Health problems	<ul style="list-style-type: none"> • increase health awareness – healthy eating and fitness • increase smoking and drugs awareness • introduce bans and increase taxes on products that damage health, eg sugar and alcohol • tackle obesity 	4
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06	1	<p>Define the term 'legislature'.</p> <p>Award 1 mark for an accurate definition of the term legislature as the body that makes law.</p> <p>AO1 = 1</p>	1

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06	2	<p>Examine the ways in which parliament holds the government to account in the UK.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <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. Developed and reasoned justifications are given which relate to the evidence provided. The justifications put forward form a coherent argument. </td> </tr> <tr> <td>3</td> <td>5–6</td> <td> Analysis of a range of evidence and views related to the citizenship 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>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>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>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p>Indicative content</p> <p>Answers will include an examination of how the UK Parliament holds the government to account. This may result in a discussion of the following ways and how far they effectively hold the government to account. It is not a requirement that responses contain all the elements identified below.</p> <ul style="list-style-type: none"> Parliamentary questions – MPs and Lords can ask the government ministers or PM questions directly in the House during their oral question time sessions or in writing. 	Level	Marks	Descriptor	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.	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.	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.	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	0	Nothing to credit.	8
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Qu	Part	Marking guidance	Total marks
07	1	<p>Which one of the following is a devolved body?</p> <p>Correct answer: B (Scottish Parliament)</p> <p>AO1 = 1</p>	1

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07	2	<p>‘The changing relations between the nations of the UK are leading to the loss of British identity.’</p> <p>Considering a range of views, to what extent do you agree with this statement?</p> <p>In your answer you should consider:</p> <ul style="list-style-type: none"> the national identity of citizens living in different parts of the UK how political relations are changing between nations of the UK. <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <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. Developed and reasoned justifications are given which relate to the evidence provided. The justifications put forward form a coherent argument. </td> </tr> <tr> <td>3</td> <td>5–6</td> <td> Analysis of a range of evidence and views related to the citizenship 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>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>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>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table>	Level	Marks	Descriptor	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.	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.	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.	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	0	Nothing to credit.	8
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		<p>Indicative content</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 changing relations between the nations of the UK is having an effect on the British identity of UK citizens.</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>The following points may be included to argue that this will lead to the loss of British identity.</p> <ul style="list-style-type: none"> • The United Kingdom of Great Britain and Northern Ireland is comprised of England, Northern Ireland, Scotland and Wales. The impact of this on regional, national and British identity. • The impact of the national debate about identity can be seen as one of the factors that have led to the growth in the devolution of power to the nations and regions of the UK. This devolution has also sharpened these differences to lead more people to describe themselves as English, Scottish, Welsh and Irish as found in some surveys. • English Votes for English Laws has further created a divide where Scottish MP’s claim they are now second class citizens. • With the increasing movement of people within the UK and migration to the UK, the factors that influence national identity may not be so important across the entire population. • The importance of Being British is often summed up by the political slogan ‘Stronger together’. This was used to persuade people in Scotland to continue to support the Union which suggests that without Scotland this will be weakened. • Shared experiences, such as the success of Team GB in 2012 and conflicts have strengthened the sense of nationhood. Without iconography such as the Union Jack, Britishness as an identity would struggle to survive in the long-term. <p>Award marks for any other relevant points.</p> <p>The following points may be included to argue that this will not lead to the loss of British identity.</p> <ul style="list-style-type: none"> • The United Kingdom of Great Britain and Northern Ireland is comprised of England, Northern Ireland, Scotland and Wales. The impact of this on regional, national and British identity. • National identity is often used to describe a person’s identity. Many people describe themselves as Scottish, English, Welsh and Irish first, therefore national identity would remain unaffected by devolution. In the last census, more than half of Welsh people said they felt only Welsh. • YouGov 2018 found that 80% of residents in England identify as English but also 82% strongly identify as British with only a small proportion saying they were only one and not the other. The population 	
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		<p>of England accounts for 84% of the UK's population. This dominance of the population of England may mean that British identity may still remain strong.</p> <ul style="list-style-type: none"> • The British Social Attitudes Survey has found there is no consistent evidence that devolution has either strengthened or weakened the foundations of public support for keeping Britain together. This evidence can be used to support both sides of the argument. <p>Award marks for any other relevant points.</p> <p>AO3 = 8</p>	
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