

**GCSE
CITIZENSHIP STUDIES
8100/2**

Paper 2

Mark scheme

June 2022

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

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Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

Section A: Life in modern Britain

Qu	Part	Marking guidance	Total marks
01	1	<p>Which of the following is the nature versus nurture debate?</p> <p>Whether your identity is shaped more by...</p> <p>Correct response: A (biology or society)</p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
01	2	<p>Explain the term ‘tolerance’.</p> <p>Award up to 2 marks for an accurate explanation of the term.</p> <p>This could be the idea that people should show understanding of others (1) even if they have different views (or opinions/religion/characteristics/culture, etc) to themselves (1).</p> <p>AO1 = 2</p>	2

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01	3	<p>With reference to Source A, discuss ways UK citizens can promote respect and understanding in a diverse society.</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 to Source A regarding the ways respect and understanding can be promoted in a diverse society. The source consists of two images relating to Black History Month and the toppling of the Edward Colston statue.</p> <p>The candidate's answer may therefore include some of the following points:</p> <table border="1"> <thead> <tr> <th>Source A (Respect and understanding in a diverse society)</th> <th>Ways citizens can promote respect and understanding in a diverse society</th> </tr> </thead> <tbody> <tr> <td>Black History Month – a school-based annual event</td> <td>Through their involvement with organisations/events that help to educate and raise awareness of both the presence of other groups in a diverse society and those groups' specific histories and thereby promote understanding of these groups.</td> </tr> <tr> <td>The toppling of the statue of Edward Colston – a businessman who made his fortune from the slave trade</td> <td>Through their involvement in protests, or demonstrations, that both help to raise awareness of statues, names, etc which are offensive to some groups in a diverse society as well as to directly remove them as a source of offence and thereby promote respect for these groups.</td> </tr> </tbody> </table> <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.	Source A (Respect and understanding in a diverse society)	Ways citizens can promote respect and understanding in a diverse society	Black History Month – a school-based annual event	Through their involvement with organisations/events that help to educate and raise awareness of both the presence of other groups in a diverse society and those groups' specific histories and thereby promote understanding of these groups.	The toppling of the statue of Edward Colston – a businessman who made his fortune from the slave trade	Through their involvement in protests, or demonstrations, that both help to raise awareness of statues, names, etc which are offensive to some groups in a diverse society as well as to directly remove them as a source of offence and thereby promote respect for these groups.	4
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02	1	<p>Which one of the following is an example of the traditional media?</p> <p>Correct response: B (BBC One)</p> <p>AO1 = 1</p>	1

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02	2	<p>Explain the term ‘freedom of the press’.</p> <p>Award up to 2 marks for an accurate explanation of the term.</p> <p>This could be that the press should be able to print the stories they wish (1) by being free from political (or judicial) interference (or censorship) and/or for a democracy to work effectively (1).</p> <p>AO1 = 2</p>	2

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		<ul style="list-style-type: none"> • Ofcom 	<ul style="list-style-type: none"> • Two of the Ofcom’s roles are to ensure that viewers and listeners are protected from harmful or offensive material on TV, radio and on-demand services; and that people are protected from unfair treatment in TV and radio programmes, including having their privacy invaded. 	
		<ul style="list-style-type: none"> • The UK government 	<ul style="list-style-type: none"> • The UK government uses D-notices to prevent the media from publishing stories that could threaten national security. 	
		<ul style="list-style-type: none"> • The UK courts 	<ul style="list-style-type: none"> • The UK courts can prevent the media publishing certain stories via the use of injunctions or contempt of court proceedings. 	
		<ul style="list-style-type: none"> • The media 	<ul style="list-style-type: none"> • The UK newspaper industry self-regulates itself via IPSO. • The media undertake ‘self-censorship’ to avoid libel cases and/or to align with the political stance and/or economic interests of the editor/ownership. • Social media platforms undertake ‘self-censorship’ eg Twitter and Facebook take down posts and ban individuals. • The use of non-disclosure agreements can be seen as a form of censorship. 	
		<p>AO2 = 4</p>		

Qu	Part	Marking guidance	Total marks
03	1	<p>Which international organisation did the UK leave in 2020?</p> <p>Correct response: C (The European Union)</p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
03	2	<p>Which international organisation is the World Health Organization an agency of?</p> <p>Award 1 mark for an accurate identification of the United Nations.</p> <p>Accept UN.</p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
03	3	<p>Explain the purpose of NATO.</p> <p>Award up to 2 marks for an accurate explanation of the purpose of NATO.</p> <p>This could be: NATO is an international military defence organisation (1) which provides collective defence for its members and/or settles disputes amongst nations and/or maintains peace (1).</p> <p>AO1 = 2</p>	2

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03	4	<p>With reference to Source C, describe how a non-governmental organisation (NGO) might respond to this humanitarian crisis.</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 how an NGO would respond to the conflict situation such as the one in Source C. The source discusses civil war in Syria and the humanitarian crisis it has led to.</p> <p>The candidate's answer may include some of the following points:</p> <table border="1"> <thead> <tr> <th>Source C (Syrian civil war)</th> <th>NGO response</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> The civil war has left 13 million in need of humanitarian help. </td> <td> <ul style="list-style-type: none"> Provide volunteers, equipment and food aid for those in need. </td> </tr> <tr> <td> <ul style="list-style-type: none"> The civil war has destroyed hospitals. </td> <td> <ul style="list-style-type: none"> Provide medical aid and doctors to treat the sick, injured and deal with any outbreaks of disease. </td> </tr> <tr> <td> <ul style="list-style-type: none"> The civil war has destroyed houses. </td> <td> <ul style="list-style-type: none"> Provide volunteers and material to build temporary shelter for those in need. </td> </tr> <tr> <td> <ul style="list-style-type: none"> The civil war has destroyed hospitals, houses, roads, power and clean water supplies. </td> <td> <ul style="list-style-type: none"> Provide money, volunteers and expertise to help rebuild the infrastructure of Syria. </td> </tr> <tr> <td> <ul style="list-style-type: none"> 6.5 million people have had to leave their homes – this has left many sheltering in hard to reach areas. </td> <td> <ul style="list-style-type: none"> Negotiate access to those in need (including refugees), or provide transport to access them, so that they can be provided with humanitarian aid. </td> </tr> </tbody> </table> <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.	Source C (Syrian civil war)	NGO response	<ul style="list-style-type: none"> The civil war has left 13 million in need of humanitarian help. 	<ul style="list-style-type: none"> Provide volunteers, equipment and food aid for those in need. 	<ul style="list-style-type: none"> The civil war has destroyed hospitals. 	<ul style="list-style-type: none"> Provide medical aid and doctors to treat the sick, injured and deal with any outbreaks of disease. 	<ul style="list-style-type: none"> The civil war has destroyed houses. 	<ul style="list-style-type: none"> Provide volunteers and material to build temporary shelter for those in need. 	<ul style="list-style-type: none"> The civil war has destroyed hospitals, houses, roads, power and clean water supplies. 	<ul style="list-style-type: none"> Provide money, volunteers and expertise to help rebuild the infrastructure of Syria. 	<ul style="list-style-type: none"> 6.5 million people have had to leave their homes – this has left many sheltering in hard to reach areas. 	<ul style="list-style-type: none"> Negotiate access to those in need (including refugees), or provide transport to access them, so that they can be provided with humanitarian aid. 	4
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04	1	<p>Define the term ‘society’.</p> <p>Award 1 mark for an accurate definition of the term. This could be: people living together in an ordered community.</p> <p>AO1 = 1</p>	1

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04	2	<p>‘The most important factor that creates a person’s identity is their nationality.’</p> <p>Examine this statement.</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 debate. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument. </td> </tr> <tr> <td>3</td> <td>5–6</td> <td> Analysis of a range of evidence and views related to the citizenship debate. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent. </td> </tr> <tr> <td>2</td> <td>3–4</td> <td> Basic analysis of a limited range of evidence and views related to the citizenship debate. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks. </td> </tr> <tr> <td>1</td> <td>1–2</td> <td> Limited evidence presented and/or evidence presented is not directly related to the citizenship debate. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made. </td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table>	Level	Marks	Descriptor	4	7–8	Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.	3	5–6	Analysis of a range of evidence and views related to the citizenship debate. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.	2	3–4	Basic analysis of a limited range of evidence and views related to the citizenship debate. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.	1	1–2	Limited evidence presented and/or evidence presented is not directly related to the citizenship debate. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.	0	0	Nothing to credit.	8
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		<p>Indicative Content</p> <p>Points which may be included to agree with this statement are:</p> <ul style="list-style-type: none"> • national identity can determine the particular society you grow up in • national identity can determine the cultural influences which shape your behaviour eg clothing • national identity can determine your first language • national identity can determine your religion • national identity can shape your political views. <p>Points which may be included to disagree with this statement are:</p> <ul style="list-style-type: none"> • most people now have multiple identities meaning any one factor alone is only important in the context of the other ones which shape a person's identity • a narrower group identity can have greater immediate impact upon a person's behaviour than the broader factor of national identity eg supporting a particular football club • other factors can play a key role in shaping a person's identity (eg age, gender, sexual orientation, education, ability, occupation, class, income, disability/ability, ethnicity, race, religion, geographical location, etc) • identity itself can be quite fluid & not fixed, an individual's identity, and therefore the factors which shape it, may well change over time • national identity itself is, potentially, fluid and not fixed, being open to different interpretations depending upon the individual citizen's background eg: What is 'Britishness'? What does it mean to be English, Irish, Scottish or Welsh? <p>AO3 = 8</p>	
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05	1	<p>Which organisation is the European Council part of?</p> <p>Correct response: D (The European Union)</p> <p>AO1 = 1</p>	1

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05	2	<p>‘The most effective way for the UK to play a major international role would be to increase international aid.’</p> <p>Considering a range of views, to what extent do you agree or disagree with this statement?</p> <p>In your answer you should consider:</p> <ul style="list-style-type: none"> the UK government’s decision making about the allocation of public funding the range of methods used to resolve international disputes and conflicts the UK’s role in international organisations. <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 debate. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.</td> </tr> <tr> <td>3</td> <td>5–6</td> <td>Analysis of a range of evidence and views related to the citizenship debate. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.</td> </tr> <tr> <td>2</td> <td>3–4</td> <td>Basic analysis of a limited range of evidence and views related to the citizenship debate. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.</td> </tr> <tr> <td>1</td> <td>1–2</td> <td>Limited evidence presented and/or evidence presented is not directly related to the citizenship debate. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.</td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table>	Level	Marks	Descriptor	4	7–8	Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.	3	5–6	Analysis of a range of evidence and views related to the citizenship debate. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.	2	3–4	Basic analysis of a limited range of evidence and views related to the citizenship debate. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.	1	1–2	Limited evidence presented and/or evidence presented is not directly related to the citizenship debate. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.	0	0	Nothing to credit.	8
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	<p>Indicative Content</p> <p>Points which may be included to agree with this statement:</p> <ul style="list-style-type: none"> • there is an ethical argument that wealthy countries such as the UK have a moral duty to provide aid/help for poorer countries. The UK’s international aid budget doesn’t have a detrimental impact upon the ability of the UK government to fund domestic services, etc • use of aid allows the UK to directly alleviate those crises it considers the most important • use of aid can be used to exercise UK ‘soft power’ & increase UK global influence • aid can be used to influence/reward countries that adopt less offensive policies eg human rights violations • the provision of aid can be used to establish/enhance trade links with some countries • the provision of aid can alleviate humanitarian crises which would otherwise lead to a destabilising effect on some parts of the world. <p>Points which may be included to disagree with this statement:</p> <ul style="list-style-type: none"> • the UK may have services (eg education or NHS) or policies (tackling the economic impact of Covid-19) which need to take funding priority over international aid • the UK, on its own, is less effective in performing a major role internationally, due to its size • the UK is most effective internationally when working through key international organisations due to its influence being subsequently amplified by those organisations • the UK has more influence/effect working through the UN as a member of the UN Security Council or by providing resources/expertise (eg British troops acting as UN peacekeepers) than acting alone • the UK has more influence working through the Commonwealth (eg potential for close relationships with certain countries/platform for UK leadership, etc) than acting alone • the UK has more influence working through NATO (eg leadership, ‘voice’, use of force/deterrent amplified) than acting alone. <p>AO3 = 8</p>	
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Section B: Rights and responsibilities

Qu	Part	Marking guidance	Total marks
06	1	Identify the organisation whose purpose is to help eliminate discrimination in the UK. Correct response: A (The Equality and Human Rights Commission) AO1 = 1	1

Qu	Part	Marking guidance	Total marks
06	2	Which two of the following laws were introduced in the UK to outlaw discrimination? Correct response: C (Equal Pay Act) and F (Race Relations Act) AO1 = 2	2

Qu	Part	Marking guidance	Total marks												
06	3	<p>With reference to Source D, discuss why the state may need to use CCTV cameras to restrict citizens' right to privacy.</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 to Source D regarding the reasons why the state may need to restrict citizens' rights. The source shows a picture of a CCTV surveillance system and how citizens' right to privacy is restricted by such systems.</p> <p>The candidate's answer may therefore include some of the following points:</p> <ul style="list-style-type: none"> • deterrent – an effective means to deter criminal behaviour in difficult to police locations and/or times of the day • protection – an effective means to provide protection/reassurance for law abiding citizens • evidence – an effective means to collect evidence of criminal behaviour usable in court cases • economic – an extensive network of CCTV is more economic than 'bobbies on the beat'. <p>Accept any other appropriate response.</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.	4
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Qu	Part	Marking guidance	Total marks
07	1	<p>In which year was the Magna Carta signed?</p> <p>Correct response: B (1215)</p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
07	2	<p>Explain the purpose of the Human Rights Act.</p> <p>Award up to 2 marks for an accurate explanation of the purpose of the Human Rights Act.</p> <p>This may be:</p> <p>to bring together various pieces of human rights legislation (1) and enable UK citizens easier access to the European Court of Human Rights (1)</p> <p>OR</p> <p>to protect the human rights of everyone in the UK (1) by making public bodies treat everyone equally (1).</p> <p>Accept any other appropriate response.</p> <p>AO1 = 2</p>	2

Qu	Part	Marking guidance	Total marks										
07	3	<p>With reference to Source E, describe two ways statute law (legislation) is different from common law in the UK.</p> <p>Indicative Content</p> <p>Answers require the application of knowledge regarding the ways in which statute law (legislation) differs from common law in the UK, as outlined in Source E.</p> <p>The answer needs to include two of the following points of difference:</p> <table border="1" data-bbox="322 698 1270 1339"> <thead> <tr> <th data-bbox="322 698 788 752">Source E (Common law)</th> <th data-bbox="788 698 1270 752">Statute law (legislation)</th> </tr> </thead> <tbody> <tr> <td data-bbox="322 752 788 855"> <ul style="list-style-type: none"> It is based on the rulings made by judges. </td> <td data-bbox="788 752 1270 855"> <ul style="list-style-type: none"> It is based on an Act of Parliament. </td> </tr> <tr> <td data-bbox="322 855 788 958"> <ul style="list-style-type: none"> It is sometimes called 'judge made' law. </td> <td data-bbox="788 855 1270 958"> <ul style="list-style-type: none"> It is sometimes called 'politician made' law. </td> </tr> <tr> <td data-bbox="322 958 788 1200"> <ul style="list-style-type: none"> It helps to interpret statute law that is either unclear or being used in a court case for the first time. </td> <td data-bbox="788 958 1270 1200"> <ul style="list-style-type: none"> Its purpose is to regulate an area of life and may include a range of sanctions or punishments for any transgression of these regulations. </td> </tr> <tr> <td data-bbox="322 1200 788 1339"> <ul style="list-style-type: none"> It can evolve over time as the result of these rulings. </td> <td data-bbox="788 1200 1270 1339"> <ul style="list-style-type: none"> It is static and therefore can only change if replaced by a new law passed by Parliament. </td> </tr> </tbody> </table> <p>Award 1 mark for identifying a difference and 1 mark for developing a description of the difference. (x2)</p> <p>AO2 = 4</p>	Source E (Common law)	Statute law (legislation)	<ul style="list-style-type: none"> It is based on the rulings made by judges. 	<ul style="list-style-type: none"> It is based on an Act of Parliament. 	<ul style="list-style-type: none"> It is sometimes called 'judge made' law. 	<ul style="list-style-type: none"> It is sometimes called 'politician made' law. 	<ul style="list-style-type: none"> It helps to interpret statute law that is either unclear or being used in a court case for the first time. 	<ul style="list-style-type: none"> Its purpose is to regulate an area of life and may include a range of sanctions or punishments for any transgression of these regulations. 	<ul style="list-style-type: none"> It can evolve over time as the result of these rulings. 	<ul style="list-style-type: none"> It is static and therefore can only change if replaced by a new law passed by Parliament. 	4
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08	1	<p>Which one of the countries in Source F has Justice of the Peace Courts?</p> <p>Correct response: C (Scotland)</p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
08	2	<p>Which one of the countries in Source F has the Enforcement of Judgments Office?</p> <p>Correct response: B (Northern Ireland)</p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
08	3	<p>Identify the age of criminal responsibility in different parts of the UK.</p> <p>Award 1 mark for each correctly identified age.</p> <p>England, Northern Ireland or Wales: 10</p> <p>Scotland: 12 (also accept 8 as a correct answer)</p> <p>AO1 = 2</p>	2

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			search' more prevalent in cities such as London.	
		<ul style="list-style-type: none"> In some areas there may be an occasional increase in driving offences. 	<ul style="list-style-type: none"> The police, in some areas, may take a more proactive approach to some offences eg drink-driving over the Christmas/New Year period or the use of mobile speed enforcement units. 	
		<ul style="list-style-type: none"> In some areas there may be a higher number of alcohol related crimes at certain times of the year. 	<ul style="list-style-type: none"> Urban areas at weekends (eg areas with a high density of pubs & nightclubs). Areas which host mass attendance events (eg football matches). 	
		AO2 = 4		

Qu	Part	Marking guidance	Total marks
09	1	<p>Define the term 'mitigating circumstances' when used in a criminal case.</p> <p>Award 1 mark for an accurate explanation of the term 'mitigating circumstances' as a factor that makes the charge or the offender's culpability less serious.</p> <p>Also, award 1 mark if term defined through an example.</p> <p>Maximum 1 mark</p> <p>AO1 = 1</p>	1

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09	2	<p>‘The only purpose of sentencing criminals in the UK should be to send them to prison.’</p> <p>Examine this statement.</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 debate. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument. </td> </tr> <tr> <td>3</td> <td>5–6</td> <td> Analysis of a range of evidence and views related to the citizenship debate. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent. </td> </tr> <tr> <td>2</td> <td>3–4</td> <td> Basic analysis of a limited range of evidence and views related to the citizenship debate. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks. </td> </tr> <tr> <td>1</td> <td>1–2</td> <td> Limited evidence presented and/or evidence presented is not directly related to the citizenship debate. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made. </td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p>Indicative Content</p> <p>Points which may be included to agree with this statement are:</p> <ul style="list-style-type: none"> • prison sentences allow justice to be seen to be done on behalf of the victims • sending criminals to prison helps to protect the public from harm • sending criminals to prison acts as a deterrent to would-be criminals/re-offenders • rehabilitation is still possible for a criminal even whilst serving a prison sentence (eg training, education, alcohol/drug rehabilitation etc) 	Level	Marks	Descriptor	4	7–8	Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.	3	5–6	Analysis of a range of evidence and views related to the citizenship debate. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.	2	3–4	Basic analysis of a limited range of evidence and views related to the citizenship debate. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.	1	1–2	Limited evidence presented and/or evidence presented is not directly related to the citizenship debate. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.	0	0	Nothing to credit.	8
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	<ul style="list-style-type: none"> • the different categories of prison, plus the possibility of early release (parole) means that prison sentences can be used in a nuanced manner depending upon the offence. <p>Points which may be included to disagree with this statement are:</p> <ul style="list-style-type: none"> • the rates of re-offending for those sent to prison, in contrast to other forms of sentence, would suggest that prison isn't effective as a deterrent or long-term means to protect the public • the running and maintaining of a high prison population is very expensive and may not be the most effective use of public money • other forms of punishment are available such as fines, community sentences, ancillary orders & other forms of sanction (eg points on a driving licence), which often prove more effective • rehabilitation is an equally important purpose of sentencing providing a means to reduce re-offending and facilitating the individual's ability to atone for their crimes by becoming a citizen capable of making a more positive contribution to society • reparations are an important purpose of sentencing providing an effective means by which the individual can both understand the damage/harm they have done and atone for/put right this damage or harm. <p>AO3 = 8</p>	
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Qu	Part	Marking guidance	Total marks
10	1	<p>Which one of the following is a trade union?</p> <p>Correct response: D (Unison)</p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks																		
10	2	<p>‘The most effective way for a UK citizen to make a difference in society is to join a trade union.’</p> <p>Considering a range of views, to what extent do you agree or disagree with this statement?</p> <p>In your answer you should consider:</p> <ul style="list-style-type: none"> the role of trade unions in supporting and representing workers how citizens can participate in the political and legal system who holds political power. <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 debate. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.</td> </tr> <tr> <td>3</td> <td>5–6</td> <td>Analysis of a range of evidence and views related to the citizenship debate. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.</td> </tr> <tr> <td>2</td> <td>3–4</td> <td>Basic analysis of a limited range of evidence and views related to the citizenship debate. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.</td> </tr> <tr> <td>1</td> <td>1–2</td> <td>Limited evidence presented and/or evidence presented is not directly related to the citizenship debate. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.</td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table>	Level	Marks	Descriptor	4	7–8	Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.	3	5–6	Analysis of a range of evidence and views related to the citizenship debate. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.	2	3–4	Basic analysis of a limited range of evidence and views related to the citizenship debate. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.	1	1–2	Limited evidence presented and/or evidence presented is not directly related to the citizenship debate. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.	0	0	Nothing to credit.	8
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	<p>Indicative Content</p> <p>Points which may be included to agree with this statement are:</p> <ul style="list-style-type: none"> • being a member of a TU strengthens the TU’s ability to improve pay/pensions/hours for their members/workers in the sector the TU represents • being a member of a TU strengthens the TU’s ability to improve working conditions (eg protective clothing) for their members/workers in the sector the TU represents • TUs campaign on social issues (eg anti-bullying) which help to improve life for all citizens • TUs sponsor MPs to help exercise influence over government and increase the chance of the introduction of beneficial government policy to improve life for all citizens • TUs provide training/education services for their members which can enhance their lives • TUs form alliances with other TUs – both nationally (eg TUC) & internationally – to provide a further means to amplify the voice of individual members. <p>Points which may be included to disagree with this statement are:</p> <ul style="list-style-type: none"> • TUs are sometimes accused of pursuing sectional interests at the expense of national interests • TUs are only effective if those in power are prepared to listen to them (eg Labour governments) • other pressure groups may be better at promoting/campaigning for specific issues eg climate change • voting in elections may be a more effective way to directly influence who is in government and the policies they pursue • voting in referendums may be a more effective way to ensure your voice is heard & your views truly represented eg Brexit • citizens can make a difference by performing a variety of roles (eg special constable, juror, magistrate, etc), volunteering (eg charities, National Trust, etc) and/or standing for election (eg in council elections). <p>AO3 = 8</p>	
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