

Examiners' Report
June 2018

GCSE Citizenship Studies 1CS0 02

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Introduction

This was the first assessment of the new specification for GCSE (9-1) Citizenship Studies, Paper 2.

This paper consists of three sections; Section A relates to Theme E of the specification: Taking Citizenship Action and Section B relates to Theme D: Power and Influence. In Section C, questions are focussed on Theme D but with one question linked to one of the Themes A to C of the specification.

Section A

The most common issue on this paper arose for candidates whose choice of action was not related to citizenship. These candidates found many of the Section A questions very challenging as their own experiences of taking action were more suitable for PSHE than citizenship, or were not related to taking action. Examples of such unsuitable actions included, investigating how migration affects society, why society only hears about certain news stories, investigating if punishments are harsh enough in Britain, what the effects of Brexit will be, researching the advantages and disadvantages of the death penalty and sexting.

A further issue arose for candidates when answering Section A questions where the action chosen was unlikely to be able to achieve a benefit or change for a particular community or wider society. Candidates with actions such as this found it difficult to analyse and evaluate if their aims had been met or partially met, or in some cases, what their aims were. Examples of such actions included, ending the exclusion of LGBT from the US military, reducing the power of the police, reducing radicalisation in UK prisons, reducing food waste in Europe and deciding who is responsible for the effects of war in the Middle East.

The following guidance should be considered by Centres when planning how to manage the citizenship action component with their candidates.

The citizenship action component on the new specification is very different from the requirements of the previous specification, which covered 60% of the marks for the whole examination. In the new GCSE (9-1) specification, the citizenship action component can earn no more than 15% of marks. Therefore, the scale of the action must be greatly reduced compared to previous practice if candidates are to do justice to themselves in the limited amount of time available.

The six stages of the citizenship action component outlined in Theme E provide the basis of questions in Section A of this paper. Therefore, the choice of action must enable all or any of the stages to be exemplified and evaluated in the context of their activity by candidates in the examination.

Rather than large generic topics where the chance of achieving success is, at best, remote, it would be better for candidates to work on objectives which have a better prospect of being successful, as long as they are clearly linked to the themes of the specification. Choosing a specific aim or goal which candidates have a reasonable chance of achieving is important because there must be a realistic basis for assessing the success of the citizenship action component in terms of outcome achieved.

Centres should carefully consider the points in the new specification and the 'Getting Started' booklet, particularly in relation to Theme E. It would probably be best for candidates not to commence their action until they had gained sufficient understanding of the themes, so as to be able to identify meaningful links between them (e.g. diversity, democracy, power, justice, accountability, equality, participation), and the action.

Whether candidates pursue the awareness-raising/opinion-changing route or the social/community activity pathway, the goal must be clearly defined and realistically achievable and, in some way, measurable. It is also essential that the links to themes and citizenship concepts should be explicit and at the heart of the chosen project.

The actions chosen by candidates require a specific goal and participants need to be able to demonstrate that they have achieved it, or not. If the goal was only partially achieved, candidates will need to be able to explain why this was the case; this must link back to the chosen specification themes. Although the specification makes it clear candidates will not be penalised if an action did not go to plan, this would not necessarily excuse an unsuccessful activity which was poorly conceived and ill-matched to resources available, such as commitment, time, funding, skills or expertise.

If the specification themes are clearly and explicitly linked to the action, the focus could be within the school, perhaps relating to themes of democracy and participation. For example, uniform, sports offered, timetable, homework patterns, menus offered and charitable projects undertaken. Alternatively, the target could be within the community; identifying problems, publicising them and trying to get local councils or other bodies or voluntary organisations to remedy them. For example, road safety/pedestrian crossings, leisure facilities/opening times, times/routes of local bus services/location of bus stops, openness of council meetings to the public, location of local courts, opening times and services of police stations or other public bodies, issues involving the elderly and safety issues, such as installing sprinklers in blocks of flats. Seeking to engage with local media or to persuade a local council or individual councillors to support a cause could all be part of an excellent plan.

If the action chosen by candidates seeks to change opinions or to undertake an awareness-raising action over bigger issues, such as types of government, punishment of human practices or activities in different parts of the world, they will need to establish a clear baseline of how much their audience knew or what they believed at the start and end of the action. Much realism will be required in clearly stating the goal in terms that can be measured, tested and evidenced with confidence.

Section B

Centres are reminded that candidates are required to apply their own knowledge and understanding of the taking action component to comment on other's actions in relation to the topics outlined in Theme D of the specification. Several candidates commented in their responses that they had not been taught about the campaign in Source A, demonstrating that Centres should consider how well their candidates understand how to apply their own knowledge and understanding of taking action to different campaigns.

Question 1 (a)

Many responses to this question were very general and not always clearly related to the candidate's own experience of 'taking action', for example, 'we felt passionately about this topic'. This meant that a significant minority of candidates were unable to access the marks on this question.

There were also a number of responses where candidates simply stated a reason with no development, such as 'it affects young people'. Candidates are reminded that 'explain' questions require more than a brief response.

**You have been part of a group that organised and took part in a citizenship action.
In no more than 20 words, write the title of your citizenship action below.**

Litter at Kenilworth school

1 (a) Explain **one** reason that led your group to choose the issue for your citizenship action.

(2)

We found that littering was an important topic to consider because it affected our school in ~~a~~ negative ways such as destroying the surrounding wildlife. We came to the conclusion democratically and found littering needed to be stopped



ResultsPlus
Examiner Comments

This response scores the full 2 marks. It gives a clear reason for the choice of action related to the local community, in this case, the school, with some development of what the aim of the action would be.



Try to make sure candidates have a considered reason for their choice of action, and that this reason can be linked to a realistic, manageable aim to help them research and plan how to carry out the chosen action.

You have been part of a group that organised and took part in a citizenship action. In no more than 20 words, write the title of your citizenship action below.

LGBTQ in the military

1 (a) Explain one reason that led your group to choose the issue for your citizenship action.

(2)

we took interest in that issue and we wanted to explore more about it



No credit was given to this response. It exemplifies the general nature of many of the answers given by candidates that would not be awarded marks. There is no specific reason related to the choice of action, nor is the aim of the action clear.

Question 1 (b)

Most candidates were able to identify sources used in their planning, although a common issue with making generalised responses was demonstrated by a minority of candidates who simply stated that they had researched online or used the internet. Such responses would not gain any credit unless they were explicitly related to a particular website or campaign.

Candidates should be reminded that questions using the command word 'explain' require some development to access full marks. Several candidates had their marks limited by relying on simple statements about what source was used, rather than adding development about how the sources were used.

Candidates should also be reminded that the development will need to focus on two distinct points rather than giving the same development twice, for example, 'by finding statistics about issue X so we can put more detail in to our project' and 'by reading online newspaper reports from newspaper Y we found out more about issue X'.

(b) Explain how your group used **two** different types of sources in the research for your citizenship action.

(4)

- 1 Our first source of research was looking at newspaper articles that were documenting the human rights violations and pick the most severe cases to study in more depth.
- 2 Our second source was to survey our peers to see what their knowledge of the situation in Saudi Arabia was like. We asked them 30 questions on the topic, testing their knowledge.



ResultsPlus
Examiner Comments

This response scores the full 4 marks. It clearly identifies two sources; newspaper articles and surveys and gives some development of how each source was used to help research the action.



ResultsPlus
Examiner Tip

Make sure candidates can identify specific sources for research rather than just 'the internet' or 'social media'. Candidates should also be prepared to analyse how useful sources were in relation to ensuring a successful plan of action or a successful action.

(b) Explain how your group used **two** different types of sources in the research for your citizenship action.

1 primary research - this is when we used our information that no one has used before an example of primary research we used in our campaign was the questionnaire. (4)

2 secondary research - this is using information someone else may have already used. ~~for~~^{an} example of secondary research we used in our campaign was using the internet to find statistics.



This response scores 2 marks. It identifies two sources, but it is not clear how the sources were used.

Question 1 (c)

Many responses to this question were generic rather than related to the candidates' experiences of taking action. To access marks, candidates are required to link the reason given to their own action rather than making simple statements, such as 'to learn about other people's views', which largely paraphrases the question.

The best responses came from candidates who specifically referred to the different viewpoints they considered and what they then did to change or improve their plans, based on what they learned or discovered about the different views on their chosen issue.

- (c) Explain **one** reason why considering different viewpoints helped to improve your citizenship action.

Using different viewpoints helped us ⁽²⁾
because looking at different sides showed
us the good and bad sides.



This response gained no credit as the answer is too vague. It is not clear what the different viewpoints did to help the candidate with their action, and so it is too generic to be awarded any marks.



Candidates should be prepared to explain what different viewpoints they considered in choosing, planning and carrying out their actions, as well as why this is important, to avoid giving generic answers which will gain no credit.

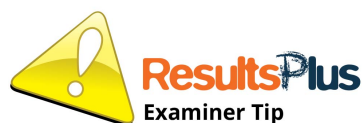
(c) Explain **one** reason why considering different viewpoints helped to improve your citizenship action.

(2)

This is because it gave us a more broad and a 'birdseye' view on all the reasons that do play a role in mental health illness. By this it gave us a clear aim for our project and a strategic way to overcome this issue.



This response scores the full 2 marks. It gives a clear reason related directly to the candidate's own experience of taking action; having a broad view on the reasons for mental health problems. The candidate links this directly to the impact, considering these viewpoints, on their action and gives the candidate an aim and way of helping with this problem.



Candidates should try to link their responses to Section A questions directly to their own experiences of taking action as far as possible.

Question 1 (d)

This question was generally well answered with most candidates able to identify a difficulty and how they overcame it. Some answers were not clearly related to the citizenship action, thereby limiting the marks awarded for the lack of development about the candidates' own experiences of taking action.

A minority of candidates also misread the question and talked about difficulties in general, rather than difficulties with managing resources, and so were unable to access any marks.

(d) Explain **one** potential difficulty that you identified with managing resources for your citizenship action and how you planned to overcome this difficulty.

(4)

Potential difficulty identified

It was difficult to ensure we each had a fair share of the workload when finding resources for our citizenship action.

How you planned to overcome this difficulty

We all tried to find at least one appropriate resource for our citizenship action.



This response scores 2 marks. The candidate has identified one difficulty and stated how to overcome it, but with no development or detail from their own experiences of taking action.



Candidates should be reminded that 'explain' questions require some development of the point made to reach full marks. In Section A questions, this development should be related to candidates' own experiences of taking action.

(d) Explain **one** potential difficulty that you identified with managing resources for your citizenship action and how you planned to overcome this difficulty.

(4)

Potential difficulty identified

We didn't have any money to advertise our group in newspapers or on the side of busses, meaning we would struggle to get support.

How you planned to overcome this difficulty

We overcame this difficulty by setting up a social media page on Instagram which informed people of what our goal was and told them how to get in touch. It helped raise our people's awareness of our goal and it was free.



This response scores the full 4 marks. It is an example of a response with clear development of both the difficulty and the plan for overcoming it.

Question 1 (e)

This question required candidates to evaluate a given viewpoint based on their own citizenship action. However, many candidates responded to the viewpoint in a more general way, with few references to their own experiences of taking action.

Several candidates simply gave generic answers about the most important factor in planning well or working in a team, rather than addressing the question on collaboration, which limited marks to Level 2, and because of the lack of understanding demonstrated with regard to how the key concept of collaboration applies to taking action. Indeed, it was surprising to see a significant number of candidates who did not understand what was meant by collaboration, despite being an explicit skill in Theme E5 of the specification.

The most common issue with this question was the lack of substantiation for the arguments made. Centres are reminded that Section A of this examination requires candidates to be able to reference their own experiences of taking action, which was missing from many responses to this question.

(e) 'It is essential to collaborate when planning a successful citizenship action.'

How far do you agree with this view?

You **must** base your answer on your experience of your own citizenship action.

Give reasons for your opinion, showing that you have considered another point of view.

(12)

I agree with this because by collaborating you are able to get a wider view and interpretation of the subject as not everyone has the same opinion. This also means that if someone doesn't properly know about the subject then someone else in the group can educate them.

I also agree with this because people in the group will have different skills, so one person might be really good at speaking and will be able to go round to people and tell them more about the subject. Someone could also be very smart with computers and be able to make

a website or blog which anyone can then visit online.

On the other hand I also disagree with this statement because not everyone will have someone to collaborate with but that doesn't mean that their action can't be successful, all it means is that they would have to work harder and put in more effort than they would if they were in a group.

Another reason I disagree with this is ~~because~~ because even if someone did collaborate with others it doesn't mean that it'll be successful, to be successful you have to just try your best and do the best you can.

Overall I disagree with
this statement because you
don't need a group of people
to have a successful
action, you just need to
try hard.



ResultsPlus
Examiner Comments

This response is awarded Level 2 and scores 7 marks. The candidate makes a number of points with some reasoning and considers both sides of the argument. However, there is no reference to the candidate's own experiences of taking action, which limits the mark.



ResultsPlus
Examiner Tip

Candidates should be advised that Section A questions expect and require candidates to be able to refer to specific examples from their own experiences of taking action, particularly to access the higher levels on the extended response question.

(e) 'It is essential to collaborate when planning a successful citizenship action.'

if we
are stuck.

How far do you agree with this view?

You **must** base your answer on your experience of your own citizenship action.

Give reasons for your opinion, showing that you have considered another point of view.

(12)

I agree that it is essential to collaborate when planning a successful citizenship action because if not, deadlines would not be met. For example, in ~~my~~ ^{my} group, some members lacked in effort so we all had to work together to ~~complete~~ help complete their task otherwise we wouldn't be able to educate younger people and older people on homophobia and the LGBTQ+ community.

I also agree because if we didn't collaborate members may dislike the issue of homophobia or dislike their job which would've caused major problems later on. For example, we all ~~agreed~~ voted democratically for our action so that we were able to work together on it and we negotiated roles until everybody was satisfied, allowing us to appreciate each other and work together better.

However, I disagree because we all have our own individual tasks to complete so collaboration is not needed. For example, I created a website to

help support people who have experienced homophobia and I didn't have to collaborate all the time because I had a deadline to meet and other members were creating powerpoints and questionnaires

Furthermore, I disagree because collaborating is time consuming and if you spend too much time working together then your action may be incomplete as not all deadlines are met. Lucky for us we completed our action on homophobia, yet we didn't complete the final set of questionnaires to find out if our educating effort impacted their ~~is~~ current views on homophobia.

Over all, I agree that collaboration is essential because it's a team ~~part~~ action. If you are stuck you need to be able to discuss it with your team members and the only way to do that is collaboration. Majority of the members who were stuck came to me for help as I was also the group leader and if I didn't collaborate, I would've let the whole group down.



This response is awarded Level 3 and scores 10 marks. It is a balanced response with some reasoning on several points and with explicit reference to the candidate's own experience of taking action. The response comes to a considered conclusion, thus reaching Level 3.

Question 2 (a)

This question was well answered by most candidates. Many candidates were able to make use of the source material to identify the two methods of social media and could link them explicitly to how they helped the Brain family's campaign.

Candidates who lost marks either did not specify 'Facebook' and 'crowdfunding' as methods of social media from the source or describe how social media can help campaigns in general, for example, by going viral.

2 Study Source A in the Source Booklet before you answer this question.

(a) Explain **two** ways in which the use of social media helped the Brain family achieve their aims.

(4)

- 1 The use of Facebook allowed Macartney and a group of friends come together and raise money for the expensive visa applications, creating a crowdfund for the Brain family.
- 2 Social ~~media~~ media made the crowd-fund go from local to national, attracting the attention of MSPs such as Kate Forbes to make representations to the Westminster government on the Brain's behalf.



ResultsPlus
Examiner Comments

This response was awarded the full 4 marks. The candidate makes use of the source to identify two forms of social media used by the Brain family, such as Facebook and crowdfunding, and add some development on how these specific types of social media helped the family achieve their aims.



ResultsPlus
Examiner Tip

Candidates should be reminded that Section B questions are related to the campaign identified in the source. However, candidates will also need to apply the knowledge and understanding they have gained from their own experiences of taking action to answer these questions.

2 Study Source A in the Source Booklet before you answer this question.

- (a) Explain **two** ways in which the use of social media helped the Brain family achieve their aims.

1 Social media helped Brian's family by bringing awareness to their situation. It helped them gain support by those ~~in~~ with power; Kate Forbes and Ian Blackford were able to help them. ⁽⁴⁾

2 Social media allowed ~~donations~~ donations to be given to Brian's family in order to help their legal expenses. These donations were from the church and citizens that sympathised their situation.



This response scores 2 marks. The candidate is able to make use of the source to identify how social media helped the Brain family but fails to identify the types of social media used.

Question 2 (b)

A good variety of answers were made by candidates who had clearly engaged in discussions about why governments do and do not respond to campaigns, with some excellent responses linked explicitly to the Brain family's campaign.

There were some common mistakes, however, with some candidates making very general responses, such as 'it will cost the government money', or some misconceptions given, such as 'the government will have to pay for their benefits.'

(b) The Brain family's campaign succeeded because Kathryn gained employment, not because the UK government took action to help them.

Suggest **two** reasons why the UK government may not be persuaded by such a campaign.

(2)

1 it would cost them money

2 If they did it to one person they would have to do it to everyone in the same situation



This response scores 1 mark. The candidate's first point related to the cost of responding to the campaign is too vague to be credited. Money was a common response to this question, but very few candidates were able to give sufficient development of how money might be an issue associated with this campaign. The candidate's second point, however, is valid and was awarded 1 mark.

(b) The Brain family's campaign succeeded because Kathryn gained employment, not because the UK government took action to help them.

Suggest **two** reasons why the UK government may not be persuaded by such a campaign.

(2)

1 Because it wasn't benefiting the UK economically until he got employed.

2 The campaign was small and uninteresting for the government.



This response scores the full 2 marks. It is an example of a response related to money that could be credited. Although the phrasing is a little convoluted, the reason given is clearly enough linked to the lack of contribution to the economy by the Brain family to be credited. Point 2 is also creditable as it is a valid alternative to being a local community campaign rather than a national one.

Question 2 (c)

Candidates seemed to find this question very challenging with many responses given failing to refer to the source material, as directed by the question. Many of the responses seen were very general with references to the campaign not being an international one, or not being one that candidates themselves were aware of. Candidates should be reminded that they are not expected to have any knowledge of the campaign referenced in the Section B source, instead they are expected to apply their knowledge and understanding of taking action to comment on other's actions, related to the content outlined in Theme D of the specification.

There was also a significant degree of misinterpretation with several candidates answering the question as if it were asking them why the viewpoint was correct rather than 'mistaken'. Candidates should be reminded that this question will not always ask why a viewpoint is correct but may also ask why a viewpoint could be argued to be incorrect.

(c) According to the source, the campaigners 'just hoped that someone would listen – now everyone is listening'.

Using the source, analyse why this viewpoint might be mistaken.

everyone may be listening but not everyone (2)
cares or wants to help.



This is an example of a typical response where the candidate did not make use of the source, as directed by the question. No credit could be awarded for such a general response.

(c) According to the source, the campaigners 'just hoped that someone would listen – now everyone is listening'.

Using the source, analyse why this viewpoint might be mistaken.

(2)

This is mistaken because not everyone is really listening. They only get response from the Church, Facebook public and MSP and MP. Everyone means mere protesters. Also, the UK government didn't help in the campaign which signifies as not everyone.



This response scores the full 2 marks. The candidate relates their response directly to the source with explicit references to the people involved in the campaign who have listened, and with a direct comparison to those who have not listened as evidence of why the viewpoint might be mistaken.



Check the wording of this question carefully. The question may ask candidates why the viewpoint given is correct or why it is mistaken. Evidence from the source will be required to access marks.

Question 2 (d)

This question was often answered in very general terms about how television and newspapers can be seen/read by more people rather than how they can help to influence public opinion, which limited marks to Level 2. There was also a degree of repetition by many candidates with points about reaching a wider/different audience being repeated for newspapers and for television.

A sizeable number of candidates answered the question by focusing on social media rather than newspapers and television, as specified by the question. Such responses would gain no credit unless there was a clear and specific link to how newspapers and television may also use social media.

(d) Explain how the community campaign in the source may have been able to use newspapers or television to influence public opinion.

(6)

The campaigners could have talked to the leaders of ~~the~~ famous newspapers. By befriending them and explaining their side of the story, the newspapers article concerning the campaign may be written in their favour and people reading the newspaper may begin to show support.

Television could emphasise the hardship the family will follow if they are deported, and people will show support out of pity.



This response is limited to Level 2 and scores 3 marks as only one point is made. The candidate refers to both newspapers and television but relies on making the same point twice.



ResultsPlus
Examiner Tip

Questions with levels of response will require a number of arguments to be made with some evidence added to access the highest marks.

(d) Explain how the community campaign in the source may have been able to use newspapers or television to influence public opinion.

(6)

If the family talked about their problem on ~~the~~ BBC news or on an international national news program then their problem would have reached a wider audience so more people are aware of their problem and can donate if they choose. Also by doing this the public can see the family this makes them more real and could make people empathise with their situation more.

The family could print their story in a broadsheet news paper. This could influence a new range of people as broad sheet newspapers are often read by those of a higher class that usually have more power and ability to influence the public.

By using media to show the scale of the campaign and the support they had from MP's the community could have convinced a large range of people the importance of their cause and get more people to join.

(Total for Question 2 = 14 marks)



This response scores the full 6 marks. The candidate makes a number of points about both newspapers and television with a clear description of how they could be used by a community campaign and linked directly to how this could then influence public opinion.

Question 6

This question was generally answered well with most candidates able to explain a role played by charities. The most common responses were able to identify raising money or trying to improve people's lives. Candidates who did not gain full marks on this question generally failed to include an example, as specified in the question.

6 Using an example, explain **one** role played by charities in society.

Some charities put pressure on the government to make changes. For example WWF makes sure that the government is trying to pass environmentally friendly laws.



This response scores the full 2 marks. One role of charities is clearly identified with the example of WWF given.



Be aware of questions that specifically ask for an example. An explicit example will be required to access the full range of marks available.

6 Using an example, explain **one** role played by charities in society.

Charities raise and give money to people in need to support people who need health care, houses, food/water etc... They raise the money to help those who are less fortunate.



This response scores 1 mark. It is an example of a typical response that failed to gain full marks. The candidate clearly knows what charities do, but did not provide an example.

Question 7

A surprising number of candidates clearly did not know what a pressure group was, many of whom indicated on their examination paper that they had not been taught this topic. Candidates should be encouraged to study the role of pressure groups in democratic society, as specified in Theme D2.

There were also a significant number of blank responses to this question, or very general answers about citizens not wanting to be pressured into doing things or being made to feel uncomfortable by groups. Neither response would gain credit.

7 Give **two** ways in which pressure group activities may disadvantage some citizens.

1 They may be unable to take part.

2 They may struggle working in a group.



ResultsPlus
Examiner Comments

This response scores 0 marks. It is a typical example of a response where the candidate does not appear to understand what is meant by a pressure group.

7 Give **two** ways in which pressure group activities may disadvantage some citizens.

1 They may cause unrest and chaos for some people in the community by strikes and riots.

2 They could cause danger as some pressure groups carry out extreme stunts which could be risky for themselves and others.



Two clear and distinct reasons are given to merit full marks.



Candidates should be advised that they need to make two separate points in questions that ask for 'two ways'. Many candidates lost marks for repetition of both points.

Question 8

Most candidates were able to identify two ways of contributing to democracy with the most common responses being voting and standing for election. However, many candidates were limited to two marks because of the lack of development of their responses. Simple references, such as 'voting in elections' and 'standing to be an MP' will not merit full marks because the command word here is 'explain' rather than 'identify'. Such questions require some explanation of how the way suggested helps contribute to democracy to merit full marks.

Some candidates also lost marks by giving the same point twice, for example, 'vote in elections' and 'vote in referendums'. Such responses would merit one mark as only one way has been suggested.

8 Explain **two** ways in which citizens can contribute to democracy in the UK.

1 They can vote in local elections, general elections and referendums to have a say in how the government runs the ~~country~~ country and the decisions that are made.

2 They can take part in protest campaigns such as ~~pet~~ petitions to express their views and opinions to the government.



ResultsPlus
Examiner Comments

This response scores the full 4 marks. Two clear ways are given; voting and petition, with some development of how these help citizens contribute to democracy.



Remember to look at the command words and the number of marks available. If you are being asked to explain 'two ways', there needs to be some development about the ways identified to access full marks.

8 Explain **two** ways in which citizens can contribute to democracy in the UK.

1 They can form protests and change how the democracy works or ~~what~~ who they want to win and the democracy groups have to see this.

2 By sending votes they contribute who wins a democracy and who doesn't.



This response scores 2 marks. It is an example of a typical response where two ways are identified but without development.

Question 9

Many candidates were able to explain the functions of the UN well, often with detailed examples of the work of its agencies. However, many such responses were then limited to Level 2 as there was little reference to the functions of the Commonwealth. It is a requirement of this question to be able to demonstrate knowledge and understanding of both the organisations named in the question to progress beyond Level 2. Many candidates were similarly limited to a Level 2 mark because their responses were generic rather than specific to the organisations in the question, for example, 'they work on peacekeeping'.

Knowledge and understanding of the role of the Commonwealth was much less detailed. Most candidates were only able to describe the Commonwealth as a group of former British Empire colonies or as an organisation that holds the Commonwealth Games. Centres are reminded that Theme D6 of the specification requires candidates to study the role of the Commonwealth, the UK's relations with the Commonwealth and the benefits and commitments arising from membership.

9 Explain the main functions of the United Nations and the Commonwealth.

Both help regarding trade as they organise trade deals with member states which can result in reduced taxes when trading between these countries which is very beneficial to ~~these~~ the countries both importing and exporting goods. This increases ~~dev~~ development in these countries and helps support them economically.

They also maintain peace between these countries as they can discuss issues more easily and ~~then~~ have rules about what is acceptable or for each country e.g. you they must remove a military base from somewhere.

Both, especially the UN ensure that the citizens of each member state are being treated properly and are not having their human rights breached. - e.g. children have the right to an education.



This response is awarded Level 2 and scores 4 marks. The candidate is clearly knowledgeable about the various roles of international organisations, making several reasoned points. However, it is not made clear which international organisations are being referred to, with the candidate relying on 'they' throughout their answer. Because it is not explicitly clear which organisation carries out which role, other than in the final paragraph, the response is limited to Level 2.



Candidates need to be able to refer explicitly to both the organisations identified in the question to reach Level 3.

9 Explain the main functions of the United Nations and the Commonwealth.

The main function of UN is to bring peace and prevent conflict where and deal with issues that country can deal itself. Commonwealth aim is to ~~destroy~~ break out of cycle of poverty, by providing them education and supporting young people.

UN was formed after WWII to bring bring peace to the world and prevent conflict as a WWII. They set the millennium goals in 2015 as such as End poverty and hunger.

Promote gender equality, increase access to clean clean water. They have partially met these goals in Democralic Republic of Congo by increasing ^{raise} the number of girls in education etc. They also provide aid to ~~some~~ country, e.g. by providing \$15 million to Ukraine during conflict.

Commonwealth aim to increase free trade between countries ~~at~~ world wide. Break out cycle of poverty providing education. They also helping young people in ^{poorer} countries such as by giving micro credits, decreasing interest rate, and training cost. They helping young people to help themselves.

(Total for Question 9 = 6 marks)



ResultsPlus
Examiner Comments

This response is awarded Level 3 and scores the full 6 marks. The candidate has explained several functions of both organisations explicitly with some evidence, thus meriting full marks.

Question 10

Candidates should be reminded that a balanced answer is required for this question. Many clearly knowledgeable candidates lost half the marks available on this question by only including positives or negatives. Arguments must be made on both sides of the viewpoint given in this question to progress beyond Level 2.

Candidates should be reminded that, unlike the other extended-response questions, there is no requirement to include a conclusion for this question. A significant number of candidates wasted time including quite lengthy conclusions that did not add to their progression through the Levels.

Regarding the knowledge and understanding demonstrated for this question, most candidates were able to present arguments related to trading benefits and defence for one or both organisations. The main discriminator between the Levels for such responses was the degree of evidence accompanying such arguments.

One limitation for candidates was the tendency to just discuss international organisations rather than showing depth of knowledge of the individual organisations. Centres should be reminded that Themes D6 and D7 of the specification require candidates to study the benefits and commitments of membership to the EU, the UN, NATO, the Commonwealth and the WTO, rather than the benefits and commitments of international organisations in general. This will then allow candidates to progress to higher levels by demonstrating breadth and depth of knowledge.

A common issue with this question arose with the phrase 'benefits'. A minority of candidates interpreted this to mean that they should formulate their response around the impact of EU citizens on the welfare system in the UK. There were also several candidates who misinterpreted the question to mean that only the UK could benefit from membership of international organisations, and so compared the benefits the UK received to other countries. Such responses were often confused and displayed misconceptions about the role of the EU.

10 'Being a member of international organisations such as the EU and NATO can only ever be beneficial for the UK.'

Write reasoned arguments to support and oppose this statement.

(10)

One the one hand, being a member of the EU and NATO is beneficial to the UK as they promote both economic and military stability. NATO is made up of Western countries and is ~~ready~~ designed to promote defensive force against other countries. The EU is designed to promote economic progress through free trade and the single market. These help the UK as it's economy and Army are both bolstered by the two groups. ~~Not only that but~~ Also, the EU gives funding to ~~the~~ the UK for better construction and housing, furthering the UK's economy and trade. NATO has also helped protect the UK as it has fought the War on terror since 9/11, which helps to increase the UK's safety.

On the other hand however, the EU and NATO are not always beneficial to the UK as they can cause economic problems as well as military ones. It costs the UK £14 billion each year to be a part of the EU, of which £9 billion is donated back. This is problematic as the £5 billion spent could go to other parts of the UK such as the NHS. Also, NATO is made up of a lot of smaller European countries, so if one goes to war then the other members must do the same. This is a problem for the UK as it means it could be dragged into a war it did not want to get into.



ResultsPlus
Examiner Comments

This is a Level 4 response and scores 9 marks. The candidate has made several points on both sides of the argument giving some evidence on both organisations in the question.



ResultsPlus
Examiner Tip

No conclusion is required to access the top level for this question. The direction is to 'write reasoned statements to support and oppose' the viewpoint given.

10 'Being a member of international organisations such as the EU and NATO can only ever be beneficial for the UK.'

Write reasoned arguments to support and oppose this statement.

(10)

Being part of international organisations, such as the EU and NATO can be both beneficial but also a disadvantage to the UK, in some cases.

Being a member of the EU is beneficial to the UK for a number of reasons. It means that citizens are able to move / travel freely between other EU countries (freedom of movement), with high security but without visas etc. Also it means we're able to make trade deals with other EU countries, with less tax on goods.

On the other hand, being a member of the EU can also be a disadvantage to the UK because it means we must abide by laws and policies made by the EU. So, leaving international organisations such as the EU could also be a good thing for the UK as we will have a lot more independence. ~~as a country~~

Also being a member of NATO can be beneficial for the UK. This is because it provides us with military alliances, so we're more stable in times

of conflict because other countries help / provide assistance, if needed.

Simultaneously, being a part of NATO may be a disadvantage to the UK because it means we must get involved with other NATO countries conflict, which may be irrelevant to us in the UK. This could lead to having relations strained between the UK and other countries.

So, being part of international organisations can be both beneficial and a disadvantage for the United Kingdom.



This is an example of a balanced response which refers to both organisations. However, this response stays in Level 3 because there is no specific evidence to support the points made.

Question 11

The responses to this question were very mixed. Several candidates had clearly run out of time, as there were many blank or single-paragraph answers given. Centres should endeavour to allow candidates the opportunity to practice answers to the paper in timed conditions to ensure they are fully prepared for the demands of this examination.

The biggest issue on this question, however, was the significant number of candidates who clearly did not know what was meant by the key concept in the question, the free press. This is a key requirement in Theme D3 of the specification and candidates should be prepared for questions to include this concept. Many candidates believed the question concerned whether or not newspapers should be free, or simply discussed the role of the media, mainly social media, in more general terms rather than addressing the question.

There were, however, many well-structured and balanced responses to this question where candidates were able to give coherent and reasoned arguments. Top level answers were also able to substantiate their arguments with reference to specific examples related to the positives and negatives associated with a free press.

11 'A free press can do as much harm as good in a democracy.'

How far do you agree with this view?

Give reasons for your opinion, showing that you have considered other points of view.

In your answer, you could consider:

- the role of the media and a free press
- rights, duties and values that underpin democracy.

(15)

I do not believe entirely that a free press can do as much harm as good, as ~~is~~ ~~the~~ ~~very~~ ~~meaning~~ ~~of~~ ~~democracy~~ is about freedom. For I believe that it gives out valuable ~~and~~ information to the public, allowing them to formulate their own ideas and opinions to further progress in their knowledge and to come up with new ways to help benefit civilization. Also if we could allow a free press in a democracy, it undermines the very ~~to~~ thought of freedom of speech as a fundamental part of democracy. Though I will not deny that a free press can do harm, such as telling stories that instill violence amongst the people and can also tell false information that is not true and thus slow down the understanding people have and slow down the progress of civilization. Though over all I would deny the fact that it does more ~~to~~ harm

that good, ~~as it~~ ^{first-} as ~~first-~~; to not have freedom of the press would go against the idea of freedom of speech, which is essential for a democracy and so it could not be considered a democracy, thus you cannot do harm in a democracy if there is none, because it essentially would be something else.

Second of all, I would argue that the benefits out-weigh ~~the~~ the problems caused, ~~just~~ ~~of~~ all it allows people to formulate ideas and opinions to gain greater ~~the~~ knowledge to allow civilisation to advance, ~~and~~ ~~secondly~~

Third of all, another benefit is that it prevents a single party from ever being in total control, because many of these papers can be free, so parties can choose a paper to be their party news paper, without any one party having control ~~of~~ over all of them.

Fourth of all, if a political party or any other group has committed a crime, instead of the press being silenced and not able to report it, they can report it and people can then choose whether or not to fight the problem.

In conclusion I believe that overall, a free press is essential for a democracy and a democracy can not be one without it, although I agree that there are many problems, I think that the benefits out weigh the problems.



ResultsPlus
Examiner Comments

This is a well-reasoned response which comes to a basic conclusion, thus reaching Level 3. The lack of evidence and the weakness of the conclusion, however, prevents this response from accessing Level 4.



ResultsPlus
Examiner Tip

Candidates should be familiar with, and confidently able to discuss, all the key concepts and terminology in all the Themes in the specification to ensure they can directly address the synoptic question on this paper.

11 'A free press can do as much harm as good in a democracy.'

How far do you agree with this view?

Give reasons for your opinion, showing that you have considered other points of view.

In your answer, you could consider:

- the role of the media and a free press
- rights, duties and values that underpin democracy.

(15)

A free press is one of the main signs of a democracy. It is able to criticise the government and release scandals. But does it do as much harm as good?

One reason a free press is good is it stops the government from doing something that the people don't want. For example, in the United States during the 1970's the Washington Post released a series of documents revealing that the United States government had known the losses they would suffer in Vietnam but still went ahead with the war, costing many lives. This led to a massive anti-war movement in the

early 1970's and ultimately the end of the war in 1975. This shows the power a free press holds to hold their government accountable.

On the other hand, a free press can lead to too much freedom and people's private lives being invaded. For example, this can be seen with the News of The World scandal when The News of The World would tap people's phones, conduct sting and generally invade people's privacy to get the scoop on their lives. However, these actions were reprimanded as the key figures in the company went to prison. This shows that a free press isn't allowed to do just anything and they will be stopped if they break the law.

Another reason that a free press is good is that they are able to tell the people what is truly going on in their

Country and therefore allow them to decide whether this is right or wrong. For example, this is not the case in dictator states like North Korea where the government feeds it's people propaganda so that they don't oppose the government and topple the Kim dynasty. This is in stark contrast to any western democracy where every move from the government is being scrutinised and often criticised. This is clearly a better way of running things as it means that the government needs to do what the people want or they won't be elected again.

In conclusion, although there are some drawbacks to the freedom of press like their freedom of prison, in general it means the government are kept kept in line and do what the people want, which is what a democracy is all about.



This is an example of another well-reasoned response. The candidate was able to access Level 4 by including specific evidence to support some of the points made. It is valid to use a limited number of historic examples or non-UK examples as this is the synoptic question and so may utilise content from Themes A-C as well as Theme D.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Candidates need to be able to refer explicitly to their own experiences of taking action throughout Section A.
- Candidates should be reminded to link their responses in Section A to their own action to avoid losing marks for generic responses.
- The extended response question in Section A should be structured around candidates' own experiences of taking action.
- The Section B source will be based on an example of campaigning. Candidates will be expected to apply their own knowledge and understanding of the issues related to taking action to the questions in this section, rather than being expected to know about the particular campaign in the source.
- Theme D needs to be studied in its entirety; it was clear from many of the responses to Q6, Q7 and Q8 that candidates had not studied all areas in the detail required.
- Candidates need to be able to explain the roles and functions of all the international organisations named in Theme D. They should be prepared to discuss them individually in Q9 as this will always be based on two of those named international organisations.
- Candidates are not required to come to a reasoned conclusion in Q10.
- Progression through the Levels in Q11 will be dependent on the attempts to offer a balanced answer, the reasoning given, the degree of evidence included and the strength of the conclusion reached.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

