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## **Mark Scheme (Results)**

Summer 2018

Pearson Edexcel GCSE Citizenship Studies  
(1CS0) Paper 02

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## General Marking Guidance

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

Question number	Answer	Mark
1(a)	<p>Award 1 mark for the reason used, and the second mark for how this informed the issue chosen to base the citizenship action on. (AO2), e.g:</p> <ul style="list-style-type: none"> <li>• The group of people the action is aimed at helping <b>(1)</b> and to what extent they need help/can be helped in a short space of time/how local they are/how urgent their issue is <b>(1)</b></li> <li>• Problems that affect the local area/the national community/global community <b>(1)</b> and whether or not a citizenship action can realistically make a difference/raise awareness/lead to meaningful action <b>(1)</b></li> <li>• The people who need to be persuaded to make a change <b>(1)</b> and what kind of actions could be planned that might persuade those people to listen/consider a change <b>(1)</b></li> </ul> <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'it was the right thing to do'.</p>	(2)

Question number	Answer	Mark
1(b)	<p>In each case, award 1 mark for each <b>specific</b> type of <b>primary</b> and/or <b>secondary</b> source used in the research up to a maximum of 2 marks, with the additional marks for further development of how these sources were used e.g.:</p> <ul style="list-style-type: none"> <li>• We went to visit the local Food bank to find out how many people used it <b>(1)</b> and discovered that it is used even more than we thought and was short of donations of certain food types <b>(1)</b></li> <li>• We looked at the YouGov website to look at opinion polls and find out what people's attitudes towards refugees were <b>(1)</b> to find out whether or not our personal beliefs about refugees were common and what we could say to change people's minds <b>(1)</b></li> <li>• We designed and carried out our own survey about XXX <b>(1)</b> to identify the scale of the problem to help us decide how to tackle it through our citizenship action <b>(1)</b></li> </ul> <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'a survey' or 'the internet' or 'websites'</p>	(4)

Question number	Answer	Mark
1(c)	<p>Award 1 mark for the reason given for how considering different viewpoints helped improve the citizenship action (AO2), with the additional marks for further development e.g.:</p> <ul style="list-style-type: none"> <li>• Considering different viewpoints can ensure that you take account of a variety of potential problems/reactions to your chosen citizenship action <b>(1)</b> and so plan for possible difficulties, thus increasing the chances of success <b>(1)</b></li> <li>• Considering different viewpoints means that you are more likely to have a more effective team <b>(1)</b> as everyone will feel that their views have been taken into account and play a valuable role in the team <b>(1)</b>,</li> <li>• Considering different viewpoints about the potential impact can make the chosen citizenship action more likely to be realistic in your goals <b>(1)</b> as you will have more opportunities to debate the most effective steps to take to achieve your goal <b>(1)</b></li> </ul> <p>Accept other valid points. Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action e.g. 'you need lots of opinions to do an action'.</p>	(2)

Question number	Answer	Mark
1(d)	<p><b>Potential difficulty faced:</b> Award 1 mark for the potential difficulty identified (AO2), with the 1 additional mark given for further development e.g.</p> <ul style="list-style-type: none"> <li>• We found it difficult to get a reply from the local councillor/MP/MEP about their views on our chosen issue <b>(1)</b> which meant we could not rely on their expertise/help/support for our chosen issue <b>(1)</b></li> <li>• We could not get our school to agree to let us raise money in school time for our chosen activity because we weren't allowed out of lessons to plan fundraising ideas <b>(1)</b> which meant it was difficult for our whole group to meet because not everyone could stay late after school for meetings <b>(1)</b></li> <li>• We wanted to organise a demonstration but found it difficult to arrange one <b>(1)</b> because we hadn't known before our citizenship action that you need to get permission from the police to organise one <b>(1)</b></li> </ul> <p><b>How you planned to overcome this difficulty:</b> Award 1 mark for the planning taken to overcome the difficulty, with 1 additional mark given for further development e.g.:</p> <ul style="list-style-type: none"> <li>• We switched from writing letters to our local councillor/MP/MEP to emailing them and contacting them through their Facebook and/or Twitter accounts instead <b>(1)</b> which meant that we got a reply because it is quicker for politicians to reply to an email or a Tweet to say if they do/don't support an issue <b>(1)</b></li> <li>• We arranged to have meetings at lunchtime instead of after school to overcome our meeting problems <b>(1)</b> and compromised with school about organising smaller fundraising events at lunchtime like a bake sale instead of an own clothes day to minimise disruption to lessons <b>(1)</b></li> <li>• We decided to change our plans to more realistic ones such as giving assemblies in school and handing out leaflets instead of a demonstration <b>(1)</b> so that we could still raise awareness of our chosen issue without worrying about getting permission to have a demonstration <b>(1)</b></li> </ul> <p>Accept other valid points. Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action e.g. 'no one listened to us'</p>	<b>(4)</b>

Question number	Indicative content
1(e)	<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 and AO3 below. These two assessment objectives should be considered together; the general marking guidance shows how to deal with answers that demonstrate abilities at different levels for each assessment objective.</p> <p><b>No marks</b> may be awarded for answers that do not relate specifically to the candidate's own citizenship action (i.e. a complete absence of AO2). AO2 and AO3 are equally weighted. Answers that do not display any qualities associated with AO3 cannot be awarded more than 6 marks.</p> <p><b>Responses which only show agreement or disagreement with the view in the question cannot be awarded more than 6 marks.</b></p> <p><b>Indicative content guidance</b></p> <p>Candidates must consider the statement in the light of experiences and knowledge gained during their own citizenship activity. Points made will depend to a great extent on the candidate's own experiences, but might include some of ideas below. Other relevant ideas must also be credited.</p>

	<p>Points in support may include:</p> <ul style="list-style-type: none"> <li>• If you collaborate on a citizenship action, then the group/issue you are targeting may benefit more as you will have a greater number of people to delegate roles/tasks to</li> <li>• If you collaborate on a citizenship action, you may have to consider more than one perspective and so be able to target your action more effectively</li> <li>• Collaborating on a citizenship action may give you more contacts to access/utilise to make your action more successful</li> <li>• Collaborating makes it possible to include people on your team with a wide range of skills, so you can allocate roles appropriately</li> </ul> <p>Counter points may include:</p> <ul style="list-style-type: none"> <li>• Collaborating may be more problematic - if people in your team already have a strong opinion on an issue, it will be very difficult to persuade them to change their minds about the action/methods to choose, and so this may lead to conflict</li> <li>• Some issues may not require teamwork/a large group and may actually delay an action taking place if there are not enough roles to allocate purposeful work to the whole team</li> <li>• Not all individuals are compatible with teamwork and may be more successful/effective working alone- individual campaigns have been successful in the past e.g. Caroline Criado-Perez campaign to have women on UK currency</li> <li>• Collaboration may not be effective in teams where members come into conflict <b>or</b> teams that have chosen to work together based on previous friendships- this may lead to an uneven distribution of workload and resentment that affects the overall outcome of the chosen action</li> </ul> <p>Accept other valid responses</p>	
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the citizenship action. [AO2]</li> <li>• Little analysis of relevant viewpoints. The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. An overall judgement is missing or asserted. [AO3]</li> </ul>
<b>2</b>	<b>5–8</b>	<ul style="list-style-type: none"> <li>• Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the citizenship action. [AO2]</li> <li>• Some analysis of relevant viewpoints, but unsustainable and focused mainly on one side of the argument. The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and/or depth. An overall judgement is given, but with limited substantiation. [AO3]</li> </ul>
<b>3</b>	<b>9–12</b>	<ul style="list-style-type: none"> <li>• Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Effective and sustained comment is made, which shows good understanding of how these apply to the citizenship action. [AO2]</li> <li>• A convincing and sustained analysis of relevant viewpoints on both sides of the argument. The evaluation contains reasoned, coherent arguments, showing good breadth and depth. An overall judgement is given which is well substantiated through the evidence provided. [AO3]</li> </ul>

Question number	Answer	Mark
2(a)	<p>In each case, award 1 mark for each suggested way, and award the second mark for further development (AO2) up to a maximum of 2 marks e.g.</p> <ul style="list-style-type: none"> <li>• Setting up a Facebook group centred on the Brain family's campaign <b>(1)</b> may have raised awareness in the wider UK community rather than just locally, thus gaining more supporters <b>(1)</b></li> <li>• Using Facebook to message relevant elected representatives <b>(1)</b> may have made representatives aware of their plight and led to questions being raised with the relevant Minister/Home Office/committee/in a motion or debate in Parliament <b>(1)</b></li> <li>• Using social media to crowdfund for legal expenses <b>(1)</b> may have led to donations by the local church congregation <b>(1)</b></li> </ul> <p>Only accept the use of social media that is referenced in the Source (Facebook and crowdfunding). Accept other valid explanations.</p>	<b>(4)</b>

Question number	Answer	Mark
2(b)	<p>Award 1 mark for each reason for why the government may not be persuaded by a campaign like the Brain family in Source A:</p> <ul style="list-style-type: none"> <li>• The government may not wish to overrule previous decisions made by other agencies/courts <b>(1)</b></li> <li>• The campaign may have operated on a local rather than a national level <b>(1)</b></li> <li>• The campaign may not have gained attention with senior ministers or been debated in Parliament <b>(1)</b></li> <li>• The local MP and MSP who have supported the campaign may not be members of the governing party <b>(1)</b></li> <li>• The campaign may contradict government policy <b>(1)</b></li> <li>• The government may believe it is their responsibility not to comment on one individual case like this <b>(1)</b></li> <li>• The government may believe agreeing to their campaign will open the floodgates to other campaigns <b>(1)</b></li> </ul> <p>Accept other valid responses.</p>	<b>(2)</b>

Question number	Answer	Mark
2(c)	<p>Award up to 2 marks for a reason derived from analysing (AO3) why the viewpoint might be mistaken. The first mark is for providing a valid reason, and the second mark is for developing this into an explanation that relates to evidence found in the source, e.g.:</p> <ul style="list-style-type: none"> <li>• Only some local people are listening, rather than 'everyone' <b>(1)</b> as only one church congregation has contributed to the crowdfunding campaign <b>(1)</b></li> <li>• Not all politicians are listening <b>(1)</b> as according to the source only the local MPs and one Scottish minister have joined the campaign <b>(1)</b></li> <li>• The government statement does not prove that they are listening to and planning to act on the campaign <b>(1)</b> as it does not express support or state that they will change the policy <b>(1)</b></li> </ul> <p>Accept other valid responses.</p>	<b>(2)</b>

Question number	Indicative content	
2(d)	<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Contacting local newspapers/television may lead to a specific feature that raises awareness of the campaign</li> <li>• Letters/articles/editorials about campaigns like this may encourage people to join the campaign online</li> <li>• Most newspapers have websites and social media to publicise articles, so may post links to the crowdfunding or Facebook pages for their readers to access</li> <li>• National newspapers/television channels often pick up on local campaigns featured in regional press/television programmes if there is a human interest aspect- this will gain more attention from/put more pressure on politicians</li> </ul> <p>Accept other valid responses.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> <li>• Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about actions in the source context.</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>• Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about actions in the source context.</li> </ul>
3	5–6	<ul style="list-style-type: none"> <li>• Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about actions in the source context.</li> </ul>

Question number	Answer	Mark
3	<p>A promotes human rights, democracy and the rule of law  <b>This is the correct answer because this is the main function of the Council of Europe</b></p> <p><b>B is incorrect because this describes the European Union.</b>  <b>C is incorrect because this describe the United Nations.</b>  <b>D is incorrect because this describes the European Court of Justice.</b></p>	(1)



Question number	Answer	Mark
4	<p><b>A is incorrect because the World Trade Organisation is an economic organisation</b></p> <p><b>B Save the Children</b> <b>This is the correct answer because Save the Children is an NGO.</b></p> <p><b>C is incorrect because Coca-Cola is a business.</b></p> <p><b>D is incorrect because the International Criminal Court is a legal court.</b></p>	(1)

Question number	Answer	Mark
5	<p><b>A is incorrect because it defines a work stoppage which is not related to international humanitarian law</b></p> <p><b>B is incorrect because it defines stopping/limiting trade which is not related to international humanitarian law</b></p> <p><b>C armed conflict between or within countries</b> <b>This is the correct answer because this is when international humanitarian law would apply</b></p> <p><b>D is incorrect because this is something individual countries deal with and so not related to international humanitarian law</b></p>	(1)

Question number	Answer	Mark
6	<p>Award 1 mark for the explanation of the role played by charities (AO2) and the second mark for the example identified:</p> <ul style="list-style-type: none"> <li>Charities can raise funds/encourage people to take action to raise money for their cause <b>(1)</b> e.g. through events such as the Cancer Research Race for Life <b>(1)</b></li> <li>Charities can campaign to influence the government to change laws <b>(1)</b> e.g. Mind lobby ministers to increase funding for mental health treatment and prevention <b>(1)</b></li> <li>Charities can work to improve the lives/living standards/working or living conditions of their target group <b>(1)</b> e.g. Shelter work directly with homeless people to help them find accommodation <b>(1)</b></li> <li>Charities can educate the public about the importance of their work/their issue <b>(1)</b> e.g. The Trussell Trust advertise foodbanks for both gathering donations and publicising how to access help from a foodbank</li> </ul> <p>Accept other valid responses <b>especially</b> alternative examples of the roles.</p>	(2)

Question number	Answer	Mark
7	<p>In each case, award 1 mark for each way (AO1) in which pressure groups may disadvantage citizens:</p> <ul style="list-style-type: none"> <li>• Pressure groups with insider status (regular contact with/access to government) have unfair influence that may favour one group of citizens over another group <b>(1)</b></li> <li>• Some pressure groups use types of direct action to try to influence the government that can be dangerous/cause damage e.g. publicity stunts such as entering the runway at Heathrow, climbing onto high buildings like the London Eye etc <b>(1)</b></li> <li>• Some pressure groups have more economic influence than others which can lead to more influence in the media or the government <b>(1)</b></li> <li>• Some pressure group activity e.g. strikes interfere with citizens' daily lives by preventing them from getting to work <b>(1)</b></li> <li>• Some pressure groups may hold extremist views which can cause conflict/prejudice <b>(1)</b></li> </ul> <p>Accept other valid responses.</p>	<b>(2)</b>

Question number	Answer	Mark
8	<p>In each case, award 1 mark for a valid way of contributing to democracy and the second mark for developing the reason into an explanation (AO1) e.g.:</p> <ul style="list-style-type: none"> <li>• Direct action such as marches or rallies or lobbying elected representatives <b>(1)</b> can raise their awareness of an issue and encourage them to take action e.g. by proposing a motion in Parliament. <b>(1)</b></li> <li>• An e-petition <b>(1)</b> with 10,000 signatures now requires a government statement in response; an e-petition with 100,000 signatures has to be discussed and potentially debated in Parliament. <b>(1)</b></li> <li>• Publicity through publishing leaflets/using social media/writing to newspapers/radio <b>(1)</b> can raise awareness and gain supporters who add their voices to campaigns that have not been raised in Parliament or party manifestoes <b>(1)</b></li> <li>• Voting in a range of elections from local to general to European/Referendums <b>(1)</b> communicates the will of the people to the elected bodies so they can be more representative <b>(1)</b></li> <li>• Standing for election as a candidate <b>(1)</b> contributes to making policy/representing people/running the country <b>(1)</b></li> <li>• Joining a political party/pressure group <b>(1)</b> can contribute to the formation or changing of policy <b>(1)</b></li> </ul> <p>Accept any other valid citizen action that demonstrated relevant knowledge and understanding of how citizens can contribute to democracy.</p>	<b>(4)</b>

Question number	Indicative content	
9	<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO1 below.</p> <p>Answers that do not attempt to deal with both the United Nations and the Commonwealth must be limited to a maximum of 3 marks.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points regarding the functions of the United Nations may include:</p> <ul style="list-style-type: none"> <li>• To maintain international peace and security</li> <li>• To promote international sustainable development</li> <li>• To protect human rights</li> <li>• To uphold international law</li> </ul> <p>Relevant points regarding the functions of the Commonwealth may include:</p> <ul style="list-style-type: none"> <li>• To advance its aims within its members: mainly former members of the British Empire</li> <li>• To advance democracy and good governance</li> <li>• To overcome poverty and encourage prosperity in member countries</li> <li>• To promote informal trade agreements between member countries</li> </ul> <p>Accept other valid responses.</p>	
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding is shown of concepts, terms and issues relevant to the question.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Answer shows some knowledge and understanding relating solely to <i>one</i> organisation named in the question.</li> </ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Some knowledge and understanding is shown of concepts, terms and issues relevant to the organisations named in the question.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Answer shows detailed knowledge and understanding relating solely to <i>one</i> organisation named in the question.</li> </ul>
<b>3</b>	<b>5–6</b>	<ul style="list-style-type: none"> <li>• Detailed knowledge and understanding is shown of concepts, terms and issues relevant to <i>both</i> organisations named in the question.</li> </ul>

Question number	Indicative content	
10	<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Arguments to support the statement may include:</p> <ul style="list-style-type: none"> <li>• Membership can lead to trade agreements/benefits e.g. EU membership</li> <li>• Membership can increase citizens' rights e.g. EU membership adds additional protection for workers' rights</li> <li>• Membership can increase security e.g. NATO membership</li> <li>• Membership can give access to financial support e.g. EU membership</li> <li>• Membership can aid civil emergency planning e.g. NATO helps with natural disasters like flooding</li> </ul> <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Membership of some organisations costs money e.g. EU membership, contribution to NATO defence forces</li> <li>• Membership means the UK is bound by rules they may not have agreed with/supported e.g. EU membership</li> <li>• Membership can bring the UK into conflict with other countries/organisations e.g. when the UK invaded Iraq without the support of the UN or the EU, arguments over NATO involvement</li> <li>• Not all countries are members of international organisations, so the UK still has to make agreements/alliances with other individual countries</li> <li>• Membership of military alliances such as NATO do not always prevent conflict/lead to the benefits of increased security e.g. UK acted alone on Syria airstrikes, UK is still subject to threat of terrorism</li> </ul> <p>Accept other valid responses.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> <li>• A simple or generalised answer, showing little analysis of relevant viewpoints.</li> <li>• The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• Some analysis of relevant viewpoints, but this is focused on one side of the argument.</li> <li>• The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth.</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable.</li> <li>• The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.</li> </ul>
4	9–10	<ul style="list-style-type: none"> <li>• Convincing and sustained analysis of relevant viewpoints on both sides of the argument.</li> <li>• The evaluation contains reasoned, coherent arguments, showing good breadth and depth.</li> </ul>

Question number	Indicative content	
11	<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Arguments to support the statement may include:</p> <ul style="list-style-type: none"> <li>• The UK media has been accused of being increasingly right-wing in recent years and also partisan during elections/referendums e.g. attacks on Labour leader Ed Miliband in the 2015 General Election</li> <li>• A free press does not always help protect citizens' rights e.g. invasion of privacy for celebrities or those involved in allegations of scandals or court cases</li> <li>• The media do not always report on all issues or balance their coverage of all perspectives e.g. BBC were criticised did not original plan to include the Green Party in the 2015 General Election debates</li> <li>• A free press can influence public opinion too much by focusing on some issues to the exclusion of others e.g. immigration or terrorism in recent years</li> </ul> <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• A free press can uncover corruption/inadequacies in government e.g. Cash for Questions scandal, individual MPs or Ministers not performing their duties</li> <li>• A free press can help to ensure citizens' rights are protected</li> <li>• A free press can raise issues that governments may not have considered/may not have planned to legislate for/would prefer to ignore</li> <li>• A free press allows citizens to criticise/question government e.g. on the alleged NHS "crisis" in January 2016</li> </ul> <p>Accept other valid responses.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1–3	<ul style="list-style-type: none"> <li>• A simple or generalised answer, showing little analysis of relevant viewpoints.</li> <li>• The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.</li> <li>• An overall judgement is missing or asserted.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Some analysis of relevant viewpoints, but this is focused on one side of the argument.</li> <li>• The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth.</li> <li>• An overall judgement is given, but with limited substantiation.</li> </ul>
3	8–11	<ul style="list-style-type: none"> <li>• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable.</li> <li>• The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.</li> <li>• An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.</li> </ul>
4	12–15	<ul style="list-style-type: none"> <li>• Convincing and sustained analysis of relevant viewpoints on both sides of the argument.</li> <li>• The evaluation contains reasoned, coherent arguments, showing good breadth and depth.</li> <li>• An overall judgement is given which is well substantiated through the evidence provided.</li> </ul>

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