

Examiners' Report
June 2019

GCSE Citizenship 1CS0 01

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Introduction

This summer saw the second sitting of the revised GCSE in Citizenship. Many of the comments made in the first examiner's report have to be repeated as the problems and issues which arose last year still were still present and the advice and guidance was not fully digested and acted upon.

These points will echo in each of the questions covered as the report progresses.

- The level of difficulty has risen in comparison with the legacy specification and the demand is on a par with other GCSE subjects. To have parity of esteem it has to have comparable rigour and academic demand.
- We have moved away from an examination heavily based on coursework (the legacy specification) and in its place the examination is based 100% on specification content – with 15% of the marks on Paper 2 which again are examined but relate to a chosen citizenship action.
- In the examination (both on papers 1 & 2) there has been a move away from source questions which resemble comprehension exercises/tests to one where the source is a signpost and its mere replication is not the avenue to score highly.
- The specification demands candidates use a range of academic skills and as such the allocation of the assessment objectives in certain questions raise the need for sustaining judgments and reasoned opinions.

Question 1 (a)

This MCQ tried to discover if candidates could identify the functions fulfilled at a local level by councils. This MCQ has the demand for two answers from a choice of six. Most candidates identified that local councils provide library services (A) however many paired this up with the provision of the local water supply. This meant that many candidates were restricted to just one mark instead of two.

Question 1 (b)

Virtually all candidates were able to give at least one reason, with the more able ones giving explanations for two. Knowing the area, understanding what needs doing, ease of contact, were common answers; a few answers referred to trust and some to knowing more about people's problems and circumstances.

This four mark question demands two reasons and these must be clearly different from each other.

(b) Explain **two** reasons why it is desirable that people who are elected as local councillors come from the same local area.

(4)

1. The person elected will have good knowledge about the area and can therefore make precise decisions that will be best for that area.

2. Because they know about the area they will have good knowledge on what needs improving and therefore their decision will benefit the area the most.



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Examiner Comments

On this response there are not two clear reasons and we have a variation on the same theme.



When completing a four mark question candidates cannot simply provide a very brief answer, the reasons have to be developed in order to gain full marks

(b) Explain **two** reasons why it is desirable that people who are elected as local councillors come from the same local area.

(4)

- 1 This is important because they need to know what they are working with. This could mean, the way of life that the people have. An example of this could be; if ~~area~~ a person that didn't know anything about the local area got voted in they could change things in the area that the people are already happy with.
- 2 Another reason why it is important that the person elected in must be from the local area is, if the voters don't know anything about the person they are voting in it might find it hard to trust them and believe what they are wanting to change.



Here we can see two clearly developed reasons, there is some overlap but enough is presented to gain full marks.

Question 1 (c)

Most candidates were able to suggest two ways in which individuals are affected by inequality. However, some merely gave an example of inequality such as racial discrimination, without saying how a person might be affected by it. Some answers were generic and they failed to explain the impact of the inequality. A few answers left examiners guessing what sort of inequality might be in the candidate's mind when writing the answer. However, it is very evident that virtually all candidates are aware of the most significant inequalities in society and how they might affect people.

To gain full marks on this question the candidate has to fully express and articulate two ways and individual is affected. It is not the domain of the examiner to 'fill in' any gaps which the response lacks.

(c) Suggest **two** ways in which individuals can be affected by inequality.

(2)

1 Might not feel equal and welcome if people aren't treating them the same.

2 Racism can affect individuals by inequality.



Here one mark is awarded as the answer is incomplete.



It is imperative for the candidate to comply with all aspects of the question to gain high marks. Often a lack of attention some candidates focus on one 'trigger' or 'key' word or phrase and fail to consider the full depth of what is being asked.

(c) Suggest **two** ways in which individuals can be affected by inequality.

(2)

1 Inequality, in the workplace for example, can prevent certain individuals from ^{gaining} job opportunities - for example ~~the~~ some jobs are stereotypically for men and therefore may only hire men. Gender inequality can therefore affect people.

2 Racial inequality can affect all individuals as there may be stereotypes against black and whites, meaning either of them may be prevent from entering certain places without being discriminated against.



ResultsPlus
Examiner Comments

Here the candidate does address the full scope of the question and we are given gender and racial inequality and their impact. Full marks are awarded.

Question 1 (d)

Often quite full answers were provided by candidates. Some answers failed to address idea of 'benefits' and simply described diversity. Mostly successful answers dealt with ideas of enrichment, broadening of culture/experience and increased tolerance.

Question 2

All the marks on Q2 derive from AO2; this is the application of knowledge. A simple repetition of the source does not constitute the application of knowledge. We are asking what impact the information presented in the source will be likely to cause, what will be the impact. Here we need to apply knowledge and understanding why monitoring population change is important. As stressed it is not enough to restate the source and refer to changes, but why monitoring is crucial. Such as forecasting and planning for future needs in the areas mentioned in the source. All of which costs money and takes time. Candidates assumed that being age 65 means retiring completely. No recognition was given to the state retirement age (i.e. pension age) having been raised recently or to be raised further in the future. One important factor is that new additional material can be brought in and gains credit. The source is a launchpad.

The crucial element on source questions is to develop and apply the information, to place it in context and show understanding. New material if relevant will be credited.

Study Source A below and then answer Question 2.

Source A: The changing UK population

The UK population in 2016 was 65.6 million, its largest ever, and is projected to reach 74 million by 2039. While it is growing, improvements in healthcare and lifestyles mean the population is also getting older; in 2016 in the UK, 18% of people were aged 65 and over, and 2.4% were aged 85 and over. As a result of the ageing population the old age dependency ratio (OADR) is increasing. The OADR is the number of people aged over 65 for every 1,000 people aged between 16 and 64.

With lower birth rates and higher life expectancy, the shape of the UK population is transforming. Although living longer is something to celebrate, the proportion of those of working age is shrinking, as that of pensioners is increasing. While a larger population can increase the size and productive capacity of the workforce, it also increases pressure on social services such as education, healthcare and housing and the government's ability to meet these needs.

(Source: based on <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/articles/overviewoftheukpopulation/july2017>)

2 Source A gives examples of how the population of the UK is changing.

Explain the various reasons why it is important to monitor population change.

(6)

It is important for the government to monitor the population change as the population of the UK is increasing due to longer life expectancy, even though birth rates are lower due to longer life expectancy the population increases as people live to an older age. This is ~~not~~ monitored by the so the older generations can acquire pensions as they are unable to work and are retired.

Furthermore, population size needs to be monitored to meet the demands for better healthcare as there will be older and younger generations and better NHS ~~is~~ required might be required and can be provided with the monitoring.

of the ~~pop~~ population. This helps maintain a stable population so the society is happy.

Lastly, factors need to be determined of the cause of high population. Lower birth rates tell us that there ~~are no~~ ~~more~~ is a less ~~of~~ increase in younger children meaning education will not be a priority.

(Total for Question 2 = 6 marks)



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Examiner Comments

This response gains a level 3 mark. What is good is that the response shows a clear focus for the reasons why it is important to monitor population change.

On source questions quite often better responses introduce new material to show an appreciation of the topic as opposed to a 're-run' of the source. The source is a starting point, a stimulus.



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Examiner Tip

Here is another level 3 response. It picks up on the importance of growing life expectancy from the source but introduces other relevant detail surrounding the impact of migration. This established the source as a platform to develop wider citizenship awareness on core issues – examiners are keen to reward additional and correct information.

Study Source A below and then answer Question 2.

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The UK population in 2016 was 65.6 million, its largest ever, and is projected to reach 74 million by 2039. While it is growing, improvements in healthcare and lifestyles mean the population is also getting older; in 2016 in the UK, 18% of people were aged 65 and over, and 2.4% were aged 85 and over. As a result of the ageing population the old age dependency ratio (OADR) is increasing. The OADR is the number of people aged over 65 for every 1,000 people aged between 16 and 64.

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2 Source A gives examples of how the population of the UK is changing.

Explain the various reasons why it is important to monitor population change.

(6)

~~The population~~ There is a growing population of the UK mainly due to natural increase - higher life expectancy and lower death rates. ~~This~~ (As said by source A) This ~~is~~ ~~is~~ because there are more healthcare improvements ~~of~~ of NHS and because of the improving technology we have now. ~~It is important to monitor population~~ ~~Source A says that~~ Another reason population is changing is ~~because~~ because there are more people ~~is~~ migrating to the UK, especially after WW2 as

people from ~~India~~ Commonwealth countries ^{eg India} large to fill jobs. We need to monitor population change as said by Source A, a higher population puts pressure on social services such as housing and healthcare. This would ~~cause a~~ ~~job~~ ~~as~~ ~~it~~ also lead to pressure on the economy. Another

(Total for Question 2 = 6 marks)

reason why we need to monitor population change is because there could be an increase in discrimination as there would be more people from ethnic groups coming from other countries. Discrimination is treating people differently. This could make people from other countries view the UK as a bad country and could hurt trade and relationships with them. This is why we need to monitor population change.

TOTAL FOR SECTION A = 16 MARKS



ResultsPlus
Examiner Comments

Here is another level 3 response. It picks up on the importance of growing life expectancy from the source but introduces other relevant detail surrounding the impact of migration. This established the source as a platform to develop wider citizenship awareness on core issues – examiners are keen to reward additional and correct information.

Question 3 (a)

Many answers did not seem to understand the term. Many associated it with voting in general elections; indeed voting was often the one word answer provided. Direct democracy is defined in many ways by the absence of voting and in its place we have full citizenship participation. Frequently answers referred to Brexit/referendum.

This question requests an example – not a full definition for the one mark.

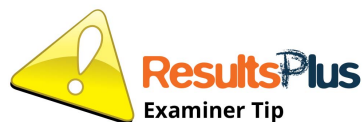
3 (a) State **one** example of direct democracy.

(1)

one example of direct democracy is referendums, as the government go to the public to make key decisions rather than representatives doing it for the public



Here we get in many ways a bonus – for we get an example plus a comparison with representative democracy.



Key terms and concepts listed on the specification must be understood and covered.

3 (a) State **one** example of direct democracy.

(1)

This is when different parties come together and one is picked and that's who will run.



ResultsPlus
Examiner Comments

There is nothing here that can be rewarded: the candidate fails to give any exemplification of direct democracy.

Question 3 (b)

Generally, here we saw some good answers which showed sound understanding of first past the post. Strengths very often included leading to stable government, exclusion of extremist groups and simplicity/speed. Weaknesses often revolved around idea of wasted votes, disadvantage to smaller/newer parties. There was some confusion about whether it was used to elect a prime minister and that it is used in all UK elections. However many failed to see that outcomes were based on a constituency at a local level as opposed to some form of national count.

The term explain, a commonly used command word is crucial to this question. Here it demands that both weaknesses and strengths are developed to show clear understanding

(b) Explain **one** strength and **one** weakness of the first-past-the-post voting system. (4)

Strength

Easy to results are quicker and a winner can be clearly determined. This helps a new leader to be put in as quickly and efficiently as possible and lets the country move on.

Weakness

The percentage of votes won doesn't equal the number of seats. This results in the public's opinion being unfairly represented and smaller parties having hardly any possibility to win any seats.



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Examiner Comments

Here we are given clearly detailed strengths and weaknesses, both these are put in context and thus establish understanding beyond any doubt.



Well used and diligently selected examples can often be used to show how a topic or issue is understood.

(b) Explain **one** strength and **one** weakness of the first-past-the-post voting system. (4)

Strength

one strength of first past-the-post is that it is clear to see who got the most seats in parliament

Weakness

one weakness of first-past-the-post is that not every vote counts



Here we see where we do not have a full conversion and thorough development of both strength and weaknesses – as such it only attains half marks.

Question 3 (c)

In the first examination last year 3c proved an immense hurdle for many. Sadly this was the case again this year. It was very clear that a majority of candidates had no idea of the role and function of the UK parliament. Parliament is core to the UK's democratic system and the differentiation between government and parliament is often misunderstood. Giving an answer such as 'scrutiny' by itself is not enough; how that scrutiny takes place is needed to gain reasonable marks. Answers which gained marks included questions to ministers and Prime Minister, debates, the process of dealing with bills and a small number mentioned select committees. The roles of the Opposition and the House of Lords within Parliament are also relevant and were mentioned.

Appreciating the role and function of parliament is central to the recently modified GCSE in Citizenship.

(c) Suggest **three** ways by which Parliament holds the government to account.

(3)

1 They'll check on them to see their activity.

2 An MP or party will tell and a check will be conducted on them.

3 If the cabinet is not doing so good and the government voted to.



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Examiner Comments

Here three ways are provided but none of them are correct.



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Examiner Tip

The role of parliament and its officers/officials must be covered. Candidates will suffer a major limitation if this is not done.

(c) Suggest **three** ways by which Parliament holds the government to account.

(3)

1 They can ask the Prime Minister questions. She has to respond in 60 days.

2 They have committees that check on what the government is doing.

3 The shadow cabinet and the cabinet can ask each other questions and debate in the House of Commons.



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Examiner Comments

Here three ways are made clear and three marks obtained.

Question 4 (d)

The same comment has again got to be repeated about source usage. The source is a stimulus not to replicate the AO1 which is presented in the source: to apply knowledge not to repeat it. No knowledge of New Zealand was needed or expected to answer this question. One source question at the end of Section A, B or C will provide an international citizenship link. This is new but accessible knowledge with the core aim to compare how the UK is different or the same.

What was revealed by many answers was a misunderstanding of some key points of the text and poor knowledge of how the two Houses of Parliament work. Surprisingly, very few questioned the undemocratic nature of the House of Lords in the sense that it is not elected. Many answers assumed that there was no opposition party in New Zealand and candidates did not understand what was meant by the government lacking a majority in the House of Lords. This adds emphasis to the overall view that more direct teaching for Section B is essential for candidates to make improvements.

As repeatedly noted the task or quest is to apply the knowledge not to simply repeat it.

Study Source B below and then answer part (d).

Source B: UK and New Zealand Parliaments

The UK has two chambers in its parliament, the elected House of Commons and the House of Lords (the second chamber) which is partly hereditary but largely appointed. In 1951, New Zealand decided to abolish its second chamber (called the Legislative Council) and has run effectively with one chamber ever since. The New Zealand government had been criticised for filling its second chamber with members from the governing party, giving little opportunity for second thoughts or taking other views into account, unlike our House of Lords where the government lacks a majority.

Having one legislative chamber avoids conflict between two chambers and makes passing laws more straightforward. There had been no consensus in New Zealand on how to reform its second chamber – nor any agreement on a suitable replacement. Worldwide, more countries have just one legislative chamber rather than two, thus avoiding the problems which two chambers can bring. But would the UK be less democratic if we abolished our second chamber?

- (d) Source B describes how New Zealand took the decision to abolish one of the two chambers in its parliament.

Compare how the parliaments work in the UK and New Zealand.

In the UK, there are two chambers in its parliament, this makes the process of making a new law longer as it has to run through both houses. However, this creates a democratic vibe which is that everyone's voice is being heard. ~~New~~ On the other hand, New Zealand only has one chamber in its parliament after abolishing their second one. This makes ~~easy~~ decisions easier to make as there would be no disagreement between chambers.

In the UK, in order to make a law, the bill must ~~go~~ be checked by both the House of Commons, and the House of Lords. This could

make things difficult if they disagree but when they do agree, it shows how the ~~court~~ UK is democratic. New Zealand only have one chamber that checks their law making things easier for them but reducing it's democracy.

(Total for Question 4 = 9 marks)



On this response the candidate moves to apply the knowledge by pursuing the topic of democracy in so doing it gains a level 3 mark.



It may be productive to progress on all source questions if the candidate takes a broad view of the source and apply themes which are endemic in the source. To look for the bigger picture as opposed to the literal replication of the source.

Study Source B below and then answer part (d).

Source B: UK and New Zealand Parliaments

The UK has two chambers in its parliament, the elected House of Commons and the House of Lords (the second chamber) which is partly hereditary but largely appointed. In 1951, New Zealand decided to abolish its second chamber (called the Legislative Council) and has run effectively with one chamber ever since. The New Zealand government had been criticised for filling its second chamber with members from the governing party, giving little opportunity for second thoughts or taking other views into account, unlike our House of Lords where the government lacks a majority.

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- (d) Source B describes how New Zealand took the decision to abolish one of the two chambers in its parliament.

Compare how the parliaments work in the UK and New Zealand.

(6)

In the UK there are two parties, being the House of Commons and the House of Lords. This creates a good democracy, as although the House of Lords did not get elected they are still somewhat significant to the UK parliament for example they still have partial involvement with passing of laws.

Whereas in New Zealand their parliament consists of one of two chambers, showing that they prioritise the efficiency of the passing of laws rather than giving the newly abolished chamber a chance to be involved.



This response is not fully clear nor extensively developed as such it gains a level 2 mark. It does raise a valid and credible point about the House of Lords not being elected.

Question 5 (a)

Examiners saw some very mixed answers. Many simply gave age restrictions without attempting to offer or develop the reasons. Most popular type answers referred to safety/danger; health and maturity. Some simply gave reasons without linking to a particular restriction. Most popular restrictions were driving age, voting, smoking/alcohol, marriage/sex.

Once again we are presented with the command word 'reasons' – as such the response requires some form of detail and substance to score well.

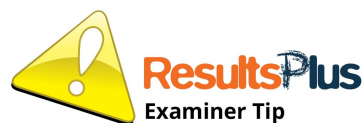
5 (a) Give **two** reasons for imposing age limits which legally restrict the activities of young people.

(2)

- 1 It protects young people from dangerous situations. For example underage drinking makes young people more vulnerable to threat.
- 2 It protects the health of young people - smoking can cause long-term health issues.



Here we are given two reasons supported by clarity in the examples provided.



Using an example helps to establish and clarify the reasons which are given.

5 (a) Give **two** reasons for imposing age limits which legally restrict the activities of young people.

(2)

1 Not really democracy as not everyone can vote and voice their opinion no matter what it is.

2 Many under the age of voting, such as 15-17, are mature enough and understand how they are impacted so should be allowed to vote.



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Examiner Comments

This fails to establish two reasons and can only obtain one mark.

Question 5 (b)

It was pleasing to see some good answers to this question, especially those which mentioned benefits beyond cost and speed. Where mistakes arose these were often related to discussing the benefits for criminal law where mediation does not arise.

The command of the question is explicit and clear – we are being asked for three benefits.

(b) There are occasions in civil legal disputes when citizens may choose not to go through the court system, but instead decide to use mediation.

Suggest **three** benefits of using mediation instead of the formal civil court procedures.

(3)

1 It prevents the offender from become to scared or ashamed in the presence of the court.

2 it allows for easier cooperation as they are less deterred by the idea of standing and sharing something considered personal.

3 They want to remove the consequence of prison of Aries and as they want the offender to live to be resolved and not the offender to be punished so severely.



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Examiner Comments

Here we can only credit two of the three benefits provided. Prison is the domain of the criminal law and mediation covers civil law.



Candidates have to appreciate and understand the core differences between criminal and civil law. For is this area of the law does differ both in content and in process.

(b) There are occasions in civil legal disputes when citizens may choose not to go through the court system, but instead decide to use mediation.

Suggest **three** benefits of using mediation instead of the formal civil court procedures.

(3)

- 1 It is done in a more calm and stress free environment - you can think straight and make more sustained judgements.
- 2 Both sides / parties can talk through the issues more, increasing their understanding of the issue at hand.
- 3 They can reach more thought of and, sustained judgements ~~an~~ and resolve it more quickly and cheaper as mediation provides cheap and easy support.



Here we are provided with three distinct and separate benefits – and full marks are obtained.

Question 5 (c)

This question produced confusion for many candidates. A huge number did not understand the concept or principles of the 'sources of law'. Many answers simply gave examples of laws or issues dealt with by the legal system (murder, theft, drink driving) without mentioning which area or source this law originated from – such as common law, precedent or statutes. Magna Carta featured relatively frequently as did EU legislation. There were some references to Common Law and statute but too many gave civil and criminal law without relating to the source or type. Many did not seem confident in what they were being asked to do. The question is essentially asked how (or where) we get our law from in the UK; such fundamental principles have to be understood.

There are two elements to this question. We require an example and an explanation.

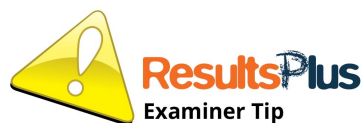
(c) Using an example, explain **one** source of law which forms part of the UK's legal system.

(2)

Driving at 17. You must be 17 or
older to be able to drive a
car.



Here we are simply given the age requirement for driving a car. We are given no idea of where this law is sourced – here statute law.



If the question demands an example plus an explanation – it is impossible to gain full marks by the provision of an example alone.

(c) Using an example, explain **one** source of law which forms part of the UK's legal system.

(2)

stop and search police are free to stop and search anyone they feel who is carrying a weapon or something they shouldn't be, the person has no way of rejecting the search.



Here this is the police process; we have no idea where the source of law is and cannot award any marks.

(c) Using an example, explain **one** source of law which forms part of the UK's legal system.

One source of law is case law where ⁽²⁾ judges or Presidents in courts do something that becomes a law for all other judges to follow.



Here case law or precedent is identified and correct

(c) Using an example, explain **one** source of law which forms part of the UK's legal system.

(2)

statute law. This is the legislative part of the UK's legal system. Parliament makes laws, and hears the views on things from the public. Statute Law takes into account people's morals.



Here statute law is identified and correct – although we may question the moral connection – this does not damage the clarity.

Question 6 (b)

Virtually all candidates could give one correct answer and most gave two. This is perhaps a good example of the importance of the need to read carefully the question which asks about the same crime, not different crimes. Acting in self-defence is not a mitigating factor as far as the law is concerned for if self-defence is accepted – then the defendant is innocent and does not receive any punishment. Many cited age, repeat offenders and the plea entered by the defendant.

All questions require attention to detail – and this question is no exception to that rule. Here we require the basis why two offenders who commit the same crime may end up with differing punishments.

(b) Give **two** reasons why courts may decide to impose different punishments on offenders who commit the same crime.

(2)

1 So the offender doesn't commit another crime when out of prison.

2 So ~~both~~ both offenders' don't stay in touch.



This candidate has not fully thought through their response – there is no understanding of the law and some wishful thinking on dealing with offenders.



Quite often when dealing with punishments it is good not only to prepare candidates for the range of punishments but the theory which is behind different punishment types.

Question 6 (c)

A significant number of candidates could not distinguish between civil and criminal cases and went on to conclude that cuts in civil legal aid would lead to an increase in crime. The spending cuts referred to were not in education or welfare benefits but in civil legal aid to people who wished to challenge in court the decisions against them about not getting the school place of their choice or not receiving the welfare benefits they felt entitled to. However many were able to see the central theme that those on lower incomes were being denied access to justice because of their lack of wealth, not the merit of their case.

Study Source C below and then answer part (c) below.

Source C: Access to justice

- Access to justice and the right to a fair hearing are fundamental to any just society.
- We are lucky enough to live in the oldest unbroken democracy on Earth – a place where the vulnerable and voiceless should be able to defend their rights and challenge injustice, even if they cannot afford to pay.
- However, cuts in civil legal aid have put publicly funded advice and representation beyond the reach of many. Funding has been scrapped for entire areas, with the majority of family, immigration, employment, debt, welfare benefits and education cases now falling outside the system's scope.
- The cuts in criminal legal aid have not been as severe.
- Without providing fair access to justice for all people from all walks of life, our legal system is in danger.
- The legal system should not be for the very rich alone but an avenue for all to gain a fair hearing and fair trial.

(Source: based on <https://www.liberty-human-rights.org.uk/campaigning/other-campaigns/access-justice>)

(c) Source C shows how access to justice has been restricted by the cuts to legal aid.

Explain why our legal system may be viewed as being in danger.

(6)

Our legal system might be in danger because there are going to be cuts in legal aid that have not been as severe. Also, without providing fair access to justice for all people from all walks of life, our legal system is in danger. However, we are lucky enough to live in the oldest unbroken democracy on earth – a place where vulnerable and voiceless should be able to defend their rights and challenge injustice, even if they cannot afford to pay.



Here is view from the opposite end of the mark level spectrum. All we have is simply a re-mix of the source – the candidate adds no personal or individual insight to the area.

Question 8

A considerable number of candidates seemed unsure of the meaning of devolution and what it has entailed. Several seemed to think that the 'UK' was synonymous with 'England'. There was considerable confusion over the current status of Scotland or the chronology of events in recent Scottish history so that the independence referendum was often placed before devolution or after the Brexit vote. Several answers focussed almost entirely on Scotland and ignored Wales and Northern Ireland. Some noted the anomaly of Scottish MPs voting in Westminster about primarily English affairs. Some of the better answers were able to discuss differences in culture, language and history. A few noted the Olympic team is a GB/UK team but few picked up the idea of national teams (Rugby, Football particularly) as being a focus for intense nationalism in all four countries.

It has to be stressed that this carries the most marks of any question on the entire paper and is not always given the attention and focus it requires.

Devolution is a major topic on the specification. It comprises one of the most significant changes to the UK constitution in recent years.

- 8 Devolution has led to many UK residents believing that they are citizens of Scotland, Wales or Northern Ireland rather than citizens of the UK.

How far do you agree with this opinion?

Give reasons for your opinion, showing that you have considered different views on the topic.

(15)

In your answer, you could consider:

- Identity
- Government in the constituent parts of the UK

I agree with this opinion to an extent. This is because someone's ~~identi~~ identity, for example, where ~~they~~ they were born, could make them think they belong in that smaller area instead.

Also, ~~the~~ Scotland has more power than Wales or Northern Ireland. This can make ^{Scottish} citizens think they are independent or are not a UK citizen. The referendum a few years ago for Scotland to become an independent country could've made citizens believe they're separating from the UK.

Devolution means that the central government in England allows ~~to~~ Scotland, Wales or ~~the~~ Northern Ireland to have more powers than usual. Scotland can pass some of their own laws which could make citizens believe their parliament is more powerful than it actually is.

On the other hand, ~~some~~ I also ~~disag~~ disagree with this opinion since UK residents all ~~have~~ have a British passport which lets them know they are a UK citizen. People are also educated on devolution which means they ~~have~~ have a good understanding of their citizenship.



This response lacks depth and fails to demonstrate a well-founded and extensive appreciation of devolution as it has arisen in the UK.



As always the aim is to look and work to the overall challenge posed by this extended question. Here we need the candidate to understand the process of devolution and the impact on the UK which it has made currently.

8 Devolution has led to many UK residents believing that they are citizens of Scotland, Wales or Northern Ireland rather than citizens of the UK.

How far do you agree with this opinion?

Devolution - power has spread out

Give reasons for your opinion, showing that you have considered different views on the topic.

Identity -

(15)

In your answer, you could consider:

- Identity
- Government in the constituent parts of the UK

Devolution of power means that, within the UK, power, through politics or government, has been more spread out throughout the UK in Ireland, Scotland or Wales. This devolution of power can make these countries more powerful, independent and ~~stronger~~ furthermore, seen as more independent in the public's eye rather than simply being part of the UK.

Therefore, it could be argued that this devolution of power does indeed lead people to believing that they are citizens of Scotland, Northern Ireland or Wales rather than being part of the UK. This could be the case as devolution of power has enabled UK countries to become and appear more independent to the public. ~~For~~ For example, The Scottish referendum for independence, despite not going through, clearly demonstrated to the public and citizens of the UK that these countries were beginning to feel more

independent and were wanting to have more power outside of the UK. This was clearly demonstrated to the public even outside of Scotland through mass media coverage and therefore showed UK citizens the effects of devolution of power. Events such as the Scottish referendum for independence could have led to many people ~~feeling more~~ identifying more with simply being Scottish rather than being considered as the whole of the UK ~~entire~~ as this clearly demonstrated a want for more independence power for UK countries. As well as events such as the Scottish referendum affecting how Scottish people view their identity, the mass media coverage could have caused citizens in other UK countries to want more independence outside of the UK and wanting to identify more with just their country, such as in Wales or Northern Ireland.

In disagreement with this statement, however, devolution and politics could perhaps have ~~caused~~ little affect on how someone identifies their nationality and instead could simply be due to patriotism within certain members of society or well as simply identifying more with one's own country rather than the whole of the UK. Despite Scotland, ~~Wales~~ Northern Ireland and Wales all being part

of the UK, they all have seemingly different views, beliefs, and culture to one another. Due to this, people living within the UK may feel they are citizens of their UK country rather than the UK as they simply identify more with ~~the~~ their home country and its culture rather than the whole of the ~~the~~ UK. This is in disagreement with ~~the~~ the statement as it suggests that how a member of ~~the~~ the UK identifies themselves or where they identify with could have little to do with devolution or ~~part~~ politics and instead could be more ~~due~~ ^{due} to life in their countries compared with the whole of the UK.

However, another ~~reason~~ point that could ~~agree~~ agree with the statement is due to the devolution of power in the government throughout the UK. Despite Scotland, Wales and Northern Ireland all being part of the UK their government and politics does slightly ~~change~~ differ between the countries due to the spreading out of political power no longer being completely based in London or Westminster. This devolution could mean that more political power and independence between regions and UK ~~to~~ countries could lead to people

feeling more identifying more with their
country or region as politicians and government
are not one in the same for all meaning
that UK citizens could feel more agreement
with politics in their region or country.
Recent events such as Brexit could also lead
to this as different countries within the
UK all wanted different things such as Scotland
as a whole voting to remain while England
voted to leave. This can mean more people agree
more with their own country than other countries
within the UK. Therefore, I agree with the
statement.



In contrast to the script above this is a level 4 response. Here the candidate is aware of the process of devolution and the wider and constitutional changes it has ushered in



Question 8 carrying 15 marks is a major part of the examination. It is always accompanied by two links to the specification and as such will combine two sections – here Sections A & B. Whilst it is not mandatory to make exclusive links here – it is apparent that most information on this topic will arise in those sections

- 8 Devolution has led to many UK residents believing that they are citizens of Scotland, Wales or Northern Ireland rather than citizens of the UK.

How far do you agree with this opinion?

Give reasons for your opinion, showing that you have considered different views on the topic.

(15)

In your answer, you could consider:

- Identity → multiple identities → government have
- Government in the constituent parts of the UK → all say.

Devolution is where power is shared from central to regional areas. This is what was done to Wales, as it has its own national assembly, and Scotland, who has its own parliament.

I agree with this statement ^{because} ~~to an extent because~~ all ~~four countries are~~ now that Scotland has its own parliament ~~so~~ the Scottish are able to make decisions for their ~~at~~ own country instead of following the laws of England. Therefore, they make their own decisions about education, their voting age and the language they speak. Now, because the Scottish have a different voting age and education system and even have their own language it is difficult for citizens to relate with the citizens of England because the English obey laws that differ from the Scottish. Furthermore, it creates a cultural divide because of how different the regulations are for both countries. Therefore, I agree with this statement because citizens of Scotland are unable to relate with the rest of the UK and believe their only citizens of Scotland rather than the UK.

furthermore, I agree with this statement because Wales and Scotland have been permitted to make their own laws concerning the welfare of their own people. This leads to people believing their citizens of Scotland, or Wales rather than citizens of the UK because if a Scottish person were to travel and move to live in England they would be unable to fully integrate at first because the running of the English day to day life would be different to Scottish life. Therefore, because they would need time to settle suggests ~~that~~ that they're somewhere foreign and ~~the~~ this proves that Scottish ~~people~~ or Welsh citizens do not consider themselves to be UK citizens.

However, I only agree to this statement to an extent. I also disagree because people can have multiple identities. This is when a person relates or associates themselves with multiple aspects. For example, a person would consider themselves to ~~be a~~ be both a Scottish and UK citizen. This is because although ~~the~~ Scotland and Wales control ~~the~~ their own laws final major decisions are still made by the UK government. For example, the UK ~~government~~ government will decide whether to leave or stay in the European Union and if they decide to leave it will affect all four countries; England, Scotland, Wales and Northern Ireland. Therefore, ~~because~~ because major decisions like this impact all four countries it is possible for someone to identify themselves as a UK citizen as well as a Scottish/Welsh or

Irish citizen.

Furthermore, I also ^{disagree} ~~agree~~ with this statement because none of the four countries have left the UK and are still apart of the same island. Therefore, in schools they will be taught about each others cultures because they're all part of the UK and share the same government. Furthermore, Scotland, England, Wales and Northern Ireland share a similar history and this enables all countries to relate to each other, as they've suffered the same smuggles. This relation made between the countries allows citizens to identify themselves as the same UK citizens. Therefore, I disagree with this statement because ~~the~~ devolution hasn't prevented people from identifying themselves as UK citizens.

In conclusion, I agree with this statement because devolution has allowed the countries to make different laws and this in turn makes their cultures different and causes an inability for citizens to identify themselves as UK citizens.



Another example of a top level response.

Paper Summary

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

- It would be good practice for candidates to read the assessment objectives and through this process target the marks allocated for different questions far more productively – also the use of mock exams would be a good idea, to hone up on best technique.
- As with last year we did see stretches of blank responses to certain questions. This once again confirms that not all Centres are teaching all the specification – or as may be the case not devoting enough time equally for all sections.
- It is worth repeating from the body of this report and from the report last year about securing good marks from all the source questions. As there are no AO1 marks in these the replication of the source gains minimal marks. The task is to appreciate the themes within the extract and apply wider own knowledge to the context.
- Also when considering the message of this year's Examiner report – a key point is how important and effective the use of examples can be in increasing marks. At times the question may demand examples but even in cases where they are not demanded they often aid understanding.
- Last year candidate performance was better in Section A than it was in Section B & C. This would again confirm that the coverage of the specification is in some cases piecemeal and that it is not possible to gloss over or not to teach all areas of the specification.

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>

