

Examiners' Report
June 2019

GCSE Citizenship 1CS0 02

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2019

Publications Code 1CS0_02_1906_ER

All the material in this publication is copyright
© Pearson Education Ltd 2019

Introduction

Section A

The most common issue on this paper arose for candidates whose choice of action was not related to citizenship. These candidates found this, and 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 researching the advantages and disadvantages of the death penalty, investigating whether or not firearms should be legalised in the UK or should dogs be weaponised, debating whether or not involuntary manslaughter should be given a prison sentence.

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. Despite the advice given in the 2018 examiners' report, there are still examples of such actions included ending the exclusion of LGBT from the US military, reducing the power of the police, deciding whether or not war and genocide can be justified and going on strike to raise the wages of an individual.

The following guidance should be considered by centres when planning how to manage the Citizenship action with their candidates.

Remember that the six stages of the action outlined in Theme E can all be the basis of questions on Paper 2 Section A, so 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 do have a better prospect of being successful, as long as they do also clearly link to themes as the specification requires. Choosing a specific aim or goal which candidates have a reasonable chance of achieving is important because there has to be a realistic basis for assessing the success of the Citizenship action in terms of outcome achieved.

Centres should carefully consider the points in the 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 have gained sufficient understanding of the themes, so as to be able to identify meaningful links between the specification themes (e.g. - diversity, democracy, power, justice, accountability, equality, participation) and the action.

Whether candidates go down 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.

Chosen candidate actions 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 chosen specification themes. Although the specification makes it clear candidates will be not penalised if an action didn't 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.

As long as 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 - uniform, sports

offered, timetable, homework patterns, menus offered, 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 - 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, locations of local courts, opening times and services police stations or other public bodies, issues involving the elderly, 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 or punishment or 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.

The easiest way to be sure a possible action meets all the requirements is to test it against these six questions and to be confident that the answer to all the questions is an unmistakable **YES**. Even if there is a single **NO**, it would be best to amend the proposed action and eliminate the **NO**. The six questions are:

1. Does the proposed action have a clear goal (whether in terms of **awareness raising** or **social/community** action)?
2. Is the topic listed in one of the four **themes** on the specification or very closely related to such a theme?
3. Is the proposed action likely to **make an impact** or **difference** locally, nationally or globally?
4. Does the team have sufficient **time** or other resources to carry out such an action?
5. Will the proposed topic link closely to the **concepts and terms** which apply to the theme on which the proposed action will be based?
6. Will it be possible to **measure** in a **precise and reliable way** how successful or unsuccessful the action has been in terms of achieving its goal?

Section B

Centres are reminded that candidates are required to apply their own knowledge and understanding of taking action to comment on other's actions in relation to the topics outlined in Theme D of the specification. A number of 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 e.g. 'we raised awareness'. This meant that a significant minority of students 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. Centres are reminded that 'explain' questions require more than a brief response such as 'we wanted to raise money for X'.

1 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.

Euthanasia - raise a
disseusion within a group of
people, debate between MPs

(a) Explain **one** outcome you hoped your citizenship action would achieve. (2)

we hoped our citizenship
action would be discussed
and debated.



This is an example of a generic response that gained no credit. Candidates are to be reminded that their response needs to be clearly related to their own action. Here, it is unclear what the candidate wished to have discussed and debated.

1 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.

to reduce the amount of plastic packaging
being used in our school

(a) Explain **one** outcome you hoped your citizenship action would achieve.

(2)

to have recycling bins in every
classroom and raise awareness to make
people recycle in their homes.



This response has a clearly identified and explained outcome, so gains full marks.

Question 1 (b)

The majority of candidates were able to identify one method of evaluation, most often using a questionnaire or a survey after the action to check if opinions had changed, although a common issue with making general responses was demonstrated by the minority of candidates who simply stated that they carried out a questionnaire. Such responses would not gain any credit unless they were explicitly related to how this helped candidates measure the success of their outcome.

Candidates should be reminded that questions using the command word 'explain' require some development to access full marks. A number of candidates found their marks were limited by relying on simple statements about the method of evaluation rather than adding development about what this told them about their success.

Candidates should also be reminded that the development will be need to be two distinct points rather than giving the same development twice e.g. 'we surveyed the students who attended our assembly to find out what they had learned about X' and 'we asked the teachers who watched the assembly what they had learned about X'.

1 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.

Homelessness.

(a) Explain **one** outcome you hoped your citizenship action would achieve. (2)

Students to have more of an awareness on homeless people.



This response clearly identifies **two** different methods used to evaluate success- a quiz before and after the lesson and a survey two weeks after the action - with some development for both methods, which merits full marks. This is explicitly related to the action carried out by the students, which is required for any marks to be awarded.

1 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.

We raised awareness about human right and how this impact immigrants.

(a) Explain **one** outcome you hoped your citizenship action would achieve.

In ~~to~~ our citizenship action ^{we} would hope to achieve. ⁽²⁾ To teach some Y7 how this impacts immigrants and to teach them about human rights also to get their opinion.

(b) Explain **two** ways in which you evaluated the success of your citizenship action.

⁽⁴⁾
1 The first way to our success was team work because in my citizenship action they ~~was~~ were fear of us so we had to work hard and keep motivating each other to get to the next step.

2 The second way ~~was~~ to our success was to teach the Y7 about human right and how this impacted the immigrants. So we had to explain carefully so they can understand as well get their opinion.



This response describes what the candidate did rather than how the methods used to evaluate success. This was a common mistake by candidates, and gains no credit as it does not address the question set.

Question 1 (c)

Many responses to this question were generic rather than related to candidates' experiences of taking action. In order to access marks, candidates are required to link how working in a group affected the outcome of their own action rather than making simple statements such as "working in a group made our outcome a success", 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 found out about different views on their chosen issue.

- 1 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.**

Ryde Pride - LGBTQ+ equality

- (c) Explain one way that working in a group affected the outcome of your citizenship action.**

Working in a group made our citizenship action a lot more ⁽²⁾ successful than it would have been otherwise, since everyone had different skill sets so were given different roles. This allowed us to do things faster, and also to do them better.



This response clearly links how working in a group - so being able to allocate different jobs - affected the outcome of the action - allowing the action to be completed faster, thus gaining full marks for identifying one way with some development.

1 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.

The reason why it is important to be able to have the freedom to vote in elections no matter what age you are.

(c) Explain **one** way that working in a group affected the outcome of your citizenship action.

(2)

One way that working in a group would affect the outcome of my citizenship action is because by working in a group people are more likely to listen.



This response gains no credit as it is generally about group work rather than how group work affected the **outcome** of the action. Candidates should be reminded to answer the whole question rather than focus on a small part of the wording like this.

Question 1 (d)

A significant number of candidates misread the question and talked about research they had carried out in general rather than how the research helped them choose their action, and so were unable to access any marks.

1 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.

Our group took part in a citizenship action about mental health.

(d) Explain **two** ways in which initial research helped you select your citizenship action.

(4)

1

Everyone knows that mental health is a range but they're not aware how many people it actually affects and how it impacts on their lifestyle

2

People needed to hear how it actually impacts you on a daily basis, and how anyone can get it from any age.



This response identifies two reasons for the choice of action, but because they are not directly linked to the research carried out, this response cannot be awarded any credit. Candidates should be reminded to answer the whole question rather than one part of it to gain credit.

1 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.

Raising awareness for mental health.

(d) Explain **two** ways in which initial research helped you select your citizenship action.

(4)

1 We asked people to complete a survey on their mental health to see if it was a problem and what areas of mental health we needed to focus on. After receiving the results we decided that it was something that we needed to try and help with.

2 After brain storming ideas on which citizenship action to take, someone ~~mentioned~~ mentioned mental health. We decided to research it and realised we didn't know enough about it and that it isn't spoken about as much as it should be.



This response clearly identifies two methods of research and explicitly explains how these methods helped them choose their citizenship action, thus meriting full marks.

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- if any- references to their own experiences of taking action.

A number of candidates simply gave generic answers about the most important factor in guaranteeing success such as planning well or working in a team rather than addressing the question on the importance of equal participation by all team members, which limited marks to level 2 because of the lack of understanding demonstrated in regards to how the key question focus of participation by all applies to taking action.

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.

1 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 has a negative effect on Kenilworths school and the wider community. I did litter picking to help resolve this problem.

(e) 'All members of the team need to participate equally if a citizenship action is to be successful.'

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)

~~To an extent I do agree with this ^{view} ~~statement~~ for reasons such as because without a team you might take too long on the citizenship action. For example, in~~

To an extent I do agree with this view for many reasons. For example, if a person in a group decide not to participate equally, they will be giving the people in their group more to do. This can massively slow things down and potentially cause the group to be out of time and unfinished on their citizenship action which will make it unsuccessful.

However, I believe that there are much more important things to do to make a citizenship action successful. For example, adaptability. Adaptability is important because if one of your ideas goes wrong, you can change the idea and still make it work. This is more important than equal participation because without adaptability, your action could go wrong and never be recovered. Adaptability is also important for when problems like unequal participation happen as the group must adapt to different roles to get the citizenship action done.

Another reason for why I agree with the view that everyone must participate equally is because it might encourage/make others in the group not want to participate fully. This is important because if everyone starts to put in minimal effort, the citizenship action will potentially be given up and unfinished.

Another reason against this view is that time management is more important for a successful citizenship action. For example, without good time management, the group will fall behind and potentially have an unfinished action. Spending too much time on one thing would mean less time on something else. This links to the person's view because with good time management, it wouldn't matter if ^{there} ~~one~~ wasn't equal participation as the group could ~~still~~ finish and be successful if time was used well.

In my opinion

In conclusion, there are a lot more points/reasons against this view which show why equal participation is not needed for a successful citizenship action.



This is a typical low level 3 response. The candidate attempts to give a balanced response with simple development but fails to include any detail from their own experiences of taking action. Candidates should be reminded that it is essential to substantiate their responses in Section A of this examination with examples from their own action.

1 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.

Raising awareness for the national votes at 16
campaign by doing an assembly to encourage
people to take part

(e) 'All members of the team need to participate equally if a citizenship action is to be successful.'

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 view because participation means that different view points can be given. This is good as in my group we all decided no one feels left out isolated or left out in the group. ~~The~~ participation is good because in my team we made sure everyone was participating by voting on every idea. This is good as people felt more comfortable giving ideas and ~~models~~ and having a ^{freedom} ~~variety~~ of expression which is essential for democracy which we mirrored in our action. I also agree with this because participation means ~~people~~ can that we can carry out our action quicker and more easily, because in my group we worked together so therefore we could carry out our assembly to our best ability. This is good as ~~we~~ ^{you} ~~we~~ ^{can} ~~could~~ get your point across

quicker so more people are aware so action can be taken quicker. Another reason why I agree is that participation means that people can give their points of view, in my group we asked everyone to give their opinion on a certain topic. This is good as more viewpoints means that we can get as much information so we can carry out a better action.

However I disagree as participating equally means that people aren't doing jobs better suited to their strengths. For example in my group we highlighted ^{a person's} ~~people's~~ strengths and gave a person a job for collecting information. This means that the action can't be carried out to the best ability as it meant that people didn't understand so can't give the right information to the audience. I also disagree as participating equally means that it can be more time consuming as people fixate on the fact they have to share responsibility instead of doing it. For example in my group we set out certain roles for different

people so that we could get the action done quicker. This means that people lose the idea that we are trying to make and focus on less important things. I also disagree as it can cause tension. For example in my group one person thought they were doing more than another person. This is an issue as people feel that a certain person might be doing less so they are more likely to conflict and waste time so our action can't be carried out.

Although I agree that participation is important to the success of an action I feel that ~~everything~~ everything else is just as important so should be thought about as well.



This response gives a balanced answer with developed arguments and explicit links between the arguments made and their own experiences of taking action, thus meriting a level 4 award.

Question 2 (a)

A well answered question by the majority of candidates. Many were able to make use of the source material to identify the two ways social media helps influence people to vote, and could link them explicitly to how they influence people to vote.

Candidates who lost marks here either quoted the source with no development, or made simple points such as 'more young people are on social media' without clearly relating the point to how it helps influence people to vote.

2 Study the sources in the Sources Booklet about the use of social media in a general election campaign before you answer this question.

(a) Explain **two** ways in which the use of social media may have influenced individuals to vote.

(4)

- 1 The use of social media (twitter and facebook) influences one to vote as it is something many people promote and share on their page which makes people want to be a part of it, therefore influencing them to vote.
- 2 Social media has many celebrities and people regard them as role models, the more what ever they stand for is something their following also stand for. E.g ~~Steve~~ Stormzy being linked with Labour influenced many to vote for Labour. It is like a trend all desire to be a part of.



This response clearly identifies **two** ways in which social media may influence individuals to vote with development of each point, thus meriting full marks.

2 Study the sources in the Sources Booklet about the use of social media in a general election campaign before you answer this question.

(a) Explain **two** ways in which the use of social media may have influenced individuals to vote.

(4)

- 1 One way it may have encouraged individuals is the way they read about it on social media. It encourages more people to get involved and more people start wanting to get involved because they see everyone else doing it.
- 2 Another way it may have encouraged individuals is the way they read about it on the internet. The internet is a huge part of peoples lives so they listen to what they get told.



This response is a typical example of an answer where a candidate makes the same point twice, thus limiting their marks. 2 marks awarded.

Question 2 (b)

A good variety of answers were made by candidates who had clearly engaged in discussions about different age groups tend to vote in different ways.

There were some common mistakes, however, with some candidates making very general responses such as “only old people care about politics”.

(b) Explain **one** reason why the voting behaviour of under-30-year-olds differs from that of those aged over 50.

(2)

Generally people who use social media heavily are those in their under 30s, this often means they have a far more liberal outlook due to the freedom of information online and the rise of movements like feminism on social media. However those in the older generations tend to be more conservative due to not having much access to social media and so reading tabloids which tend to be much more biased one way.



In contrast to the previous response, this candidate makes clear and specific points about how ideology and beliefs may affect the voting behaviour of both under-30-year-olds and those aged over 50, thus meriting full marks.

(b) Explain **one** reason why the voting behaviour of under-30-year-olds differs from that of those aged over 50.

people over 50 have more traditional⁽²⁾ views, whereas people under 30 have more modern views.



This was a very common generic response where candidates failed to gain marks because of the lack of understanding.

Question 2 (c)

Candidates seemed to find this question very challenging, with large numbers of responses given failing to refer to the source material as directed by the question. Many of the responses seen were very general, with basic references to political parties actually using social media but not linking this to the source.

There was also a significant degree of misinterpretation, with a number of 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 about why a viewpoint is correct but may also be about why a viewpoint may be argued to be incorrect.

(c) According to the source, 'political parties don't really understand the importance of social media'.

Using the source, analyse why this viewpoint might be **wrong**.

(2)

This viewpoint might be wrong as it says that the Labour Party gained more followers because of their links on social media.



This response links the source material to why the given viewpoint may be wrong - because the Labour Party gained more followers - but lacks development of why this demonstrates that the political parties **do** understand the importance of social media. Therefore, only 1 mark is awarded.

(c) According to the source, 'political parties don't really understand the importance of social media'.

Using the source, analyse why this viewpoint might be **wrong**.

(2)

This viewpoint might be wrong because politicians such as Jeremy Corbyn understood that ~~th~~ to target and capture ~~the~~ a larger audience he needed to use social media. He did this by gaining links with Stormzy and JME which gave him more followers.



This response links the source material to a brief explanation of why the given viewpoint may be wrong, thus meriting full marks.

Question 2 (d)

This question was often answered in very general terms about using social media rather than how it can help widen political participation. This limited marks to level 1 at most. There was also a degree of repetition by many candidates, with points about raising awareness and spreading ideas.

A sizeable number of candidates also answered the question by focusing on how social media encourages people to vote - which was excluded by the question. Such responses would gain no credit, unless there was a clear and specific link to how social media can also encourage political participation.

(d) Explain how the use of social media can encourage wider political participation other than simply voting.

(6)

Social media can encourage people to stand up for what they believe in as they can start their own campaigns for issues and begin a petition for people to sign online to support them. This allows smaller issues to be widely recognised.

It can also encourage people to be more involved in politics by running to represent the local council or borough. This creates more support for local politics as they express local views.

It can also encourage people to set up a local protest against what they believe is wrong. This allows people to unite through social media to fight for what is best.



This is an example of a level 3 response. The candidate makes a number of points that are clearly focused on encouraging wider political participation with development and some exemplification, thus meriting full marks.

(d) Explain how the use of social media can encourage wider political participation other than simply voting. ↳ protests etc

(6)

The use of social media can encourage wider political participation other than simply voting, because of its wide range massive amount of users. Many people use social media daily and this can lead to wider political participation, because something can go viral on social media allowing a mass of people to see it and have an opinion on it, possibly the same opinion on it. For example, if an issue goes viral ~~online~~ online and many people see it and feel as if it's not being taken seriously, it can lead to people organising protests or campaigns. Protests and campaigns are forms of political participation. Therefore, ^{use of} social media may encourage political participation that's not just voting.



This level 2 response gives a couple of points with brief development, but lacks the range and detail required to reach level 3.

Question 6

This question was generally answered well, with the majority of candidates able to identify a pressure group and the issue it campaigns on. Candidates who lost marks mainly did so because they failed to give a specific name of a pressure group and instead gave a general idea e.g. 'the climate change pressure group'.

6 Name **one** pressure group that you have studied and an issue it campaigns on.

A pressure group would be Labour party as they their campaigns are mostly issued if we should stay or leave the EU and they are offering deals for Theresa May.



A common error on this question was to name a political party rather than a pressure group. Such responses would gain no credit as this is incorrect.

6 Name **one** pressure group that you have studied and an issue it campaigns on.

Lives before Knives is a pressure group that tries to reduce the number of young people carrying knives by offering activities in order for them to eventually stop carrying weapons that could potentially be lethal.



This is an example of a response where the candidate has studied a local pressure group. This is a perfectly valid way to deliver the specification, and can be an excellent way of engaging candidates with the course content.

Question 7

The majority of candidates were able to identify one way in which rights are protected in the workplace, with the most common reference being to trade unions or employment law, such as the Equality Act. However, many candidates failed to gain the second mark for lack of development, and simply restated the question e.g. 'One way in which rights are protected in the workplace are by trade unions. Trade unions protect the rights of people in the workplace.'

There were also a minority of candidates who gave general answers about rights rather than one way in which rights are protected in the workplace e.g. 'everyone has the right to a break'.

7 Explain **one** way in which the rights of people in the workplace are supported.

Salary should be fair amount and workers should be treated kindly, this is supported now as in the past work was harsh and unfair and things had to change.



This is a typical example of a vague response with no specific reference to a way in which the rights of people in the workplace are supported. Candidates should be reminded that general answers such as this will gain no credit.

7 Explain **one** way in which the rights of people in the workplace are supported.

There are workplace unions. These unions offer advice or help take action when someone feels that their rights have been jeopardised in the work place.



This was the most common response seen, with trade unions identified as the way in which the rights of people in the workplace are supported, with some development on how they do this. 2 marks awarded.

Question 8

The majority of candidates were able to identify two features of democratic political systems, with the most common responses being voting and being allowed to join political parties or pressure groups. However, many candidates were limited to two marks rather than four because of the lack of development of their responses. Simple references such as 'democratic countries can vote but non-democratic countries cannot' will not merit full marks because the command word here is 'explain' rather than 'identify'. Such questions require some explanation of the differences to merit full marks.

Some candidates also lost marks by giving the same point twice e.g. have votes and choose MPs in elections. Such responses would only merit one mark as only one way has been suggested.

8 Explain **two** differences between democratic and non-democratic political systems.

1 A democratic political system is one where everyone has the right to vote for whoever ever they want. in

2 A non-democratic political system only has one party running for election so it's not a fair election.



This response correctly identifies **one** feature of a democratic political system and **one** feature of a non-democratic political system, thus meriting two marks. However, there is no explanation of the **differences** between the systems e.g. on voting or on number of parties running for election, therefore this response cannot be awarded any additional marks.

8 Explain **two** differences between democratic and non-democratic political systems.

1 In a democratic country like Norway, the freedom of expression is valued. Citizens are able to state whatever they wish. However in North Korea, as it is non-democratic they do not allow the criticism of the government. If this does occur, people are taken to ~~political~~ prison camps.

2 In Norway anyone is allowed to join a political party or form a pressure group. However, in North Korea any political participation, not approved by the state is illegal.



This response directly compares **two** features of democratic and non-democratic political systems with some development, thus meriting full marks.

Question 9

Many candidates were able to explain the UK's commitments to the UN well, often with references to peace-keeping and human rights. However, many such responses were then limited to level 2 as there was little, if any, reference to the UK's commitments to NATO. 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 response was generic rather than specific to the organisations in the question, e.g. "They work on peacekeeping".

Knowledge and understanding of the UK's commitments to NATO was much less detailed. The majority of candidates were only able to identify the requirement to offer support to other NATO members in times of war. Centres are reminded that Theme D6 of the specification requires candidates to study the role of the NATO, the UK's relations with NATO, and the benefits and commitments arising from membership of NATO.

9 Explain the commitments that NATO and the United Nations expect the UK to fulfil as a condition of membership.

NATO and the United Nations expect the UK to supply armed forces and try to peacekeep when the time is necessary.

They also expect the UK to vote and participate in debates over the current situation that needs to be dealt with, and come to an agreeable conclusion with the other members within the organisation.

They also expect the UK ~~to~~ not to cause large disputes between the other members.

This response makes the common error of discussing both organisations together. Responses that do not consider the organisations individually will be limited to a level 2 mark.

- 9 Explain the commitments that NATO and the United Nations expect the UK to fulfil as a condition of membership.

Both NATO and the UN expect the UK to maintain peace among member nations. NATO requires the UK to prevent conflict among its members, while the UN requires the UK to ~~hear~~ participate in sessions aimed at solving global conflict.

NATO gives a specific role to the UK, which is to defend member nations in an attack. If a NATO member is being presented with major conflict, the UK must go and assist the member country by providing military aid and expertise.

The UN has granted the UK a place on the Security Council, and it requires the UK to deal with global security threats. By being part of the council, the UK must have the final say on major security issues as well as cooperating with other members of the council.



This is a level 3 response. The candidate clearly describes the UK's commitments to both NATO and the UN individually with some development.

Question 10

Centres should remind candidates 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. Centres should also remind candidates 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.

With regards to the knowledge and understanding demonstrated for this question, the majority of candidates were able to present arguments related to opinions influencing people's views and attitudes, and freedom of speech. The main discriminator between the levels for such responses was the degree of evidence accompanying such arguments.

One limitation for candidates was the lack of evidence - most responses were quite generic and offered no examples of influencing opinions or damaging reputations, which would be required for a level 4 award.

10 'The role of the media should simply be to report the news, not to offer opinions.'

Write reasoned arguments to support and oppose this statement.

(10)

Some people may agree with the statement that the role of the media should simply be to report the news, not to offer opinions. This is because the media, through opinion, could influence what people think, affecting what they might do with their life/choices. By reporting the news, it is more factual and does not contain irrelevant points which ~~are~~ would mean that the news may be false. As a result, more people will watch/read the news. A tabloid which is an informal newspaper is an example of which includes opinion. This newspaper includes ~~of~~ gossip which may affect a person's life. Media should instead talk about facts or what has happened rather than being biased. Though bias acts, people can only get one side of the story rather than both. As a result, people do not know what it's like for the other person/group which would again, heavily influence their actions or thoughts.

However, some people may disagree with the statement that the role of the media should simply be to report the news, not to offer opinions' as the

media have the right to give thoughts and behold opinions as long as they do not go against the Editors role of media conduct Act. This means that the media should not include false and misleading information about an issue or topic, rather they should be truthful. Also, by offering opinions, it is a right to speak their minds as long as it is fair and does not go against the law. People/wider audiences are then able to acknowledge both arguments and what people think ~~about~~, resulting in them ~~also~~ being able to gain knowledge. By the media giving opinions, the audience media company can be used as a form of entertainment. This would mean that people can buy their newspapers, here, their business are not losing out and making no money.

To conclude, I agree with the statement as the media could ignore heavily on what people think - their actions or a result, may be negative or positive etc.



This is a balanced response which makes a number of points with some development and evidence, thus reaching level 4.

10 'The role of the media should simply be to report the news, not to offer opinions.'

Write reasoned arguments to support and oppose this statement.

(10)

I agree with the statement that "The role of the media should simply be to report the news, not to offer opinions"; to some extent.

I agree with the statement because the role of the media is to provide the news because that is what we as the public expect. For example, we pay for newspapers and such so that we can read about what is going on in the world; not to read about what the editor thinks about last night's football game or something because we can get these sorts of opinions anywhere, from anyone, for free. These types of opinions in the media can cause major disputes between the people or between the people and the source of these opinions which can be harmful for the company and even cause it to go bankrupt.

On the other hand, offering opinions can encourage others to do the same and not be afraid to speak out about

different subjects e.g. many more people have begun to speak out against gay pride month under the excuse that soldiers only ~~have~~ ^{get} a minute of silence whereas gay people get a whole month. This shows that media is a powerful source that can ignite something in someone to have the courage to speak openly about their opinion.

In conclusion, I agree with the statement to some extent as media's opinions can cause major arguments but can also help people speak out and offer their own opinions because at the end of the day we are all opinionated and have the right to share these opinions under the freedom of speech.



This is a level 2 response. While the candidate has given a balanced response with some development, the range of points made and the evidence provided is insufficient to move beyond level 2.

Question 11

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

The biggest issue on this question, however, was the significant number of candidates who wasted time describing the history of human rights and what rights we should be entitled to rather than addressing the question directly. Such responses would remain in level 1.

Most candidates who did directly address the question tended to focus on one aspect - national or international- and so lacked a balanced response, so limiting their marks to level 2. Those candidates who did try to address both national and international aspects tended to make quite general points, particularly on the national side. This was surprising, given that human rights is covered in both Themes A (national) and D (international) of the specification.

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 of human rights being protected or not being protected nationally and internationally.

11 'Human rights are best protected at a national rather than at an international level.'

How far do you agree with this view?

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

- UDHR

- HRA

- EDHR

- UNCRC

- How effective?

ICJ

legislation may not work!

Geneva convention?

(15)

In your answer, you could consider:

- Development of human rights
- Rights and responsibilities in challenging global situations

I disagree that human rights should be protected only nationally. The first meaningful human rights document, the Universal Declaration of Human Rights, was created in 1948 after the events of the second world war with the intention of never letting another war break out again. Using this, countries then implemented the declaration into its own legislation, for example the UK has the Human Rights Act 1998, which enforces the United Nations' document by law. However, the global protection of human rights exists to protect people from all countries, especially as a war in one country will affect many other countries in things like trade.

Moreover, global human rights protects people as citizens of the world, not as one country. For example, the United Nations convention on the rights of the child as well as the Geneva convention seeks to protect the rights of innocents internationally. Although the UK may seem unaffected by the poor condition of human rights in Africa, we are as our mobile phones and other technology used resources

~~erected~~ mined by child workers who work in terrible conditions and are exploited. As a result, we need to protect the rights of all people worldwide in order to prevent the richer countries from becoming capitalist societies where ^{the weak} ~~people~~ are exploited.

However, it would be deemed unfair to not focus on protecting the rights of a country's citizens, especially if the citizens are being patriotic and fighting to protect the country. Inside a country, laws can be passed that legally protect human rights, like the Human Rights Act 1998, whereas conventions and declarations such as the UDHR and the UNCRC are unable to be enforced as international law, especially as corrupt governments do not participate and comply with these vital documents. As a result, the only way to ensure human rights are being fully protected is to enforce them as law within a country's own legislation.

Equally though, there will be countries who, if left alone and with citizens unprotected by international law, will abuse their corrupt positions and not help to improve the rights of their citizens. Having international documents, therefore, ensure that everyone has a way to protest abuses of their human rights. For example, a citizen from a European country may take their case to the European

Court of Human Rights and state their case if they have no or unfair national protection. This has happened in developed countries, including the UK, where a UK citizen has been denied ~~in~~ using the HRA, but has won their case in the ECtHR. As a result, human rights should be protected more internationally as it avoids the problem of corruption as well as solidifying worldwide rights with back-up sources.

Overall, I strongly disagree with the statement. Human rights are best protected internationally because then all citizens, everywhere, have access to a court protecting their human rights. The implementation of legislation only furthers the protection within a country, which by itself has proved to fail its citizens many times, including in developed nations like the UK.



This is an example of a top level 4 response. The candidate makes a number of well-developed points with excellent substantiation and balance, coming to a clear conclusion that is supported by the arguments made in the essay.

Paper Summary

Based on their performance in 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 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
- Candidates need to be able to explain the roles and functions of all the international organisations named in Theme D, and should be prepared to discuss them individually in Question 9 in particular, as this will always be based on two of those named international organisations
- Candidates are not required to come to a reasoned conclusion in Question 10
- Progression through the levels on Question 11 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>

