



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE
In Citizenship (1CS0)
Paper 1

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Summer 2022

Question Paper Log Number

Publications Code 1CS0_01_2206_MS

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General Marking Guidance

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

Question number	Answer	Mark
1(a)	<p>C is the correct answer as the three facts show multiple identity</p> <p>A there is no reason to suggest that the three facts produce conflicting loyalties</p> <p>B there is no evidence in the illustration for competing political loyalties</p> <p>D None of the facts presented indicate any ethical prejudice</p>	(1)

Question number	Answer	Mark
1(b)	<p>D is correct as it accurately depicts the concept of tolerance</p> <p>A is incorrect as it does not encourage others to act</p> <p>B is incorrect as it does not forcefully oppose others views</p> <p>C is incorrect as it does not attempt to silence others</p>	(1)

Question number	Answer	Mark
1 (c)	<p>In each case, award one mark for the way explained and a second mark for developing this way:</p> <ul style="list-style-type: none"> • It promoted and advanced the right to a trial by peers/jury (1) this is important as it secures individual justice (1) • It advanced the idea that a Monarch had to act with integrity and fairness (1) This was set to limit the Monarch's arbitrary power which has never since arisen (1) • It promoted and advanced the rule of law (1) this is important for it shows the law to be applicable to all in society (1) • It established the principle that nobody should be falsely imprisoned or have rights removed (1) This improves the potential for a fair trial. (1) 	(4)

	Accept any other valid answer which explains the development of human rights	
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Question number	Answer	Mark
1 (d)	<p>In each case, award 1 mark for knowledge (AO1)</p> <p>The government plans for age structure of the UK population as follows:</p> <ul style="list-style-type: none"> • It will have to ensure there are sufficient places in education for children and young adults – such as school provision • It will have to ensure that the older generations have access to suitable housing to meet their needs • It will have to ensure all generations have access to medical support – be that birth facilities where the population is growing and care facilities for the elderly • It will have to plan that there is a suitable transport infrastructure for mobility across the generations. <p>Accept any other valid answer.</p>	(2)

Question number	Answer	Mark
1(e)	<p>Differences between councillors and officers in local government may include the following:</p> <ul style="list-style-type: none"> • Councillors are elected by the local population whereas officers are appointed to their post • Councillors remain in post until they are re-elected or retire whereas officers generally have more permanent terms of employment • Councillors are held accountable by the local residents for policy decisions whereas officers merely carry out the commands of the elected councillors • Councillors in the main (though not always) have a political affiliation to a political party whereas officers have to show no political bias in the execution of their role. <p>Accept any other valid differences and examples which show relevant application of knowledge and understanding</p> <p>Credit will be given to candidates that identify the roles of councillors and officers</p>	(2)

Question 2

This 6-mark Question has been removed due to the nature of the hate crime that has caused distress to some candidates.

Question number	Answer	Mark
3 (a)	<p data-bbox="411 286 895 315">Award 1 mark for knowledge (AO1)</p> <ul data-bbox="459 365 1166 954" style="list-style-type: none"> <li data-bbox="459 365 1062 394">• Chairs debate in the Commons chamber <li data-bbox="459 405 892 434">• Keeps order during debates <li data-bbox="459 445 1150 517">• Issues cautions to MPs who infringe Commons rules <li data-bbox="459 528 1067 600">• Determines who speaks and when in the Commons <li data-bbox="459 611 1094 683">• The Speaker is impartial and has to ensure fairness in procedure <li data-bbox="459 694 1166 797">• The Speaker by convention will cast his/her vote with the sitting government if there is a tie in any votes in the Commons <li data-bbox="459 808 1166 911">• The Speaker has the power to impose sanctions if MPs break the established rules and conventions of the Commons <li data-bbox="459 922 1123 952">• S/he also serves as an MP for a constituency. <p data-bbox="411 1003 1082 1075">Accept any other valid answer which provides an example of the role of the Speaker.</p>	<p data-bbox="1313 1043 1353 1072">(1)</p>

Question number	Answer	Mark
3 (b)	<p>In each case, it is possible to award one mark for the stage identified and a second mark for explaining this stage. It is also possible to award 2 marks for a detailed explanation without expressly stating the precise stage being cited.</p> <p>The passage of a bill goes through many stages before it becomes a law, these include:</p> <ul style="list-style-type: none"> • Papers published before the bill appears in Parliament – such as a Green or White Paper (1) Here the Government is giving advance notice of its thinking and invites others to share their thoughts (1) • First Reading of the bill (1) This stage is simply reading out the title of the bill and its overview, no debate takes place (1) • Second Reading of the bill. (1) This discusses the principle and the more detailed parts of the bill and if successful it moves to the next stage (1) • The next stage is the Committee Stage (1) Here there is line by line examination of the detail (1) • Next is the Report Stage (1) Here the Committee report and the whole House has a chance to comment (1) • The next stage is the Third Reading (1) Here there is the final chance to comment and vote on the bill (1) • This process also repeats in the next chamber (the bill can start in Lords or Commons). (1) Some bills such as finance bills, remain in the Commons only (1) • There is also the amendment stage where both Houses changes are reconciled. (1) This is where differences are resolved (1) • The final stage is the Royal Assent. (1) This is where the Monarch signs the bill for it to become law. (1) <p>Accept any other valid answer which explains the process.</p>	(4)

Question number	Answer	Mark
3 (c)	<p data-bbox="411 286 1070 360">Three ways in which the UK Parliament hold the government to account are:</p> <ul data-bbox="459 405 1123 943" style="list-style-type: none"><li data-bbox="459 405 938 439">• Prime Ministerial question time<li data-bbox="459 450 852 483">• Ministerial question time<li data-bbox="459 495 1123 568">• Written questions to members of the government and their relevant departments<li data-bbox="459 580 1007 613">• Debates and votes on specific topics<li data-bbox="459 624 959 658">• Holding a Vote of No Confidence<li data-bbox="459 669 967 703">• Departmental Select Committees<li data-bbox="459 714 767 748">• Liaison Committee<li data-bbox="459 759 831 792">• Parliamentary Inquiries<li data-bbox="459 804 1115 837">• Other committees e.g. Privileges Committee<li data-bbox="459 848 1123 943">• Checks and balances a part of the traditional system of parliamentary scrutiny <p data-bbox="411 976 831 1010">Accept any other valid answer.</p>	<p data-bbox="1315 976 1355 1010">(3)</p>

Question number	Answer	Mark
4(a)	<p>C is the correct answer as this is the House's key role</p> <p>A is incorrect for the Royal Family play no active part in politics</p> <p>B is is incorrect as the Hous of Lords has no control over money matters</p> <p>D is incorrect as some House of Lords members are party political</p>	(1)
4(b)	<p>D is correct as General elections must take place every 5 years</p> <p>A is incorrect for membership of a political party is not mandatory</p> <p>B is incorrect as virtually all seats are contested</p> <p>C is incorrect as voting takes place in secret with no compulsion to reveal how their vote was cast</p>	(1)
4 (c)	<p>A is correct for judges through judicial review can check if governments have exceeded thier authority</p> <p>B is incorrect because MPs do not take an oath of allegiance to their constituents</p> <p>C is incorrect for constitutional rules are the product of parliament</p> <p>D is incorrect for appointments to the Cabinet are the role of the PM</p>	(1)

Question number	Indicative content
4 (d)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The Head of State in France is elected by the people whereas in the UK our Head of State – the Monarch is an hereditary post • There is a limit of 10 years on how long a French President can serve whereas in the UK the Head of State (the Monarch) serves for life • In France the President is closely involved in political life and makes political decisions whereas in the UK the Monarch is not involved in party politics • In France the President can remove at will the PM whereas in the UK the PM’s tenure is not dependent on the Head of State (the Monarch) • In France elections use the second ballot system to ensure the winner has a majority whereas in the UK we use the FPTP system and a vote of over 50% does not occur • In France voting takes place at weekends (Sunday) whereas in the UK it takes place normally on a weekday – usually Thursday. • A UK PM can be selected without any reference to the electorate. A UK PM must be selected or elected as party leader before becoming PM. <p>Accept any other valid answers.</p>

Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the source context.
2	3-4	<ul style="list-style-type: none"> Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the source context.
3	5-6	<ul style="list-style-type: none"> Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about the source context.

Question number	Answer	Mark
5 (a)	<p>In each case, award 1 mark for knowledge why a prison sentence may not be the most appropriate punishment for some offenders:</p> <ul style="list-style-type: none"> • Prison may not deter some people who leave prison as hardened criminals not reformed individuals • Putting key family members in prison may result in wider hardship for the rest of the family (e.g. single parent) • Prison is not as effective a punishment as community orders where a person gets connected to society as opposed to disengaged in prison • Prison is not as effective as others forms of punishment • Placing more people in prison has not slowed the rate of crime • Prison has different impact depending on the age of the offender (e.g. having less remedial impact on young males) • Prison may be ineffective or inappropriate for (e.g. people who have mental illness; who need rehabilitation not offered in prison) <p>Accept any other valid answer which suggest why a prison sentence may not be the most appropriate punishment for some offenders (not the offence committed)</p>	(2)

Question number	Answer	Mark
5 (b)	<p>In each case, award up to 1 mark for applying knowledge and understanding of roles played by citizens in the legal system:</p> <ul style="list-style-type: none"> • A citizen can be asked to serve as a juror in cases which have a jury trial • A citizen can become a magistrate – and serve to dispense justice in a local area • A citizen can serve as a special constable and can assist the Police in their role • A citizen can serve as a lay member on a tribunal. • A citizen can have a role as a witness in legal proceedings <p>Accept any other valid answers.</p>	(3)

Question number	Answer	Mark
5 (c)	<p>The aspects of the presumption of innocence include:</p> <ul style="list-style-type: none"> • Presumption of innocence ensures that those accused of a crime are given a fair trial (1) • Presumption of innocence also means that the prosecution must prove guilt and that the accused doesn't need to prove innocence (1) • A person remains innocent until trial process has concluded and verdict given (1) • Presumption of innocence allows the accused to present their case (1) • The presumption of innocence ensures that all accused are equal before the law. (1) • People held in custody before charge are presumed to be innocent (e.g. rules on length of detention; treatment in custody) (1) <p>Accept any other valid ways.</p>	(2)

Question number	Answer	Mark
6(a)	<p>D is the correct answer as Tribunals deal with employment related issues such as unfair dismissal</p> <p>A is incorrect as this issue will be dealt with in a court</p> <p>B is incorrect as all theft is dealt with in the court system no matter what the value of the theft</p> <p>C is incorrect as it is a family law matter dealt with by the courts</p>	<p>(1)</p>

Question number	Answer	Mark
6 (b)	<p>In each case, award one mark for the reason identified and a second mark for explaining that reason:</p> <ul style="list-style-type: none"> • A victim fearful of further injury or retaliation may not report a crime (1) because they do not feel they have adequate protection (1) • A victim of crime may not wish to disclose the crime if it is a domestic setting where parties live together. (1) This may bring harm to the family relationships (1) • The crime may be considered too petty to be reported. (1) This may be because there is no confidence in the authorities to resolve the matter (1) • The victim may have reported a similar crime in the past and no positive outcome arose. (1) This may reflect a lack of faith in the police (1) • The victim may feel that s/he may not have enough evidence to present to secure a conviction. (1) Some crimes are more difficult to establish than others. (1) • The police may choose not to record a crime (1) in which case it is not included in the statistics (1) • The police have to choose which category to place a crime in (1) which may mean they wrongly categorise affecting the statistics (1) <p>Other reasons may also be offered, accept any other valid response.</p>	(2)

Question number	Indicative content
6 (c)	<p data-bbox="405 286 715 322">Marking instructions</p> <p data-bbox="405 336 1382 412">Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 below.</p> <p data-bbox="405 425 817 461">Indicative content guidance</p> <p data-bbox="405 474 1378 586">The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated. Other relevant material not suggested below must also be credited.</p> <p data-bbox="405 645 801 680">Relevant points may include:</p> <ul data-bbox="453 694 1382 1464" style="list-style-type: none"><li data-bbox="453 694 1382 770">• The police may have problems in gathering evidence and asking difficult and direct questions to discover the facts<li data-bbox="453 784 1382 860">• The process of investigation is difficult as they have to pursue justice for victims but also treat suspects with respect<li data-bbox="453 873 1382 1039">• As the police try to ensure order they are in a difficult position as they cannot infringe freedom of movement and free speech but at the same time there is the need to protect other individuals and their property<li data-bbox="453 1052 1382 1128">• The police have to be careful that in carrying out their role they use proportionate and necessary force<li data-bbox="453 1142 1382 1263">• A decision not to go to court and possibly issue a caution is a balancing judgment especially if the caution fails to prevent the suspect committing further crimes<li data-bbox="453 1276 1382 1352">• Recent controversial issues have damaged public confidence in and perception of the police<li data-bbox="453 1366 1382 1464">• Identification of police misconduct e.g. corruption, racism, bias, stereotyping, sexism, misogyny etc, leading to mistrust

Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the source context.
2	3-4	<ul style="list-style-type: none"> Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the source context.
3	5-6	<ul style="list-style-type: none"> Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about the source context.

Question number	Answer	Mark
7 (a)	<p>C is correct for some statues are a sign of past injustice for some people</p> <p>A is incorrect as the source for removal thinks slavery is not forgotten and there remains concern about its impact</p> <p>B is incorrect as the extract makes no note of a multicultural society and statues</p> <p>D is incorrect as the source does not imply that streets and squares are always suitable venues for statues</p>	(1)

Question number	Answer	Mark
7 (b)	<p>D is the correct answer for keeping statues keeps us in touch with our past</p> <p>A is incorrect the source identifies the public as playing a part in requesting statues</p> <p>B is incorrect for it does not state that celebrating events from the past should be avoided</p> <p>C is incorrect as it false to cite the favour of fictional heroes as the best example of our history</p>	(1)

Question number	Answer	Mark
7 (c)	<p>In each case, award 1 mark for analysing the source to identify points of agreement (AO3):</p> <ul style="list-style-type: none"> • Both sources agree that illegal acts in toppling statues is wrong(1) • Bothe sources agree that people should learn about their past (1) <p>Accept any other wording for the above points of agreement.</p>	(2)

Question number	Indicative content
7 (d)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive, and candidates are not required to include all the material which is indicated as relevant.</p> <p>Relevant points may include:</p> <p>An analysis of the case for removal and counterpoints:</p> <ul style="list-style-type: none"> • Slavery is an insult to humanity and the generations who suffered under its yoke. As such links or commemorations of this in statues should not stand. However, we have to take account of the time it was placed there • When new facts and new values arise we have to re-examine the reasons for the original statue. However, some see statues as a type of 'time capsule' on the views of society at that time. • It is natural that people who have suffered under harsh regimes strike out at the statues which towered over them and represented a cruel life. However, this does destroy a piece of heritage and information • Cecil Rhodes is responsible for taking land off original settlers and destroying their history, he should not be a focus for admiration. However, what he did still remains, and the statue reminds us of our past views and actions despite their misguidance • A statue of Jefferson Davis is an insult to black US citizens and a condoning of the slave past in the country. However, it is part of the ethic culture and background which has shaped the modern US <p>An analysis of the case for retention and counterpoints:</p>

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| | <ul style="list-style-type: none">• Statues reveal to us our past and helps to explain life of former societies. However, some may argue that there are things which should be forgotten, and some statues may be an insult to sections of society.• Statues act to celebrate and commemorate both people and events as such they are milestones on our journey in life. However, some argue that some events and people are not deserving of celebration and commemoration• Statues of fictional heroes add a touch of celebration to life. However, some argue what is the point in having a statue of somebody who never actually lived?• Statues do have their downsides – but it is better to keep them and know the wider truth than to eradicate them. However, some say we should never celebrate any individual who caused misery famine or death• Statues are not only good at revealing the past, but they serve to celebrate the present and show our admiration and gratitude to some outstanding individuals. However, some may argue that particular statue or person is a subjective choice and not for a few to decide. <p>Other valid points may be raised</p> |
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Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Little analysis of views expressed in the source: the views are poorly understood or considered at a superficial level. • The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. • An overall judgement on the views is missing or asserted.
2	4-6	<ul style="list-style-type: none"> • Some analysis of the views expressed in the source, but consideration of different views is focused mainly on one side of the argument. • The evaluation shows some evidence of reasoning and coherence, but it focuses mainly on one side of the argument. • Judgements on the views are given, but with limited substantiation.
3	7-9	<ul style="list-style-type: none"> • Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is un-sustained. • The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth. • Judgements on the views are given, although they may not be fully substantiated.
4	10-12	<ul style="list-style-type: none"> • A convincing and sustained analysis of the different views expressed in the source. • The evaluation contains reasoned, coherent arguments, showing good breadth and depth. • Judgements on the views are well substantiated.

Question number	Indicative content
8	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Arguments to support the statement that devolution has made a difference to citizens in the UK may include:</p> <ul style="list-style-type: none"> • Different rights exist in different parts of the UK. This was brought into sharp relief with devolved policy on the response to the Covid-19 pandemic where rights differed in all nations of the UK • Different duties are placed on the different nations of the UK by devolution. In Scotland the Parliament has the power to levy a higher rate of income tax thus placing a heavier financial duty on Scotland • In the devolved nations the level of services provided by the devolved governments are significantly different – this covers health and education as prime examples • Many argue that the roll out of devolution has exaggerated the perception of identity so much so that it has fuelled the importance of identity even more in Scotland and led to a further surge in demand for independence. <p>Arguments to counter the statement that devolution has made no difference to citizens in the UK may include:</p> <ul style="list-style-type: none"> • Westminster the UK Parliament remains sovereign and it continues to pass laws in respect of UK citizenship that applies throughout the UK such as the HRA and the Equality Act. Changes may be made to some aspects of life in the devolved nations but this is only modifying to adapt to local circumstances as in the Covid-19 pandemic. Rights are consistent across the UK • Scotland has the power to modify income tax – and this is only by + or -3p in the £ this is only marginal and it has never been used – all other taxes are consistent such as VAT • Services always differ at local levels. Across England the range and quality of services vary as local government adopts different policies

	<p>– devolution is merely a variant on this. It is an example of localism and regions spending their money as they think best</p> <ul style="list-style-type: none"> • Devolution may have raised a person’s perspective of identity but in Wales and Northern Ireland the demand for independence has not increased and Scotland in 2016 voted against independence. It may also be argued that identity has not changed at all. <p>Other valid points may be advanced and if valid should be accepted.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • A simple or generalised answer, showing little analysis of relevant viewpoints. • The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. • An overall judgement is missing or asserted.
2	4-7	<ul style="list-style-type: none"> • Some analysis of relevant viewpoints, but this is focused on one side of the argument. • The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth. • An overall judgement is given, but with limited substantiation.
3	8-11	<ul style="list-style-type: none"> • Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is un-sustained. • The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth. • An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.
4	12-15	<ul style="list-style-type: none"> • Convincing and sustained analysis of relevant viewpoints on both sides of the argument. • The evaluation contains reasoned, coherent arguments, showing good breadth and depth. • An overall judgement is given which is well substantiated through the evidence provided.