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# GCSE

# CITIZENSHIP STUDIES

Paper 1  
Report on the Examination

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8100/1  
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## **General**

The new specification for 2018 entry had a strong uptake from schools. Some schools had effectively prepared students with a sound grasp of the various ways citizens can participate in British society. The more successful students understood the core concepts of democracy and government in this country. The roles of political parties and pressure groups had been explored in depth. Clear knowledge of the different institutions and where power lies in the United Kingdom was an area less secure. The theoretical concepts of the constitution and how this is changing over time was an area of weakness. Looking at local politics and how citizens could be involved needs development.

There was a range of responses on the active citizenship element of the paper. It was clear from responses that schools had carried out a wide range of work and many students had become active members of their community. There were some excellent examples of active citizenship projects such as helping the homeless community in a particular area to improving facilities for the local community. Responses which show evidence of evaluation and which move beyond a narrative approach achieve higher marks. The Lead examiner commends Course Tutors for enabling students to do this and commends students for their confidence and ability to demonstrate such higher level skills.

**Question****01.1**

Responses that focused on the judgement element of the role had understood the definition clearly. Responses which focussed on law-making roles did not gain marks.

**01.2**

Many responses provided a clear example of being an active citizen using digital media. Generic responses which considered voting online did not gain marks.

**01.3**

Most students understood the difference between a petition and referendum. Two clear differences were required. Some responses, however, would state a descriptive point in the first section and then make the difference in the second section, which would limit the marks awarded.

**01.4**

A clear description of what a demonstration could be, followed by an example was required. Responses which did not describe demonstrations in relation to citizenship did not gain marks.

**01.5**

There were many strong responses to this question which could clearly explain the advantages of joining a political party such as wider appeal and access to nationwide decision making mechanisms. More general responses about increasing the likelihood of change without a clear explanation of how were also seen.

**01.6**

Students who used the source effectively by drawing out the reasons for use of media to bring about change and included own examples were the hallmarks of the strongest responses for this question. Responses that simply relied on the source for the example, Surfers Against Sewage, demonstrated a lack of wider knowledge and could not progress to the higher levels.

**02.1**

Many responses were clear on how interactions outside of the classroom aided in the investigation. Many cited expert knowledge being shared and a greater sense of empathy with a cause which could help the active citizenship. Explicit reference to a group or individual was seen in the strongest responses.

**02.2**

Responses identified an issue with the investigation process. More developed responses were able to explain the initial issue and the impact this would have, such as a skew in the data due to a small sample size and the consequences of this.

**02.3**

Stronger responses focused on the evaluation part of the question. They outlined the strengths and weaknesses of the investigation with evidence to support. Responses that simply outlined what happened in the investigation with little evaluation of the process and/or outcome did not gain as many marks.

**02.4**

This question saw a number of articulate responses and allowed students to explain their active citizenship in more detail. Higher order responses were analytical in style and provided precise research material and clear explanation of what was done with it. Students should be commended for the many higher order responses for this question. A common feature of higher order responses was the need to test the reliability of information or data and directly outline how this impacted on the project. Responses which were more narrative in style without direct reference on how the investigation research furthered the actual project did not gain higher marks

**03.1 (Multiple choice)**

Most responses had a clear understanding of the concept- everyone being equal under the rule of law.

**03.2**

Many responses confidently explained what the role of the legislature does in regards to creation, scrutiny and amendment of laws. However a number of responses drifted into describing the role of the Judiciary and courts system which received no credit.

**03.3**

Responses which paraphrased the source did not gain marks. Questions of this nature are best answered by using an example, from the source and then directly stating the difference in the UK system.

**04.1 (Multiple choice)**

The Additional Members System was the correct answer.

**04.2**

This question about areas of policy that the Scottish Government controlled was answered well. Most responses gave specific examples of policy area.

**04.3**

The question required two clear reasons/motives to stand at local elections. Stronger responses provided motives at a practical level such as improving a local area but also the theoretical idea of supporting democracy.

### **05.1 (Multiple choice)**

Most responses correctly identified the UK General Elections as one correct answer. The second correct response (English local council elections) was less well-identified.

### **05.2 (Multiple choice)**

Most responses could identify House of Commons MP as one correct answer. The second correct response of London mayor was less well identified.

### **05.3**

Many responses did not have a base knowledge on where power lies in the UK system. The strongest responses used the source material as a starting point and then made a direct comparison to the UK system, such as where the executive sits within the structure and the election cycle.

### **06.1 (Multiple choice)**

Most responses could identify the UK has an uncodified constitution.

### **06.2**

Strong responses to this question had a clear focus on the level of devolved powers to other countries such as tax powers on certain issues to Scotland. This was balanced with an understanding that Westminster still controls authority over a number of UK wide issues such as defence. A simple narrative of the law making process in Westminster could not progress to the higher levels.

### **07.1 (Multiple choice)**

There were a wide range of responses to this question. The majority could identify the correct response of 650.

### **07.2**

This question was answered well and contained a balanced approach. Strong responses could provide clear precise knowledge for the arguments on each side of the debate and formed a clear judgement overall. Evidence linked to rights and roles 16 year olds could undertake now, including in Scotland, was effectively deployed in stronger responses. More generic evidence linked to immaturity of the age bracket could not progress to the higher levels.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.