

**GCSE  
CITIZENSHIP STUDIES  
8100/2**

Paper 2

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**Mark scheme**

June 2019

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Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Section A – Life in modern Britain**

Qu	Part	Marking guidance	Total marks
01	1	<p><b>Which of the following organisations regulates television and radio in the UK?</b></p> <p>Correct response – C</p> <p>AO1 = 1</p>	1
01	2	<p><b>Identify two examples of social media.</b></p> <p>Award 1 mark for each correct example. Examples could include:</p> <ul style="list-style-type: none"> <li>• Facebook</li> <li>• Twitter</li> <li>• Instagram</li> <li>• WhatsApp</li> <li>• Telegram</li> <li>• Snapchat</li> </ul> <p>Award 1 mark for any other correct example.</p> <p>AO1 = 2</p>	2

01	3	<p><b>Referring to Source A, discuss two reasons why restricting the freedom of the media could strengthen democracy.</b></p> <p>The candidate answer requires the application of knowledge regarding the ways in which a free media can undermine democracy, as indicated by the source, to a discussion about why restrictions on media freedom may be needed to strengthen democracy.</p> <p>2 marks maximum for each clear application of understanding of a reason why restricting the freedom of the media could strengthen democracy against how democracy can be undermined by a free media as outlined in the source.</p> <p>Award 1 mark for a limited application of understanding of a reason why restricting the freedom of the media could strengthen democracy against how democracy can be undermined by a free media as outlined in the source.</p> <p><b>N.B.</b> 2 distinct reasons required.</p> <p><b>Indicative Content</b></p> <table border="1" data-bbox="309 981 1273 1639"> <thead> <tr> <th data-bbox="309 981 721 1057">Source</th> <th data-bbox="726 981 1273 1057">Strengthen democracy</th> </tr> </thead> <tbody> <tr> <td data-bbox="309 1064 721 1281"> <ul style="list-style-type: none"> <li>Erosion of personal privacy</li> </ul> </td> <td data-bbox="726 1064 1273 1281"> <ul style="list-style-type: none"> <li>The privacy and rights of the citizen need to be safeguarded from intrusion by an unaccountable media.</li> <li>The media may seek to undermine public figures, via revelations about their private lives, with whom they disagree politically.</li> </ul> </td> </tr> <tr> <td data-bbox="309 1288 721 1639"> <ul style="list-style-type: none"> <li>Unreliable news stories</li> </ul> </td> <td data-bbox="726 1288 1273 1639"> <ul style="list-style-type: none"> <li>The media needs to play a responsible role in accurately informing citizens to ensure they are able to participate in the democratic process effectively.</li> <li>The citizen needs to be able to trust their sources of information if they are to make informed decisions in things such as referendums.</li> </ul> </td> </tr> </tbody> </table> <p>AO2 = 4</p>	Source	Strengthen democracy	<ul style="list-style-type: none"> <li>Erosion of personal privacy</li> </ul>	<ul style="list-style-type: none"> <li>The privacy and rights of the citizen need to be safeguarded from intrusion by an unaccountable media.</li> <li>The media may seek to undermine public figures, via revelations about their private lives, with whom they disagree politically.</li> </ul>	<ul style="list-style-type: none"> <li>Unreliable news stories</li> </ul>	<ul style="list-style-type: none"> <li>The media needs to play a responsible role in accurately informing citizens to ensure they are able to participate in the democratic process effectively.</li> <li>The citizen needs to be able to trust their sources of information if they are to make informed decisions in things such as referendums.</li> </ul>	4
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02	1	<p><b>What percentage of the UK’s population lives in England?</b></p> <p>Correct response – B</p> <p>AO1 = 1</p>	1				
02	2	<p><b>Using one example, explain the term ‘global identity’.</b></p> <p>Award 1 mark for an accurate definition of the term ‘global identity’ and award 1 mark for an example.</p> <p>The idea that an individual feels part of a global community – their identity is not constrained by geographical or national ties but may be based upon emotional ties which can be experienced by citizens from around the world.</p> <p>An example may be cultural (being a Manchester United supporter) or political (being a socialist or environmentalist).</p> <p>AO1 = 2</p>	2				
02	3	<p><b>Describe two reasons for the changes in the UK’s population shown by the graph in Source B.</b></p> <p>The candidate answer requires the application of knowledge regarding the changes in the UK’s population shown by the graph in Source B.</p> <p><b>Indicative Content</b></p> <table border="1" data-bbox="309 1285 1273 1700"> <thead> <tr> <th data-bbox="309 1285 791 1323">Reason</th> <th data-bbox="794 1285 1273 1323">Development</th> </tr> </thead> <tbody> <tr> <td data-bbox="309 1328 791 1700"> <p>Award 1 mark for each reason described. For example:</p> <ul style="list-style-type: none"> <li>• Immigration</li> <li>• Employment</li> <li>• Education</li> <li>• European Union</li> <li>• Escaping War Zones</li> </ul> <p><b>N.B.</b> Award 1 mark for any other relevant reason described.</p> </td> <td data-bbox="794 1328 1273 1700"> <p>Award an additional mark for the clear development of the reason identified by the candidate. This development may be through a link to source B or the actual development of the reason identified by the candidate for the changes in the UK’s population shown in source B.</p> </td> </tr> </tbody> </table> <p>AO2 = 4</p>	Reason	Development	<p>Award 1 mark for each reason described. For example:</p> <ul style="list-style-type: none"> <li>• Immigration</li> <li>• Employment</li> <li>• Education</li> <li>• European Union</li> <li>• Escaping War Zones</li> </ul> <p><b>N.B.</b> Award 1 mark for any other relevant reason described.</p>	<p>Award an additional mark for the clear development of the reason identified by the candidate. This development may be through a link to source B or the actual development of the reason identified by the candidate for the changes in the UK’s population shown in source B.</p>	4
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03	1	<p><b>The United Kingdom is a permanent member of the UN Security Council.</b></p> <p><b>Identify two other permanent members of the UN Security Council.</b></p> <p>Award 1 mark for each correctly identified permanent member of the UN Security Council other than the UK. These are: the USA; Russia; China; and France.</p> <p>AO1 = 2</p>	2
03	2	<p><b>Explain the purpose of the World Trade Organisation (WTO).</b></p> <p>The purpose of the WTO is to deal with the global rules of trade between nations.</p> <p>AO1 = 1</p>	1
03	3	<p><b>Which of the following is the Head of the Commonwealth?</b></p> <p>Correct response – C</p> <p>AO1 = 1</p>	1

03	4	<p><b>With reference to Source C discuss two strengths of the Commonwealth which allow it to help its member countries tackle the problems they face.</b></p> <p>2 marks maximum for each clear application of understanding of a strength of the Commonwealth which allows it to help member countries tackle the problems they face to the problems member countries face as outlined in the source.</p> <p>Award 1 mark for a limited application of understanding of a strength of the Commonwealth which allows it to help member countries tackle the problems they face to the problems member countries face as outlined in the source.</p> <p><b>Indicative Content</b></p> <table border="1" data-bbox="308 790 1281 2029"> <thead> <tr> <th data-bbox="308 790 791 831"><b>Strengths</b></th> <th data-bbox="791 790 1281 831"><b>Application/Development</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="308 831 791 2029"> <ul style="list-style-type: none"> <li>• The size of the Commonwealth.</li> <li>• The values of the Commonwealth.</li> <li>• The leadership provided by the Commonwealth.</li> <li>• The experience and expertise the Commonwealth can provide.</li> </ul> </td> <td data-bbox="791 831 1281 2029"> <ul style="list-style-type: none"> <li>• It has 53 member states which includes 30% of the world's population. This gives the Commonwealth 'global reach' in tackling global issues such as climate change.</li> <li>• All members must sign the Commonwealth Charter which outlines the principles and values all member states should both adhere to and promote, eg democracy, human rights and the rule of law. This allows the Commonwealth to provide leadership for member countries tackling the underlying causes of extremism.</li> <li>• Due its size and/or values the Commonwealth can provide leadership for its members in tackling climate change and the underlying causes of extremism.</li> <li>• The Commonwealth can provide effective support and guidance to its member states in tackling climate change and the underlying causes of extremism.</li> </ul> </td> </tr> </tbody> </table> <p>AO2 = 4</p>	<b>Strengths</b>	<b>Application/Development</b>	<ul style="list-style-type: none"> <li>• The size of the Commonwealth.</li> <li>• The values of the Commonwealth.</li> <li>• The leadership provided by the Commonwealth.</li> <li>• The experience and expertise the Commonwealth can provide.</li> </ul>	<ul style="list-style-type: none"> <li>• It has 53 member states which includes 30% of the world's population. This gives the Commonwealth 'global reach' in tackling global issues such as climate change.</li> <li>• All members must sign the Commonwealth Charter which outlines the principles and values all member states should both adhere to and promote, eg democracy, human rights and the rule of law. This allows the Commonwealth to provide leadership for member countries tackling the underlying causes of extremism.</li> <li>• Due its size and/or values the Commonwealth can provide leadership for its members in tackling climate change and the underlying causes of extremism.</li> <li>• The Commonwealth can provide effective support and guidance to its member states in tackling climate change and the underlying causes of extremism.</li> </ul>	4
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04	1	<p><b>At what age were people allowed to vote in the 2014 Scottish Independence referendum?</b></p> <p>Correct response – A</p> <p>AO1 = 1</p>	1
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04	2	<p><b>‘Young people have a responsibility to participate in the democratic process.’</b></p> <p><b>Examine the case for or against this statement.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">7–8</td> <td>                     Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate.                      Developed and reasoned justifications are provided which relate to the evidence provided.                      The justifications put forward form a coherent argument.                 </td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>                     Analysis of a range of evidence and views related to the citizenship debate.                      The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated.                      Conclusions drawn from the arguments may not be completely coherent.                 </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>                     Basic analysis of a limited range of evidence and views related to the citizenship debate.                      Weak arguments are made which are not necessarily related to the evidence selected.                      The arguments represent only a limited range of viewpoints.                      Some attempt is made to integrate the arguments into concluding remarks.                 </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>                     Limited evidence presented and/or evidence presented is not directly related to the citizenship debate.                      Insufficient range of differing viewpoints considered.                      Little or no attempt is made to analyse or evaluate the evidence presented.                      Little or no attempt is made to integrate the points made.                 </td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table>	Level	Marks	Descriptor	4	7–8	Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.	3	5–6	Analysis of a range of evidence and views related to the citizenship debate. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.	2	3–4	Basic analysis of a limited range of evidence and views related to the citizenship debate. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.	1	1–2	Limited evidence presented and/or evidence presented is not directly related to the citizenship debate. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.	0	0	Nothing to credit.	8
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	<p><b>Indicative Content</b></p> <p>Points which may be raised in agreement with the statement could include:</p> <ul style="list-style-type: none"> <li>• high participation rates are necessary for a healthy democracy and all citizens, especially the young, have a civic duty to subsequently participate</li> <li>• it is the responsibility of all citizens, including the young, to ensure they are well-informed and therefore able to participate effectively in that society’s democratic process</li> <li>• if young people fail to participate in the democratic process they forfeit the right to complain or protest against government decisions which adversely affect them or causes they believe in</li> <li>• decisions taken by government will, inevitably, affect young people so it is their interest to participate.</li> </ul> <p>Points which may be raised in disagreement with the statement could include:</p> <ul style="list-style-type: none"> <li>• most young people in the UK being uninterested in, or are apathetic towards politics – due to a distrust of government and a lack of faith in politicians – and the responsibility to address this apathy lies with the political system not young people</li> <li>• some young people in the UK being ‘hapathetic’ – quite content with their lives – have no desire or need to get involved in the democratic process, a decision which is a perfectly responsible one to take</li> <li>• many young people in the UK having a lack of understanding of how the democratic process works – and therefore being are ill-informed about politics and party policies – and the responsibility to address this lies with the political system not young people</li> <li>• the issues which politicians talk about being of no interest, or perceived relevance, to young people in the UK and therefore politicians are responsible for youth disengagement with politics and not young people themselves.</li> </ul> <p>AO3 = 8</p>	
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05	1	<p><b>Name one method a pressure group could use to achieve its aim.</b></p> <p>Award 1 mark for the accurate identification of a pressure group method. This could include:</p> <ul style="list-style-type: none"> <li>• petitions</li> <li>• demonstrations</li> <li>• lobbying</li> <li>• direct action</li> <li>• celebrity endorsement</li> <li>• boycotts; leafleting</li> <li>• use of social media</li> <li>• media stunts.</li> </ul> <p>AO1 = 1</p>	1
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05	2	<p><b>‘Political parties strengthen democracy in the UK by providing citizens with a voice.’</b></p> <p><b>To what extent do you agree with this statement?</b></p> <p><b>In your answer you should consider:</b></p> <ul style="list-style-type: none"> <li>• <b>the role played by political parties in the UK</b></li> <li>• <b>the barriers which prevent citizens from participating in democracy</b></li> <li>• <b>the opportunities for citizens to participate in democracy.</b></li> </ul>	8																		
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	<p><b>Indicative Content</b></p> <p>Points which may be raised in agreement with the statement, in terms of how political parties may provide a voice, and an opportunity for democratic participation, for citizens could include political parties:</p> <ul style="list-style-type: none"> <li>• provide an important means by which the citizen can exercise control over the government via voting in elections</li> <li>• have a broader representative role than the narrow sectional one of pressure groups</li> <li>• provide an important means of participation via allowing citizens to both join a political party and also stand for elected office</li> <li>• are effective mechanisms for the aggregation of citizen demands into coherent policy agendas i.e. manifestos.</li> </ul> <p>Points which may be raised in disagreement with the statement, in terms of how political parties may not provide a voice, and a means to overcome barriers to participation in democracy, for citizens could include political parties:</p> <ul style="list-style-type: none"> <li>• have dwindling memberships</li> <li>• are increasingly similar in political outlook – converging on the ‘middle ground’ – and composition – similar background ‘social elite’</li> <li>• can themselves be undemocratic i.e. candidate selection</li> <li>• can be beholden to undemocratic forces i.e. certain pressure groups or wealthy donors.</li> </ul> <p><b>N.B.</b></p> <ol style="list-style-type: none"> <li>1. Credit any other relevant response</li> <li>2. References to countries other than the UK are creditworthy provided they are linked to democracy in the UK.</li> </ol> <p>AO3 = 8</p>	
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**TOTAL MARKS FOR THIS SECTION – 40**

**Section B – Rights and responsibilities**

Qu	Part	Marking guidance	Total marks				
06	1	<p><b>In which of the following Courts would a murder trial take place?</b></p> <p>Correct response – D</p> <p>AO1 = 1</p>	1				
06	2	<p><b>Which two of the following are examples of methods of Alternative Dispute Resolution?</b></p> <p>Correct response – B and C.</p> <p>AO1 = 2</p>	2				
06	3	<p><b>Using Source D, discuss two reasons why the UK legal system is different to the legal system in Eastland.</b></p> <p>2 marks maximum for each clear application of understanding of the workings of the UK legal system against that of Eastland as outlined in the source.</p> <p>Award 1 mark for a limited application of understanding of the workings of the UK legal system against that of Eastland as outlined in the source.</p> <p><b>Indicative content</b></p> <p>The candidate answer requires the application of knowledge regarding the ways in which the legal system works in the UK in comparison to the one outlined in Source D.</p> <table border="1" data-bbox="309 1485 1273 1868"> <thead> <tr> <th data-bbox="309 1485 778 1525">Source</th> <th data-bbox="778 1485 1273 1525">UK</th> </tr> </thead> <tbody> <tr> <td data-bbox="309 1525 778 1868"> <ul style="list-style-type: none"> <li>• Judges are elected.</li> <li>• You need to be 21 or over to vote.</li> <li>• Voting is compulsory (£1000 fine).</li> <li>• The judge decides both the guilt and sentence of the accused.</li> </ul> </td> <td data-bbox="778 1525 1273 1868"> <ul style="list-style-type: none"> <li>• Judges are appointed – trained in the law.</li> <li>• In the UK it is 18.</li> <li>• In the UK voting is not compulsory.</li> <li>• The judge only decides the sentence of the accused. The jury decides the guilt of the accused.</li> </ul> </td> </tr> </tbody> </table> <p>AO2 = 4</p>	Source	UK	<ul style="list-style-type: none"> <li>• Judges are elected.</li> <li>• You need to be 21 or over to vote.</li> <li>• Voting is compulsory (£1000 fine).</li> <li>• The judge decides both the guilt and sentence of the accused.</li> </ul>	<ul style="list-style-type: none"> <li>• Judges are appointed – trained in the law.</li> <li>• In the UK it is 18.</li> <li>• In the UK voting is not compulsory.</li> <li>• The judge only decides the sentence of the accused. The jury decides the guilt of the accused.</li> </ul>	4
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07	1	<p><b>What does TUC stand for?</b></p> <p>Correct response – B</p> <p>AO1 = 1</p>	1
07	2	<p><b>Identify two roles of trade unions.</b></p> <p>Award 1 mark for each correctly identified role (maximum 2 marks) such as:</p> <ul style="list-style-type: none"> <li>• negotiate on behalf of their member's pay and conditions</li> <li>• support members in disciplinary and grievance meetings</li> <li>• consult with employers in regard to major workplace changes, eg redundancies</li> <li>• support legal test cases on behalf of members.</li> <li>• to protect their member's rights.</li> </ul> <p>AO1 = 2</p>	2
07	3	<p><b>With reference to Source E, discuss two reasons why a government may attempt to restrict the actions of trade unions.</b></p> <p>2 marks maximum for each clear application of understanding of a reason why a government may attempt to restrict the actions of trade unions against the events outlined in the source.</p> <p>Award 1 mark for a limited application of understanding of a reason why a government may attempt to restrict the actions of trade unions against the events outlined in the source.</p> <p><b>Indicative content</b></p> <p>The candidate answer requires the application of knowledge regarding the reasons why a government may attempt to restrict the actions of trade union drawn from the source. These reasons may include:</p> <ul style="list-style-type: none"> <li>• no clear mandate amongst a trade union's membership for strike action</li> <li>• the risk of 'damage' to those groups dependent upon the trade union's membership's services</li> <li>• disruption to public services.</li> </ul> <p>AO2 = 4</p>	4

08	1	<p><b>Which one of the crimes in Source F may involve acts such as arson?</b></p> <p>Correct response – A</p> <p>AO1 = 1</p>	1
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08	2	<p><b>Which one of the crimes in Source F may involve acts such as drinking in the street?</b></p> <p>Correct response – D</p> <p>AO1 = 1</p>	1
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08	3	<p><b>Identify two examples of a non-custodial sentence.</b></p> <p>Award 1 mark for each correctly identified non-custodial sentence such as: fines; community service; ancillary orders; or discharge.</p> <p>AO1 = 2</p>	2
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08	4	<p><b>With reference to Source G, discuss two further purposes of sentencing a drug dealer.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>Good application of knowledge and understanding of the issues. Response is clear and relevant to the concepts surrounding the citizenship context.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>Basic application of knowledge and understanding of the issues. Response is muddled and lacking relevance to the concepts surrounding the citizenship context.</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b> The candidate answer requires the application of knowledge regarding the purposes of sentencing <b>not</b> referred to in Source G. The purpose of sentencing referred to in Source G was deterrence.</p> <p>Therefore the candidate needed to consider two purposes of sentencing from the following:</p> <ul style="list-style-type: none"> <li>• punishment</li> <li>• rehabilitation</li> <li>• protection of the public</li> <li>• reparations.</li> </ul>	Level	Marks	Descriptor	2	3–4	Good application of knowledge and understanding of the issues. Response is clear and relevant to the concepts surrounding the citizenship context.	1	1–2	Basic application of knowledge and understanding of the issues. Response is muddled and lacking relevance to the concepts surrounding the citizenship context.	0	0	Nothing to credit.	4
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	<p>Reference to Source G could be in terms of the following:</p> <ul style="list-style-type: none"><li>• punishment for the harm caused by drug dealing</li><li>• rehabilitation of the offender so that they stop dealing drugs</li><li>• protection of the public by imprisoning a drug dealer</li><li>• reparations in terms of the seizure of property or money of a drug dealer which are the proceeds of their illegal behaviour.</li></ul> <p>AO2 = 4</p>	
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09	1	<p><b>How many countries have signed the United Nations' Universal Declaration of Human Rights?</b></p> <p>Correct response – D</p> <p>AO1 = 1</p>	1
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09	2	<p><b>'Universal human rights are not protected effectively.'</b></p> <p><b>Examine the case for or against this statement.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">7–8</td> <td>                     Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.                 </td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>                     Analysis of a range of evidence and views related to the citizenship debate. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.                 </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>                     Basic analysis of a limited range of evidence and views related to the citizenship debate. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.                 </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>                     Limited evidence presented and/or evidence presented is not directly related to the citizenship debate. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.                 </td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing to credit.</td> </tr> </tbody> </table>	Level	Marks	Descriptor	4	7–8	Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate. Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.	3	5–6	Analysis of a range of evidence and views related to the citizenship debate. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.	2	3–4	Basic analysis of a limited range of evidence and views related to the citizenship debate. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.	1	1–2	Limited evidence presented and/or evidence presented is not directly related to the citizenship debate. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.	0	0	Nothing to credit.	8
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	<p><b>Indicative content</b></p> <p>Points which may be raised in agreement with the statement could include:</p> <ul style="list-style-type: none"> <li>• the continued violation of human rights around the globe, eg Syria, etc</li> <li>• the tendency for countries to sign up to international agreements but fail to fulfil their commitments to them</li> <li>• the difficulty in bringing prosecutions for human rights violations – issue of gathering evidence, identifying and arresting suspects, length of trials and limited ability to ‘deliver justice’</li> <li>• the reluctance of certain countries to allow their military to be subject to the ICC eg the USA</li> <li>• restrictions placed upon individual human rights often ‘disguised’ by governments who claim to be acting in the national interest due to national security concerns.</li> </ul> <p>Points which may be raised in disagreement with the statement could include:</p> <ul style="list-style-type: none"> <li>• a discussion of the international agreements concerned with the protection of universal human rights: the UN Universal Declaration on Human Rights; the European Convention on Human Rights; and the UN Convention on the Rights of the Child</li> <li>• a discussion of the UK’s Human Rights Act</li> <li>• a discussion of the Hague Convention and Geneva Conventions</li> <li>• the role of the courts in protecting universal human rights and enforcing these various agreements and pieces of legislation, eg the ICC.</li> </ul> <p>AO3 = 8</p>	
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10	1	<p><b>Explain the term ‘advocacy’.</b></p> <p>Award 1 mark for an accurate explanation of the term ‘advocacy’ as the public support or representation for a person, organisation, particular cause or policy.</p> <p>Also accept to speak or advocate for the rights of those less able to speak for themselves such as people with a learning disability.</p> <p>AO1 = 1</p>	1
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10	2	<p><b>‘Voluntary groups are a very effective means by which the citizen can bring about change in their community.’</b></p> <p><b>Considering a range of views to what extent do you agree or disagree with this statement?</b></p> <p><b>In your answer you should consider:</b></p> <ul style="list-style-type: none"> <li>• <b>how voluntary groups support citizens to bring about change in their communities</b></li> <li>• <b>how public services and local government bring about change in the community.</b></li> </ul>	8																		
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	<p><b>Indicative content</b></p> <p>Points which may be raised in agreement with the statement could include:</p> <ul style="list-style-type: none"> <li>• voluntary organisations aid government by providing services which the government may otherwise be unable to deliver due to issues of finance or limited demand</li> <li>• voluntary organisations are very effective at addressing localised demand for certain services or actions rather than a ‘one size fits all’ approach often adopted by government</li> <li>• voluntary organisations provide a wide range of participation opportunities for citizens regardless of particular skills or experience</li> <li>• voluntary organisations provide an additional means for citizens to hold those in power to account by allowing them to join forces with like-minded individuals in pursuit of a common cause.</li> </ul> <p>Points which may be raised in disagreement with the statement could include the arguments that in contrast to public services and local government voluntary organisations:</p> <ul style="list-style-type: none"> <li>• cannot necessarily provide effective services due to insufficient numbers of volunteers or insufficient numbers of appropriately skilled or qualified volunteers</li> <li>• may suffer from being poorly funded and subsequently constrained in their effectiveness</li> <li>• are not necessarily democratically run or structured organisations</li> <li>• allow central government to avoid delivering some services by leaving it to the voluntary sector to provide these services instead.</li> </ul> <p>AO3 = 8</p>	
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**TOTAL MARKS FOR THIS SECTION – 40**