



GCSE

CITIZENSHIP STUDIES

Paper 2
Report on the Examination

8100/2
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General

This was the first year of examination for paper 2 of the new GCSE Citizenship Studies specification. The paper, whilst challenging for the students sitting the examination, was also accessible. There was subsequently a full range of responses, including many excellent ones and also weaker ones.

All questions on the new paper were compulsory.

The Lead Examiner was pleased to see that most students followed instructions and gained marks successfully because of this. It may be appropriate to devote more time to exam-skills with students who are less likely to follow instructions.

One further point schools may wish to take note of is that for this particular question paper questions will be set on all parts of the 'Life in Modern Britain' and 'Rights and Responsibilities' sections of the specification.

Section A

Question 1.1

A well answered question with the vast majority of students identifying the correct definition of 'British values'.

Question 1.2

Whilst a significant majority of students were able to provide a generalised explanation of 'presumption of innocence' only a minority were able to gain a second mark by clearly linking this explanation, in some way, to the legal process during a court case.

Question 1.3

The overwhelming majority of students were able to, at least, gain level 1 marks for this source question, and a majority were able to produce answers which could be credited at level 2. Those students who were unable to gain level 2 marks for this question did not compare the situation in Turkey, as described in the source, to the situation in Britain. These students tended to simply describe two features of British democracy without providing a clear comparison to Turkey as required by the question.

Question 2.1

This question was reasonably well answered. Students are expected to be able to explain key terms in the specification, including the term 'citizenship'.

Question 2.2

There were many good responses to this question, with the vast majority of students able to identify at least one positive consequence of immigration on UK society and a majority able to identify two.

Question 2.3

This proved to be the worst performing of the source questions on the question paper. A significant number of students identified nationality as a way in which a UK citizen may have multiple identities, even though this was the one way of having a multiple identity described in the source. This question illustrated the need for students to appreciate the fact that each question will contain specific instructions and that any key words written in bold are particularly important.

Question 3.1

Whilst some responses provided the correct definition of 'soft-power', it may be appropriate for students to be given more support in understanding this concept.

Question 3.2

This question was better answered than 3.1, with slightly more students able to identify one of the aims of NATO.

Question 3.3

There were many very good responses to this question, with the overwhelming majority of students able to identify, at least, one positive or one negative impact of the UK leaving the EU and a large majority able to identify both a positive and a negative impact.

Question 3.4

The significant majority of students were able to gain level 1 marks for this source question, however, only a minority were able to produce answers which could be credited at level 2. This tended to result from either discussing the use of force as one method of resolving international disputes and conflicts, even though this was the method discussed in the source, or from failing to clearly discuss how the correctly identified alternative method could be used to resolve international disputes and conflicts. It is important for students to appreciate that each question will contain specific instructions and that any key words written in bold are particularly important.

Despite this it warrants comment that a quarter of students were able to produce excellent answers to this question.

Question 4.1

An extremely well answered question with the vast majority of students identifying the correct definition of 'fake news'.

Question 4.2

This 8 mark question was well answered with a significant number of students gaining level 3 and 4 marks. The vast majority of students demonstrated impressive awareness of the important role played by social media in keeping citizens up-to-date about political developments, as well as that played by more traditional forms of media. The issues of bias and 'fake news' were discussed well by students, alongside many showing good awareness of the importance of an organisation such as the BBC in keeping UK citizens well informed about politics. Many students required additional pages to complete their answers – which was good to see.

Question 5.1

A well answered question with the majority of students able to correctly name a UK-based pressure group.

Question 5.2

This 8 mark question was also well answered, although not quite as well as 4.2. Once again a significant number of students gained level 3 and 4 marks. The vast majority of students demonstrated impressive awareness of the important role played by pressure groups in strengthening democracy by providing citizens with means to both participate and to have their views represented. Students needed to strengthen their arguments regarding why pressure groups did not necessarily strengthen democracy in the UK.

Section B

Question 6.1

Another extremely well answered question with the vast majority of students identifying the correct definition of 'discrimination'.

Question 6.2

This was best performing two mark questions on the paper, with the vast majority of students able to identify two correct explanations of the term 'equality'.

Question 6.3

Once again a significant majority of students were able to gain level 1 marks for a source question, whilst only a minority were able to produce answers which could be credited at level 2. Students needed to discuss clearly how the correctly identified way could be pursued to allow parents to challenge the school's admission policy.

Nevertheless a third of students were able to produce excellent answers to this question – often clearly discussing how ways, such as petitions and marches, could be used by parents to challenge the school.

Question 7.1

This question was reasonably well answered, with half the students identifying correctly what 'ECHR' stands for. This term is in the specification so the expectation was that the majority of students would correctly identify the definition.

Question 7.2

Barely half of students were able to identify one function of international law in conflict situations and only a small minority were able to identify two. This topic also appears as a distinct bullet point in the specification so it is important to ensure that all aspects of the specification are covered.

Question 7.3

Once again a considerable majority of students were able to gain level 1 marks for a source question, whilst only a minority of these were able to produce answers which could be credited at level 2. This tended to result from students failing to link the situation described in the source to the situation in the UK.

Nevertheless, roughly a quarter of students were able to produce excellent answers to this question – giving clear consideration to the reasons why UK citizens do have their human rights protected in light of the information given by the source.

Question 8.1

A well answered question with the majority of students able to correctly identify that refusing to do jury service can result in a £1,000 fine.

Question 8.2

This question was reasonably well answered, with half the students able to correctly identify that a member of a tribunal would deal with a complaint related to an employment contract.

Question 8.3

This was worst performing two mark question on the paper, with the vast majority of students only able to name two roles carried out by Police and Crime Commissioners. Many students said they

had the power to arrest suspects and solve crimes. This topic also appears as a distinct bullet point in the specification so it is important to ensure that all aspects of the specification are covered.

Question 8.4

Once again a considerable majority of students were able to gain level 1 marks for a source question, whilst only a minority of these were able to produce answers which could be credited at level 2. This tended to result, in the case of 8.4, from students failing to refer to source G, as specifically required to by the question.

Students that did refer to the source, and subsequently accessed level 2 marks, often produced very good answers. These students often discussed either more specific issues relating to pressure groups (e.g. their status – insider or outsider) or more general points regarding barriers to success (e.g. the degree of support certain issues could expect to generate).

Question 9.1

Another extremely well answered question, in fact the best performing one mark question on the paper. The overwhelming majority of students correctly identified the definition of 'identity theft'.

Question 9.2

The third 8 mark question on the question paper was also very well answered, with a significant number of students gaining level 3 and 4 marks. The vast majority of students demonstrated impressive awareness of both sides of the argument and had clearly covered this particular topic in some detail as part of their preparation for the examination. The weaker responses tended to provide very generalised answers, which gave very limited consideration to the key arguments in this particular debate.

As with both 4.2 and 5.2 many students required additional pages to complete their answers.

Question 10.1

A disappointingly answered question, the worst performing one mark question on the paper. The overwhelming majority of students were unable to correctly define the term 'judicial review'.

Question 10.2

The fourth 8 mark question on the question paper was the poorest performing of the 8 mark questions on the paper, with only a minority of students gaining level 3 and 4 marks. This was due to either a failure to answer the question at all, possibly a result of it being the last question on the paper, or to a limited understanding of this particular topic. This resulted in some answers becoming a discussion of the merits of the jury system rather than how citizens working together can hold those in power to account.

It may be beneficial for schools to give some consideration to the phrase 'hold those in power to account' as it is a recurrent theme across both papers and all four sections of the specification.

Mark Ranges and Award of Grades

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