



GCSE

CITIZENSHIP STUDIES

8100/2: Paper 2
Report on the Examination

8100
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General

This was the second year an examination for paper 2 of the new GCSE Citizenship Studies specification was sat. The paper was once again both, appropriately, challenging and accessible for the students sitting the examination. This was reflected in the many excellent responses produced by students. This was a very encouraging feature of this year's paper. Teachers are clearly preparing their students well for the demands of this paper. This bodes well for the prospects of future cohorts sitting the paper.

The characteristics of the paper, in contrast to the previous specification, of all questions being compulsory and the paper being divided into two sections (section A, 'Life in Modern Britain' and section B, 'Rights and Responsibilities') were ones clearly prepared for by the students. There were appropriate and convincing responses to questions on both sections. This reflects, once again, the way centres have prepared their students effectively for the examination. Learners are clearly aware 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.

This year's paper also demonstrated that teachers are also fully aware of the fact that they need to ensure that students appreciate that each question will contain specific instructions. In particular any key words written in bold need to be taken particular note of.

The issues associated with specific questions are addressed by the commentary for the relevant questions; in particular those kinds of responses to certain questions which were not rewarded as highly as other responses.

Section A

Question 1.1

Students were able to demonstrate a clear understanding of the role of Ofcom when answering this question.

Question 1.2

Students clearly understood the demands of this particular question, reflective of a secure understanding of this topic. One point which teachers may wish to note is that students were only expected to produce one word answers for each example. Those students who wrote extended answers would have used the time more effectively responding to questions where extended writing was required.

Question 1.3

The confident handling of questions from the role of the media section of the specification was again reflected in responses to this question. Students were secure in their discussion of the issues surrounding media intrusion into people's personal lives and fake news.

Question 2.1

The fact that 84% of the UK's population lives in England is one that is useful to know to illustrate why England, and English concerns, so dominate the UK. Those students who know this fact were able to gain a mark for this particular question.

Question 2.2

Students who gained marks for this question were able to define global identity as when 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. Therefore those responses which described global identity as a form of national identity could not be awarded marks.

Question 2.3

Students demonstrated a clear and secure understanding of the range of reasons which have led to changes in the UK's population illustrated by the graph in source B. The reasons discussed by students included: employment; education; the European Union; and people fleeing from warzones. These were all appropriately rewarded.

Question 3.1

Students were clearly well-prepared for this particular question. The knowledge of the membership of the UN's Security Council was very secure. Students and teachers are reminded that Germany is not one of the members of the UN's Security Council.

Question 3.2

Students needed to identify the purpose of the WTO as one of dealing with global rules of trade between countries. Those students that were able to do so were rewarded accordingly.

Question 3.3

The topic of this question was one students clearly understood. Students and teachers are reminded that the UK Monarch, and not the UK Prime Minister, is head of the Commonwealth.

Question 3.4

The answers to this question which worked well were those where the student was able to identify two of the various strengths of the Commonwealth (such as its size, values, leadership and expertise) and link them to the issues raised in the source (climate change and extremism). Those answers which only copied the wording from the source did not gain marks.

Question 4.1

The fact that the voting age for the 2014 Scottish Independence referendum had been 16 was clearly one that students had been made well aware of by centres.

Question 4.2

Students were clearly able to understand the demands of this longer response question. They were able to construct appropriately detailed answers which investigated the area the question focused upon. Those students that focused solely upon the issue of whether or not the voting age should be lowered were unable to gain as many marks as those students that were able to focus upon the issue of the degree to which young people have a responsibility to participate in the democratic process.

Question 5.1

Students had clearly been well-prepared for the topic of pressure groups. A clear appreciation of the term lobbying was particularly encouraging to see.

Question 5.2

It was encouraging to see how well-prepared students were to answer a long question on political parties. Students had also clearly been well-prepared to answer synoptic-style questions. The scaffolding for this question, provided via the three bullet points, was used very effectively to produce appropriately structured and focused answers by the students. The space provided in the answer booklet for this question was used very effectively by students.

Section B**Question 6.1**

The topic of the role of the Crown Court was clearly one that students had been made well-prepared for by centres.

Question 6.2

Students demonstrated a very good understanding of the methods of Alternative Dispute Resolution.

Question 6.3

It was very encouraging to see how well-prepared students had been by centres to answer both a question on the UK legal system and this type of source question. Students were able to very effectively compare the UK to the fictional country of Eastland. Those students that only discussed Eastland or the UK were unable to gain as many marks as those students who discussed both.

Question 7.1

Those students that were aware that TUC stood for the Trades Union Congress were duly awarded a mark for this question.

Question 7.2

Those students that were able to identify roles such as negotiating pay and conditions on behalf of their members or protecting workers rights were duly awarded marks for this question. Students who identified regulating trade as a role performed by trade unions were unable to gain a mark for this particular response.

Question 7.3

The answers to this question which worked well were those where the student, when identifying two of the reasons why a government may attempt to restrict the actions of trade unions, referred to disruption to public services, potential harm to those groups dependent upon the services provided a TU's membership and the lack of a clear mandate amongst a TU's membership for strike action. These answers then linked the identified reasons to the issues raised in the source, such as only 50% of junior doctors voted for strike action and the cancellation of hospital appointments. Those answers which only copied the wording from the source did not gain marks.

Question 8.1

Types of crime was a topic that students had clearly been well-prepared for by centres. Students were able to confidently identify criminal damage as a crime which may involve acts such as arson.

Question 8.2

Question 8.2 demonstrated that types of crime was a topic that students had been well-prepared for. Students were able to confidently identify anti-social behaviour as a crime which may involve acts such as drinking in the street.

Question 8.3

Non-custodial sentences was another topic from which great encouragement can be taken due to the clear understanding of it demonstrated by students. The number of students who used ancillary orders as an example, alongside examples such as fines or community service, was very good to see.

Question 8.4

The answers to this question which worked well were those where the student was able to discuss two further purposes of sentencing a drug dealer (such as punishment, rehabilitation, protection of the public and reparations) other than the one discussed in the source (to act as a deterrent). Those students who discussed deterrent, as a purpose of sentencing, were unable to gain marks for this part of their answer.

Question 9.1

Those students who were aware that 192 countries have signed the United Nation's Universal Declaration of Human Rights were duly awarded a mark for this question.

Question 9.2

Students were able to demonstrate a clear understanding of the demands of this longer response question. As with the section A 8 mark questions, they were able to construct appropriately detailed answers which investigated the area the question focused upon. The awareness, demonstrated by students, of the various international agreements that provide protection for universal human rights and the courts which enforce these, was very encouraging to see.

Question 10.1

It was also encouraging to see students demonstrate a secure understanding of the term advocacy. Those students that explained it in terms of the support or representation for a person, organisation, cause or policy or to speak on behalf of another person or group were duly awarded a mark for their answer.

Question 10.2

As with question 5.2 it was, once again, very encouraging to see how well-prepared students were to answer a synoptic style question. The scaffolding for this question, provided via the three bullet points, was again used very effectively by the students to produce appropriately structured and focused answers. The space provided in the answer booklet for this question was used very effectively by students. Students demonstrated an impressive appreciation of both the strengths

and disadvantages of voluntary groups as a means by which a citizen can bring about change in their community. This was very pleasing to see as volunteering is, in so many ways, one of the quintessential values which underpin active citizenship and one aspiration of GCSE Citizenship Studies is to motivate and enable young people to become active citizens.

Mark Ranges and Award of Grades

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