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**GCSE  
CITIZENSHIP STUDIES  
8100/2**

**Paper 2**

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**Mark scheme**

**June 2024**

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Version: 1.0 Final



2 4 6 G 8 1 0 0 / 2 / M S

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.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 is the term for the movement of people between different countries?</b></p> <p>Correct response: <b>C (Migration)</b></p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
01	2	<p><b>Using one example, explain the term ‘multiple identities’.</b></p> <p>Award <b>1 mark</b> for an accurate explanation of the term ‘multiple identities’.</p> <p>‘Multiple identities’ is when an individual is able to assume a range of different identities or identifies themselves as part of more than one group in society.</p> <p>Award <b>1 mark</b> for an example of the term which <b>could</b> be:</p> <p>An individual who identifies themselves as both English and a Christian.</p> <p>Accept any other appropriate response.</p> <p>AO1 = 2</p>	2

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01	3	<p><b>Describe how respect for diversity is encouraged in UK society.</b></p> <p><b>Refer to Source A in your answer.</b></p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>2</td><td>3–4</td><td>Good application of knowledge and understanding of the concepts. Response clear and relevant to the concepts surrounding the citizenship context.</td></tr> <tr> <td>1</td><td>1–2</td><td>Basic application of knowledge and understanding of the concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.</td></tr> <tr> <td>0</td><td>0</td><td>Nothing to credit.</td></tr> </tbody> </table> <p><b>Indicative content</b></p> <p>The candidate answer requires the application of knowledge of how respect for diversity is encouraged in UK society to <b>Source A</b>. The source consists of a discussion of the England men's cricket team, which won the World Cup in 2019, and Wheelchair Rugby League.</p> <p>The candidate's answer <b>may</b> therefore include some of the following points.</p> <table border="1"> <thead> <tr> <th>Source A</th><th>Development</th></tr> </thead> <tbody> <tr> <td>England men's cricket team</td><td> <ul style="list-style-type: none"> <li>The team captain, Eoin Morgan, is respectful of the team's diversity and links it to the team's success.</li> <li>The diverse nature of the team provides an example for the success of diversity.</li> <li>The team, and its success, provided an example of the success of multiculturalism/integration.</li> <li>The team members are good role models for the healthy nature of diversity which characterises contemporary UK society.</li> </ul> </td></tr> <tr> <td>Wheelchair Rugby League</td><td> <ul style="list-style-type: none"> <li>A very inclusive sport which, subsequently, encourages participation across all groups – providing an example of/model for the successful encouragement of diversity.</li> <li>Raises awareness of the opportunities for disabled people to participate fully in UK society.</li> </ul> </td></tr> </tbody> </table>	Level	Marks	Descriptor	2	3–4	Good application of knowledge and understanding of the concepts. Response clear and relevant to the concepts surrounding the citizenship context.	1	1–2	Basic application of knowledge and understanding of the concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.	0	0	Nothing to credit.	Source A	Development	England men's cricket team	<ul style="list-style-type: none"> <li>The team captain, Eoin Morgan, is respectful of the team's diversity and links it to the team's success.</li> <li>The diverse nature of the team provides an example for the success of diversity.</li> <li>The team, and its success, provided an example of the success of multiculturalism/integration.</li> <li>The team members are good role models for the healthy nature of diversity which characterises contemporary UK society.</li> </ul>	Wheelchair Rugby League	<ul style="list-style-type: none"> <li>A very inclusive sport which, subsequently, encourages participation across all groups – providing an example of/model for the successful encouragement of diversity.</li> <li>Raises awareness of the opportunities for disabled people to participate fully in UK society.</li> </ul>	4
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		<ul style="list-style-type: none"> <li>• The diverse nature of the team provides an example for the success of diversity in UK society.</li> <li>• The event being shown on the TV (the free-to-air BBC) helps to both celebrate and raise awareness of this inclusive sport which is a good example of UK society's encouragement for diversity.</li> </ul>	
AO2 = 4			

Qu	Part	Marking guidance	Total marks
02	1	<p><b>Which of the following organisations is a government regulator for part of the UK media industry?</b></p> <p>Correct response: <b>A (Ofcom)</b></p>	1

Qu	Part	Marking guidance	Total marks
02	2	<p><b>Explain the role of the Independent Press Standards Organisation (IPSO).</b></p> <p>Award up to <b>2 marks</b> for an accurate explanation of the role of IPSO.</p> <p><b>Example answer</b></p> <p>IPSO is the organisation established by the UK newspaper industry to regulate itself <b>(1)</b> by handling complaints/conducting investigations into what UK newspapers print <b>(1)</b>.</p> <p>Accept any other appropriate response, (eg reference to Leveson Inquiry or the powers of the IPSO, such as issuing fines or requiring the printing of corrections and apologies).</p> <p>AO1 = 2</p>	2

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02	3	<p><b>With reference to Source B, discuss how the media in the UK can influence public opinion.</b></p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>2</td><td>3–4</td><td>Good application of knowledge and understanding of the concepts. Response clear and relevant to the concepts surrounding the citizenship context.</td></tr> <tr> <td>1</td><td>1–2</td><td>Basic application of knowledge and understanding of the concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.</td></tr> <tr> <td>0</td><td>0</td><td>Nothing to credit.</td></tr> </tbody> </table>			Level	Marks	Descriptor	2	3–4	Good application of knowledge and understanding of the concepts. Response clear and relevant to the concepts surrounding the citizenship context.	1	1–2	Basic application of knowledge and understanding of the concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.	0	0	Nothing to credit.	4
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<p><b>Indicative content</b></p> <p>The candidate answer requires the application of knowledge to <b>Source B</b> regarding how the media in the UK can influence public opinion. The source discusses the Daily Star's coverage of the Liz Truss' premiership in autumn 2022.</p> <p>The candidate's answer <b>may</b> therefore include some of the following points.</p>																	
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		<p>By campaigning for, or supporting the campaign for, a certain outcome</p> <p>By informing public opinion</p>	<ul style="list-style-type: none"> <li>• The Daily Star were campaigning for Liz Truss' resignation.</li> <li>• They did this through alerting their readers to her mistakes.</li> </ul> <ul style="list-style-type: none"> <li>• The newspaper informs its readers that Liz Truss has resigned.</li> <li>• The newspaper tells its readers that Liz Truss was the UK's worst PM – “the worst spell in charge on record”.</li> </ul>	
<p>Accept any other appropriate response – including discussion of how the Daily Star may have gone too far in the coverage of Liz Truss (bullying/shaming).</p> <p>AO2 = 4</p>				

Qu	Part	Marking guidance	Total marks
03	1	<p><b>Which international organisation is the General Assembly part of?</b></p> <p>Correct response: <b>D (United Nations (UN))</b></p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
03	2	<p><b>Name an agency of the United Nations (UN).</b></p> <p>Award <b>1 mark</b> for the accurate naming of a UN agency which <b>could</b> be one of the following:</p> <ul style="list-style-type: none"> <li>• FAO (Food and Agriculture Organisation)</li> <li>• ICAO (International Civil Aviation Organisation)</li> <li>• IFAD (International Fund for Agricultural Development)</li> <li>• ILO (International Labour Organisation)</li> <li>• IMF (International Monetary Fund)</li> <li>• IMO (International Maritime Organisation)</li> <li>• ITU (International Telecommunication Union)</li> <li>• UNESCO (United Nations Educational, Scientific and Cultural Organisation)</li> <li>• UNIDO (United Nations Industrial Development Organisation)</li> <li>• UNWTO (United Nations World Tourism Organisation)</li> <li>• UPU (Universal Postal Union)</li> <li>• WHO (World Health Organisation)</li> <li>• WIPO (World Intellectual Property Organisation)</li> <li>• WMO (World Meteorological Organisation)</li> <li>• World Bank Group, which includes – IBRD (International Bank for Reconstruction and Development), IDA (International Development Association) &amp; IFC (International Finance Corporation).</li> </ul> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
03	3	<p><b>Explain the role of the World Trade Organization (WTO).</b></p> <p>Award up to <b>2 marks</b> for an accurate explanation of the role of the World Trade Organization (WTO).</p> <p><b>Example answer</b></p> <p>An international organisation that regulates global trade <b>(1)</b> by establishing the rules for trade between countries <b>(1)</b>.</p> <p>Accept any other appropriate response, (eg reference to one of the WTO's aims such as promoting peace and stability by encouraging trade between countries).</p> <p>AO1 = 2</p>	2

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03	4	<p><b>Discuss the ongoing implications of the UK's former membership of the EU.</b></p> <p><b>Refer to Source C in your answer.</b></p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>2</td><td>3–4</td><td>Good application of knowledge and understanding of the concepts. Response clear and relevant to the concepts surrounding the citizenship context.</td></tr> <tr> <td>1</td><td>1–2</td><td>Basic application of knowledge and understanding of the concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.</td></tr> <tr> <td>0</td><td>0</td><td>Nothing to credit.</td></tr> </tbody> </table> <p><b>Indicative content</b></p> <p>The candidate answer requires the application of knowledge regarding the ongoing implications of the UK's former membership of the EU to <b>Source C</b>. The source discusses the shortage of labour in the UK economy.</p> <p>The candidate's answer <b>may</b> include some of the following points.</p> <table border="1"> <thead> <tr> <th>Source C</th><th>Discussion</th></tr> </thead> <tbody> <tr> <td>The problem of a labour shortage associated with Brexit was identified by a leading Brexit supporter Lord Wolfson.</td><td>The current situation may not be the kind of situation that Brexit people voted for. A new Brexit arrangement may be needed.</td></tr> <tr> <td>The UK economy was suffering from a lack of foreign workers following Brexit.</td><td>UK Government may need to introduce policies encouraging UK workers to take jobs in sectors of the UK economy facing labour shortages, (eg better pay/working conditions and/or training).</td></tr> <tr> <td>Lord Wolfson said: “we have got people queuing up to come to this country... but we’re not letting people in.”</td><td>UK Government may need to take a different approach to ‘economically productive’ migration and loosen immigration rules.</td></tr> <tr> <td>Lord Wolfson said that foreign workers were needed: “to pick crops that are rotting in fields and to work in warehouses that otherwise wouldn’t be open”.</td><td>The labour shortages reflect the fact that the UK’s economy in many sectors is dependent upon legal migrant labour. Those workers who once came from the EU need to be replaced in some way.</td></tr> </tbody> </table> <p>AO2 = 4</p>	Level	Marks	Descriptor	2	3–4	Good application of knowledge and understanding of the concepts. Response clear and relevant to the concepts surrounding the citizenship context.	1	1–2	Basic application of knowledge and understanding of the concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.	0	0	Nothing to credit.	Source C	Discussion	The problem of a labour shortage associated with Brexit was identified by a leading Brexit supporter Lord Wolfson.	The current situation may not be the kind of situation that Brexit people voted for. A new Brexit arrangement may be needed.	The UK economy was suffering from a lack of foreign workers following Brexit.	UK Government may need to introduce policies encouraging UK workers to take jobs in sectors of the UK economy facing labour shortages, (eg better pay/working conditions and/or training).	Lord Wolfson said: “we have got people queuing up to come to this country... but we’re not letting people in.”	UK Government may need to take a different approach to ‘economically productive’ migration and loosen immigration rules.	Lord Wolfson said that foreign workers were needed: “to pick crops that are rotting in fields and to work in warehouses that otherwise wouldn’t be open”.	The labour shortages reflect the fact that the UK’s economy in many sectors is dependent upon legal migrant labour. Those workers who once came from the EU need to be replaced in some way.	4
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04	1	<p><b>Which of the following is a non-governmental organisation (NGO)?</b></p> <p>Correct response: D (Red Cross/Red Crescent)</p> <p>AO1 = 1</p>	1

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04	2	<p><b>'NGOs are more effective at responding to humanitarian crises than governments.'</b></p> <p><b>Considering a range of views, to what extent do you agree or disagree with this statement?</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7–8</td> <td> <p>Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate.</p> <p>Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.</p> </td></tr> <tr> <td>3</td> <td>5–6</td> <td> <p>Analysis of a range of evidence and views related to the citizenship debate.</p> <p>The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated.</p> <p>Conclusions drawn from the arguments may not be completely coherent.</p> </td></tr> <tr> <td>2</td> <td>3–4</td> <td> <p>Basic analysis of a limited range of evidence and views related to the citizenship debate.</p> <p>Weak arguments are made which are not necessarily related to the evidence selected.</p> <p>The arguments represent only a limited range of viewpoints.</p> <p>Some attempt is made to integrate the arguments into concluding remarks.</p> </td></tr> <tr> <td>1</td> <td>1–2</td> <td> <p>Limited evidence presented and/or evidence presented is not directly related to the citizenship debate.</p> <p>Insufficient range of differing viewpoints considered.</p> <p>Little or no attempt is made to analyse or evaluate the evidence presented.</p> <p>Little or no attempt is made to integrate the points made.</p> </td></tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit.</td></tr> </tbody> </table>	Level	Marks	Descriptor	4	7–8	<p>Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate.</p> <p>Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.</p>	3	5–6	<p>Analysis of a range of evidence and views related to the citizenship debate.</p> <p>The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated.</p> <p>Conclusions drawn from the arguments may not be completely coherent.</p>	2	3–4	<p>Basic analysis of a limited range of evidence and views related to the citizenship debate.</p> <p>Weak arguments are made which are not necessarily related to the evidence selected.</p> <p>The arguments represent only a limited range of viewpoints.</p> <p>Some attempt is made to integrate the arguments into concluding remarks.</p>	1	1–2	<p>Limited evidence presented and/or evidence presented is not directly related to the citizenship debate.</p> <p>Insufficient range of differing viewpoints considered.</p> <p>Little or no attempt is made to analyse or evaluate the evidence presented.</p> <p>Little or no attempt is made to integrate the points made.</p>	0	0	Nothing to credit.	8
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	<p><b>Indicative content</b></p> <p>Points which <b>may</b> be included to <b>agree</b> with this statement</p> <ul style="list-style-type: none"> <li>• NGOs are politically independent and therefore able to gain the trust of governments/organisations/people in areas requiring humanitarian assistance. This enables them to provide this assistance more effectively in contrast to governments who may not be trusted by governments/organisations/people in these areas.</li> <li>• As NGOs are politically independent their decision-making processes, in terms of how to respond to humanitarian crises, will be characterised by consideration of the nature of the humanitarian assistance required, rather than any political or diplomatic concerns.</li> <li>• NGOs which deal with humanitarian crises are specialists in this area and therefore have the skill-set, experience and knowledge to act effectively and swiftly – potentially in contrast to governments.</li> <li>• Governments are better off helping to facilitate NGOs taking a leading role in responding to humanitarian crises due to the above reasons, plus if effectively utilised by governments, NGOs can reduce governmental workloads.</li> </ul> <p>Points which <b>may</b> be included to <b>disagree</b> with this statement</p> <ul style="list-style-type: none"> <li>• Governments are better resourced than NGOs in terms of money, personnel, equipment, logistics, etc and will therefore have a greater capacity to respond to humanitarian crises in an effective and sustainable way.</li> <li>• Governments are more powerful than NGOs (in terms of both 'soft power' and 'hard power') – this amplifies the advantage they have in terms of resources.</li> <li>• Governments can use NGOs to solve/tackle humanitarian crises (used as an agent of government policy rather than a 'competitor') – this will amplify the power and effectiveness of both government and NGO.</li> <li>• Humanitarian crises shouldn't be left to voluntary organisations such as NGOs to tackle – governments have a moral responsibility to both assist and lead in the delivery of this assistance.</li> </ul> <p>Accept any other appropriate response.</p> <p>AO3 = 8</p>	
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05	1	<p><b>Identify one reason why the UK Government uses censorship.</b></p> <p>Award <b>1 mark</b> for the correct identification of a reason. This reason <b>could</b> be one of the following:</p> <ul style="list-style-type: none"> <li>• to protect citizens from information which is misleading (accept 'fake news')</li> <li>• to protect citizens from material which is harmful</li> <li>• to protect a citizen's anonymity and/or privacy</li> <li>• to protect national security.</li> </ul> <p>Accept any other appropriate response (these can include the use of an example, of a possible reason why the UK Government uses censorship, to answer the question).</p> <p>AO1 = 1</p>	1

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05	2	<p><b>'The right to freedom of speech should not be limited, even if this means offending people.'</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>the key principles and values of modern British society</b></li> <li>• <b>how successful the law is at balancing the rights of individuals when dealing with injustice and discrimination.</b></li> </ul> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7–8</td> <td> <p>Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate.</p> <p>Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.</p> </td> </tr> <tr> <td>3</td> <td>5–6</td> <td> <p>Analysis of a range of evidence and views related to the citizenship debate.</p> <p>The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated.</p> <p>Conclusions drawn from the arguments may not be completely coherent.</p> </td> </tr> </tbody> </table>	Level	Marks	Descriptor	4	7–8	<p>Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate.</p> <p>Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.</p>	3	5–6	<p>Analysis of a range of evidence and views related to the citizenship debate.</p> <p>The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated.</p> <p>Conclusions drawn from the arguments may not be completely coherent.</p>	8
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		<p><b>0</b></p> <p><b>0</b></p>	Nothing to credit.	

### Indicative content

Points which **may** be included to **agree** with this statement

- The ability to offend, as a consequence of the right to free speech and individual liberty, is an important part of healthy democracy because satire and comedy are an important means to confront/hold to account the powerful.
- Citizens do not have to watch, view or read the views of other citizens they find offensive (they are free to 'switch off/not follow') – a freedom which is also derived from the key principle of individual liberty.
- The best way for citizens to deal with views that are considered wrong/unacceptable is to engage and debate with them rather than 'cancel' them.
- There are laws in place in the UK which place some limits on free speech and subsequently strike a good balance between defending the right of free expression and avoiding the promotion of discriminatory views or misleading information, (eg hate speech/defamation laws).

Points which **may** be included to **disagree** with this statement

- Any right a citizen has, including that to free speech, is not absolute and must be balanced against the rights of other citizens to be free from discrimination and injustice.
- The desire to protect the right to freedom of speech cannot take precedence over the need to prevent the spread of misinformation/conspiracy theories which can enflame opinions, ostracise certain groups in society and undermine democracy.
- Respect and tolerance are key values which any successful and healthy democratic multicultural society must be based upon – therefore defending citizens against possible discrimination must always take precedence over other concerns.

		<ul style="list-style-type: none"><li>• The current laws in the UK are quite weak and poorly enforced, (eg the issues regarding abuse via social media) and greater restrictions on the right to free speech need to be introduced.</li></ul> <p>Accept any other appropriate response.</p> <p>AO3 = 8</p>	
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**Section B: Rights and responsibilities**

Qu	Part	Marking guidance	Total marks
06	1	<b>Which of the following is required by the police before they carry out an entry, search and seizure?</b>  Correct response: <b>D (Warrant)</b>  AO1 = 1	1

Qu	Part	Marking guidance	Total marks
06	2	<b>Which of the following are reasons for the police to carry out an entry, search and seizure?</b>  Correct response: <b>C (To investigate if a criminal offence has been committed) and D (To obtain material to help an investigation)</b>  AO1 = 2	2

Qu	Part	Marking guidance	Total marks										
06	3	<p><b>Discuss two features of stop and search which make it a controversial police power.</b></p> <p><b>You should refer to Source D in your answer.</b></p> <p>Award <b>1 mark</b> for identifying a feature and <b>1 mark</b> for developing a discussion of this feature (<b>×2</b>).</p> <table border="1"> <thead> <tr> <th>Source D</th><th>Reasons why it is controversial (Development)</th></tr> </thead> <tbody> <tr> <td>Black, Asian and Minority Ethnic people were over four times more likely to be stopped and searched than White people.</td><td>One ethnic group is disproportionately affected by the police power. As such, it might be considered racist.</td></tr> <tr> <td>Police in the UK fail to record ethnicity data consistently.</td><td>The police are not tracking the data consistently so we cannot see the full picture of which ethnic groups are affected by the policy and by how much.</td></tr> <tr> <td>Most searches are 'self-generated'. This means a police officer decides to do a search 'on the spot'.</td><td>It is not intelligence-led like other police powers. Instead, the police officer simply believes a crime may have been committed. There is no oversight because a warrant is not needed and therefore it is not approved by other senior members of the judiciary such as a judge.</td></tr> <tr> <td>The most common reason for a stop is 'drug possession'. However, only a quarter of these stops actually recover any drugs.</td><td>It shows the policy is not effective. Despite most stop and searches being for drugs, it mostly fails to recover any drugs at all.</td></tr> </tbody> </table> <p><b>Example answer</b></p> <p>One aspect of stop and search is that the police do not record ethnicity data correctly (1). As a result, we do not have the full picture of how stop and search is affecting ethnic minorities meaning the figure might be much higher (1).</p> <p>AO2 = 4</p>	Source D	Reasons why it is controversial (Development)	Black, Asian and Minority Ethnic people were over four times more likely to be stopped and searched than White people.	One ethnic group is disproportionately affected by the police power. As such, it might be considered racist.	Police in the UK fail to record ethnicity data consistently.	The police are not tracking the data consistently so we cannot see the full picture of which ethnic groups are affected by the policy and by how much.	Most searches are 'self-generated'. This means a police officer decides to do a search 'on the spot'.	It is not intelligence-led like other police powers. Instead, the police officer simply believes a crime may have been committed. There is no oversight because a warrant is not needed and therefore it is not approved by other senior members of the judiciary such as a judge.	The most common reason for a stop is 'drug possession'. However, only a quarter of these stops actually recover any drugs.	It shows the policy is not effective. Despite most stop and searches being for drugs, it mostly fails to recover any drugs at all.	4
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07	1	<p><b>Which one of the following provides free legal advice in civil disputes?</b></p> <p>Correct response: <b>A (Citizens Advice)</b></p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
07	2	<p><b>Explain what a tribunal is.</b></p> <p>Award up to <b>2 marks</b> for an accurate explanation of what a tribunal is.</p> <p><b>Example answers</b></p> <p>Tribunals are lower/inferior courts <b>(1)</b> which tend to specialise in particular areas <b>(1)</b>.  A specialist court, or committee, <b>(1)</b> that is appointed to deal with a particular problem <b>(1)</b>.</p> <p>Accept any other appropriate response, (eg the use of examples of types of tribunals such as employment, pensions, SEND, war crimes, etc).</p> <p>AO1 = 2</p>	2

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07	3	<p><b>Compare the role of solicitors and barristers.</b></p> <p>You should refer to Source E in your answer.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>2</td><td>3–4</td><td>Good application of knowledge and understanding of the concepts. Response clear and relevant to the concepts surrounding the citizenship context.</td></tr> <tr> <td>1</td><td>1–2</td><td>Basic application of knowledge and understanding of the concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.</td></tr> <tr> <td>0</td><td>0</td><td>Nothing to credit.</td></tr> </tbody> </table> <p><b>Indicative content</b></p> <table border="1"> <thead> <tr> <th>Source E (Solicitor)</th><th>Development (Barrister)</th></tr> </thead> <tbody> <tr> <td>Solicitors represent and defend clients' cases. They also provide advice, for example:</td><td>Barristers will also represent and defend clients' cases. They don't provide advice normally, they advise instead on strategy for winning a case.</td></tr> <tr> <td> <ul style="list-style-type: none"> <li>on everyday issues, such as buying and selling homes</li> </ul> </td><td>Barristers will not advise on everyday situations unless it is a highly complex issue that requires representation in court. They are experts in one specialised area of law.</td></tr> <tr> <td> <ul style="list-style-type: none"> <li>protecting individuals' rights, making sure they're treated fairly by public or private bodies</li> </ul> </td><td>Barristers will undertake this work as well. However, they will normally only do this in a high court and in areas of contention in law.</td></tr> <tr> <td> <ul style="list-style-type: none"> <li>resolving disputes between two or more parties</li> </ul> </td><td>This is the type of work that barristers will mostly get involved in. They are highly specialised in areas of law so will normally represent contentious legal cases in their specialist area, in court.</td></tr> <tr> <td> <ul style="list-style-type: none"> <li>dealing with the legal aspects of a client's personal issues, for example making a will</li> </ul> </td><td>Barristers do not normally draft legal documents or support with personal issues. They are highly specialised in areas of law which are complex and contentious so their time is taken up with contentious legal work. They may occasionally get involved in contentious divorce settlements.</td></tr> </tbody> </table>	Level	Marks	Descriptor	2	3–4	Good application of knowledge and understanding of the concepts. Response clear and relevant to the concepts surrounding the citizenship context.	1	1–2	Basic application of knowledge and understanding of the concepts. Response muddled and lacking relevance to the concepts surrounding the citizenship context.	0	0	Nothing to credit.	Source E (Solicitor)	Development (Barrister)	Solicitors represent and defend clients' cases. They also provide advice, for example:	Barristers will also represent and defend clients' cases. They don't provide advice normally, they advise instead on strategy for winning a case.	<ul style="list-style-type: none"> <li>on everyday issues, such as buying and selling homes</li> </ul>	Barristers will not advise on everyday situations unless it is a highly complex issue that requires representation in court. They are experts in one specialised area of law.	<ul style="list-style-type: none"> <li>protecting individuals' rights, making sure they're treated fairly by public or private bodies</li> </ul>	Barristers will undertake this work as well. However, they will normally only do this in a high court and in areas of contention in law.	<ul style="list-style-type: none"> <li>resolving disputes between two or more parties</li> </ul>	This is the type of work that barristers will mostly get involved in. They are highly specialised in areas of law so will normally represent contentious legal cases in their specialist area, in court.	<ul style="list-style-type: none"> <li>dealing with the legal aspects of a client's personal issues, for example making a will</li> </ul>	Barristers do not normally draft legal documents or support with personal issues. They are highly specialised in areas of law which are complex and contentious so their time is taken up with contentious legal work. They may occasionally get involved in contentious divorce settlements.	4
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AO2 = 4			

Qu	Part	Marking guidance	Total marks
08	1	<p><b>Which one of the ages in Source F is the age of criminal responsibility in England and Wales?</b></p> <p>Correct response: <b>A (10 years old)</b></p>	1

Qu	Part	Marking guidance	Total marks
08	2	<p><b>Which one of the ages in Source F is the minimum age for a full driver's licence in the UK?</b></p> <p>Correct response: <b>C (17 years old)</b></p>	1

Qu	Part	Marking guidance	Total marks
08	3	<p><b>Identify two rights which young people in the UK gain when they become 18 years old.</b></p> <p>Award 1 mark for each correct answer (x2).</p> <ul style="list-style-type: none"> <li>• They can have a tattoo or body piercing.</li> <li>• They can watch an 18 film, play an 18 computer game.</li> <li>• They are entitled to a higher national minimum wage.</li> <li>• They can vote in elections.</li> <li>• They can be called for jury service.</li> <li>• They can buy and drink alcohol in a bar.</li> <li>• They can get married, enter a civil partnership or live together.</li> <li>• They can stand as an MP or a local Councillor.</li> <li>• They are legally recognised as an adult.</li> </ul>	2

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08	4	<b>Referring to Source G, discuss the problems associated with recruiting under 18s to the British Army.</b>			4												
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Qu	Part	Marking guidance	Total marks
09	1	<p><b>Which of the following terms describes a criminal who continues to commit crime after their punishment?</b></p> <p>Correct response: D (Reoffender)</p> <p>AO1 = 1</p>	1

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09	2	<p><b>'Community sentences are less effective than prison when dealing with criminals.'</b></p> <p><b>Considering a range of views, to what extent do you agree or disagree with this statement?</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7–8</td> <td> <p>Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue.</p> <p>Developed and reasoned justifications are given which relate to the evidence provided.</p> <p>The justifications put forward form a coherent argument.</p> </td></tr> <tr> <td>3</td> <td>5–6</td> <td> <p>Analysis of a range of evidence and views related to the citizenship issue.</p> <p>The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated.</p> <p>Conclusions drawn from the arguments may not be completely coherent.</p> </td></tr> <tr> <td>2</td> <td>3–4</td> <td> <p>Basic analysis of a limited range of evidence and views related to the citizenship issue.</p> <p>Weak arguments are made which are not necessarily related to the evidence selected.</p> <p>The arguments represent only a limited range of viewpoints.</p> <p>Some attempt is made to integrate the arguments into concluding remarks.</p> </td></tr> <tr> <td>1</td> <td>1–2</td> <td> <p>Limited evidence presented and/or evidence presented is not directly related to the citizenship issue.</p> <p>Insufficient range of differing viewpoints considered.</p> <p>Little or no attempt is made to analyse or evaluate the evidence presented.</p> <p>Little or no attempt is made to integrate the points made.</p> </td></tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit.</td></tr> </tbody> </table>	Level	Marks	Descriptor	4	7–8	<p>Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue.</p> <p>Developed and reasoned justifications are given which relate to the evidence provided.</p> <p>The justifications put forward form a coherent argument.</p>	3	5–6	<p>Analysis of a range of evidence and views related to the citizenship issue.</p> <p>The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated.</p> <p>Conclusions drawn from the arguments may not be completely coherent.</p>	2	3–4	<p>Basic analysis of a limited range of evidence and views related to the citizenship issue.</p> <p>Weak arguments are made which are not necessarily related to the evidence selected.</p> <p>The arguments represent only a limited range of viewpoints.</p> <p>Some attempt is made to integrate the arguments into concluding remarks.</p>	1	1–2	<p>Limited evidence presented and/or evidence presented is not directly related to the citizenship issue.</p> <p>Insufficient range of differing viewpoints considered.</p> <p>Little or no attempt is made to analyse or evaluate the evidence presented.</p> <p>Little or no attempt is made to integrate the points made.</p>	0	0	Nothing to credit.	8
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Qu	Part	Marking guidance	Total marks
10	1	<p><b>Name one country that is not a member of the International Criminal Court.</b></p> <p>Candidates may name one of the following:</p> <p>China, Egypt, Ethiopia, India, Indonesia, Iran, Iraq, Israel, North Korea, Russia, Saudi Arabia, Sudan, Syria, Turkey and the United States.</p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance			Total marks																		
10	2	<p><b>'The International Criminal Court (ICC) has done more to prevent conflicts than international organisations like the United Nations (UN) and NATO.'</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>the role of international humanitarian law in preventing conflicts</b></li> <li><b>the impact of organisations, such as the ICC, UN and NATO, in preventing conflicts.</b></li> </ul> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7–8</td> <td> <p>Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate.</p> <p>Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.</p> </td> </tr> <tr> <td>3</td> <td>5–6</td> <td> <p>Analysis of a range of evidence and views related to the citizenship debate.</p> <p>The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated.</p> <p>Conclusions drawn from the arguments may not be completely coherent.</p> </td> </tr> <tr> <td>2</td> <td>3–4</td> <td> <p>Basic analysis of a limited range of evidence and views related to the citizenship debate.</p> <p>Weak arguments are made which are not necessarily related to the evidence selected.</p> <p>The arguments represent only a limited range of viewpoints.</p> <p>Some attempt is made to integrate the arguments into concluding remarks.</p> </td> </tr> <tr> <td>1</td> <td>1–2</td> <td> <p>Limited evidence presented and/or evidence presented is not directly related to the citizenship debate.</p> <p>Insufficient range of differing viewpoints considered.</p> <p>Little or no attempt is made to analyse or evaluate the evidence presented.</p> <p>Little or no attempt is made to integrate the points made.</p> </td> </tr> <tr> <td></td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table>			Level	Marks	Descriptor	4	7–8	<p>Developed and sustained analysis of a wide range of evidence and views related to the citizenship debate.</p> <p>Developed and reasoned justifications are provided which relate to the evidence provided. The justifications put forward form a coherent argument.</p>	3	5–6	<p>Analysis of a range of evidence and views related to the citizenship debate.</p> <p>The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated.</p> <p>Conclusions drawn from the arguments may not be completely coherent.</p>	2	3–4	<p>Basic analysis of a limited range of evidence and views related to the citizenship debate.</p> <p>Weak arguments are made which are not necessarily related to the evidence selected.</p> <p>The arguments represent only a limited range of viewpoints.</p> <p>Some attempt is made to integrate the arguments into concluding remarks.</p>	1	1–2	<p>Limited evidence presented and/or evidence presented is not directly related to the citizenship debate.</p> <p>Insufficient range of differing viewpoints considered.</p> <p>Little or no attempt is made to analyse or evaluate the evidence presented.</p> <p>Little or no attempt is made to integrate the points made.</p>		0	Nothing to credit.	8
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	<p><b>Indicative content</b></p> <p>Points which <b>may</b> be raised in <b>agreement</b> with this statement</p> <ul style="list-style-type: none"> <li>• The ICC was established in 1998 and is the only organisation that can prosecute individuals for war crimes and crimes of aggression. In 2019, 123 states were working with the ICC.</li> <li>• The ICC have prosecuted war criminals and provided them with punishments. For example, Joseph Kony is scheduled for prosecution in the ICC when he is captured for his use of child soldiers and aggression.</li> <li>• The ICC is the enforcer of international humanitarian law. They ensure the law is applied fairly and proportionately so that justice can be done. This sends a clear message to other nations who might consider being aggressive.</li> <li>• The ICC have a long history of protecting human rights and preventing international conflicts.</li> <li>• The Nuremberg International Military Tribunal was a forerunner of the ICC, and supported the allies in establishing international humanitarian law.</li> <li>• The UN is unlikely to be able to call to account countries which are members of the UN Security Council, (eg Russia and China) whereas the ICC can.</li> </ul> <p>Points which <b>may</b> be raised in <b>disagreement</b> with this statement</p> <ul style="list-style-type: none"> <li>• The ICC have existed since 1998 and there have been a multitude of international conflicts. There have not been any in NATO countries. This shows that NATO is highly effective at stopping illegal conflicts.</li> <li>• The UN have peacekeeping forces as well as economic and legal means to prevent international conflicts. They are able to use hard and soft power to influence other countries.</li> <li>• The UN and NATO includes some of the most powerful countries such as the USA; the ICC does not include the USA. As such, the global influence of the ICC is limited in comparison to the UN and NATO.</li> <li>• Without the UN, the ICC would not exist. It relies on the power, finance and influence of the UN to operate. As such, the UN is more important.</li> <li>• Other agencies such as the International Red Cross, have done more to ensure international humanitarian law is protected through their influence and practical actions.</li> </ul> <p>AO3 = 8</p>	
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