



Examiners' Report

Principal Examiner Feedback

Summer 2023

Pearson Edexcel Level 1/Level 2 GCSE (9-1)
in Citizenship Studies

Paper 1

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2023

Publications Code 1CS0_01_2306_ER

All the material in this publication is copyright

© Pearson Education Ltd 2023

Introduction

Students and Centres have a lot to be pleased with surrounding their performance in the summer 2023 series. Average scores across Paper 1 improved in this session as students showed a greater confidence in handling

some key areas of the specification. Having said that performance tended to be stronger on Theme A than on Themes B and C. Areas of concern are noted below for reference. Some common areas where students underperform continue to limit grades when Centres can easily remedy some of these failings. It is worth not only reading this report but making reference to previous reports to raise marks and thus improve the grades obtained.

Key Findings

- Good engagement on the longer questions 7a and 8. Here students were at ease in taking sides and justifying their choices.
- Still concerns arise over weaker performance on the 6-mark source questions at the end of each theme. There are basic mistakes which can be easily corrected.
- Some key concepts and key themes are not fully mastered – and it may be a good teaching method to ensure that all the key terms and concepts on the specification are understood – and it is good practice to record this in a student glossary for revision guidance.
- On questions which have the command to 'explain' to gain full marks there must be a clear explanation to fully advance.

Multiple Choice Questions

Multiple Choice Questions 1a/b/ 4a/b/c 6a 7a/b

All questions worked well and students did not encounter any significant problems with these on the paper.

Section A

Question 1(c)

The concept of mutual respect was well understood by the vast majority of students, they were able to exemplify the topic quite well. Not only is respect part of Citizenship it is an integral part of British values and a commonly understood term for all. A minority identified it far too briefly and could not attain the additional marks required in the two reasons by providing a meaningful explanation as the question demanded. This difficulty is exposed by the two extracts below.

(c) Explain **two** reasons why mutual respect is necessary in society.

(4)

1 For not have conflicts or fights because
some people fight ~~because~~ because they don't have
mutual respect.

2 For not allow the discrimination or bullying.

Examiner Comment:

This response gains two marks. The demand in the questions is to explain and two full and clear explanations are not provided.

(c) Explain **two** reasons why mutual respect is necessary in society.

(4)

1 Mutual respect is necessary because it creates community cohesion because it allows the community to respect each others identity and get along with each other.

2 Mutual respect is necessary because it prevents discrimination because it allows for society to understand and respect each others identity ~~so~~ to prevent society from treating each other unfairly.

Examiner Comment:

In contrast here we are given two full explanations. There is some crossover in the response but enough difference to make two clear explanations for full marks.

Question 1(d)

It has been noted by examiners that local government is the least well-known topic in Theme A. This is in many ways a missed opportunity for students are more likely to come face to face with the activities of local government than they are those of national government. Local councillors are often all too willing to engage with young people in trying to establish a good local community network. Also, many of the things which local governments do interacts with everyday life. This question should have been easily within reach for all. The heading of the final section of Theme A is entitled 'How does local democracy work' and it is one of the four themes in this section but appears to gain far less attention than its counterparts.

(d) Explain **one** way in which local councils are democratic.

(2)

They provide services for citizens such as
waste collection.

Examiner Comment:

Indeed, local councils do provide services – but this is not the question. The question is to explain their democratic credentials. It receives no marks.

(d) Explain **one** way in which local councils are democratic.

(2)

They take place in votes
for a leader. Allowing peop
to have a say in what
they want.

Examiner Comment:

The explanation and clarification are not manifestly clear in this response and as such it gains only one mark. We have the identification of votes and people having a say – but it's not fully detailed.

(d) Explain **one** way in which local councils are democratic.

(2)

Local councils are democratic because the council members are people from within that area. These council members are elected by the residents of the area by voting.

Examiner Comment:

Here, we are given clarity in the response. A local councillor has to work or be a resident in the area they represent. As with the previous question 1c there is a need for development in the response to provide an explanation. A list cannot articulate this. Here the response scores full marks.

Question 1(e)

This did not prove difficult for the majority of the students. It was easy for them to provide two benefits which migration brings to the UK. Helping the economy and creating a diverse culture were the two most cited reasons. It was a rarity if only one benefit was given.

(e) Suggest **two** benefits of migration in the UK.

- (2)
- 1 Skilled workers often migrate for work, meaning we have to pay less towards training (e.g. training nurses and doctors).
 - 2 Creates a more diverse culture in the UK as migrants bring over things like their food and music.
- (Total for Question 1 = 10 marks)

Examiner Comment:

This response easily attains full marks. There is complete understanding shown of the benefits.

(e) Suggest **two** benefits of migration in the UK.

- (2)
- 1 One benefit for migrating into the UK is you get free healthcare which a lot of countries do not have.
 - 2 Another benefit of migrating to the UK is better job opportunities for you.
- (Total for Question 1 = 10 marks)

Examiner Comment:

A common mistake of a significant minority was not to consider the benefits which migrants bring to the UK – but instead – they cited the personal benefits

and advantages for migrants themselves who come to the UK. This is a typical example of one such error, the message from this is to be sure that the question is read in its entirety, and its terms understood.

Question 2

This is the first of the end of Theme six-mark questions. Taken in total good performance here makes a big difference. For if the Centre and student can see and appreciate the remit of this then 18 marks in total become far more accessible from across the paper. The guidance in overview applies to question 4d and 6c. Hence this guidance will not be repeated again but applies equally to both of them.

Thus far on the paper the marks have been for AO1 – that is knowledge and understanding, the clearer, more precise, and extensive the knowledge and understanding the higher the possible mark. However, on all six-mark questions we move now to AO2. This is the application of knowledge – an AO with different parameters. The AO1 is largely presented in the source – and as there are no marks for AO1 a simple repetition of these cannot bring much by way of reward. The task is for the student to say – given these facts what can we see from their operation? The response has to use the source as a platform and consider the practical operational consequences associated with the source.

Specifically on question 2 we are asked what the practical implications for young people of religion on their lives are? How does religion shape and affect them? What difference if at all does it make?

A very small minority wished just to talk about religion on wider society – and marks were given – but to gain level three there had to be the inclusion of young people as this was the steer of the source and the question.

Explain the significance of religion for young people in the UK today.

Religion is important for young people in the UK today as it helps them develop their moral values. Know what's right and what's wrong. It clearly stops them from doing bad stuff or putting anyone at risk.

Examiner Comment:

This is a very limited response, and it is in level 1. It develops one issue and is not expressly clear. The source is not developed.

Explain the significance of religion for young people in the UK today.

I believe that religion is important for young people in the UK today as it helps having beliefs to be a good citizen and respect people in society. This skill will help in schools and to develop for adult life. Religion in the UK also helps children to make friends in school and to respect each other's faith. On the other hand, it could also ~~not~~ be seen as not important as children still understand basic respect ~~and~~ and tolerance as shown in Source A. Most children understand the key norms and values to society and that shows religion has lost its significance.

Examiner Comment:

This response is clearly a step up on the previous answer. The student in their own words considers the impact on religion for young people.

Explain the significance of religion for young people in the UK today.

One significance of religion for young people in the UK is that helps them identify what is right and wrong. For example the source says 'it helps them develop their moral values' which is important as it is significant in the way they view the world around them and also how they think they should behave and act. This shows that the significance of religion for young people today is important as the role of religion is important to help identify what they believe is right and not which can also have an impact on the people and stuff surrounding them.

Another significance of religion for young people in the UK today is that it helps them form relationships. For example the source says 'constantly brings them together in the community' which is important as young people would want to surround themselves with people who have the same ideas as them.

and being able to go to community events where they are able to do so is important. This shows religion is significant to young people in the UK as it brings them closer together with people. This is important as they can have role models in their lives which can influence them with good things.

(Total for Question 2 = 6 marks)

Examiner Comment:

Here we now move to full marks at the top of level 3. Clear reasoning of the impact of religion on young people. The student brings in the practical application of their knowledge. Note that this student does cite the source but in a minimalistic and instructive manner – not a simple repetition of content.

Section B

Question 3(a)

Without doubt this was the poorest 1-mark question in the examination paper – with Multiple Choice Questions fairing far better. It has often been noted that Theme B and Theme C are less well-known aspects of the specification for Centres and students. Key terms and roles – here of government and parliament must be covered. Students still struggle to define the difference between the Government and Parliament.

3 (a) Identify **one** of the roles carried out by a government minister.

(1)

.....
Holds the government to account.
.....

Examiner Comment:

This response highlights this basic fact. This student fails to know any role of a minister and confuses this with holding a government to account.

3 (a) Identify **one** of the roles carried out by a government minister.

(1)

.....
One role of the government minister is to oversee the
work of the group of civil servants when working on
a parliamentary project and to make speeches for the PM.
.....

Examiner Comment:

This is a very full response to the question and there is no doubt that the student knows the role of a minister.

Question 3(b)

Once again defining key political institutions proved problematical for many. The composition and nature of the legislature must be covered and has to form a central part of the specification and its questions.

As the question asked for main roles it was decided at standardisation that pure differences which had no bearing on the functions of the two chambers were not within the scope of the question. Hence, items such as the difference in colour of the seating or the location of the chamber in the Palace of Westminster were discounted.

A good number of students placed the difference in the two parts of the answer space – for instance in section one that the Commons was elected and in the second section that the Lords in the main were appointed – this remains still just one difference. Again, in ascending order here are examples of students responses.

(b) Explain **two** of the main differences between the House of Commons and the House of Lords.

(4)

1. After the mp's comes the House of Commons, they are a step up in importance but not as high ranked as the House of Lords as they are a step up and only a step under the monarchy.
2. With the House of Lords the monarchy pick who they want to be a part of it.

Examiner Comment:

Sadly, here there is nothing to credit. None of the information is correct. This pattern was repeated in many instances. Very often many responses cited that the House of Lords superior to the House of Commons – and not only was it more prestigious but it has the upper hand in deciding laws and ruling the country. Clearly evidence that this area is not well covered.

(b) Explain **two** of the main differences between the House of Commons and the House of Lords.

(4)

1 The House of lords is appointed but the House of commons is elected. This means the public votes on which MPs sit in the house of commons.

2 The House of ~~commons~~ lords is ~~less~~ superior to the House of commons. This means the House of lords is above in power.

Examiner Comment:

Here we have one clear and unambiguously set out difference – but the second difference is way off the mark – but as noted it was common for students to place the Lords as a superior chamber to the Commons.

(b) Explain **two** of the main differences between the House of Commons and the House of Lords.

(4)

1 one difference is that Peers are usually experts in their fields. They provide advice and opinion backed up by their knowledge. This is different to the member of parliament, as anyone can run for MP.

2 another difference is that members of parliament are elected in by constituents, whereas peers are not. since MPs represent constituents and are generally a part of a specific party, they are voted in, whereas Peers are not elected by the people and are not necessarily a part of a particular political party.

Examiner Comment:

Here we have two clear differences set out in the response. The detail and depth of the answer is good and the knowledge which underpins the difference is correct.

Question 3(c)

It is vital to understand our electoral and voting systems. Furthermore, the Westminster-first-past-the-post system must be an integral part of a student's appreciation of UK democracy. In this question the need for a fuller explanation as required in some previous questions is not required.

(c) Identify **three** distinct features of the Westminster first-past-the-post voting system.

(3)

1 your votes go in straight away.

2 they count the votes

3 you can only do one vote per household.

Examiner Comment:

Here we are given three distinct features but none of these are applicable to our Westminster system and there is no score. In a similar fashion where students put 'generic' aspects of voting – such as that it is done by secret ballot, or that all votes are counted - cannot be credited as these features are not exclusive to first-past-the-post.

(c) Identify **three** distinct features of the Westminster first-past-the-post voting system.

(3)

1 It is simple and easy to understand.

2 It is quick - results get announced in a few hours

3 The party that gets over half of the MP's (326 or more) wins the election

Examiner Comment:

Although this answer is brief it is precise and correct and gains all three marks.

Question 4(d)

The second six-mark question. One of the three six-mark questions will make a comparison with an aspect of citizenship in another country, the section which this comparison arises in will vary and has no pattern. The task is not to repeat and tell us about the new information but to compare this to how things operate in the UK. So, for example does the example show the UK in a better or less favourable light? Once again, a replication of the source in a type of comprehension style format will not get out of a level 1 mark – if it gains marks at all. Here we need students to compare if the Swiss are better served with referendums than is the UK.

(d) Compare how referendums are used in the UK and Switzerland.

(6)

Referendums are used in ~~the UK~~ in
~~Switzerland~~ and are used alot which
is not the case in the UK. beco

In the UK Referendums are ~~are~~ not used
which can cause conflict due to
the fact only a couple of people can
decide on something major. However
in ~~Switzerland~~ they use ~~ref~~ referendum
so everyone has a say in what
matters

Examiner Comment:

The example here only makes or develops one aspect of the source and represents a level 1 response for two marks.

(d) Compare how referendums are used in the UK and Switzerland.

(6)

In the UK, referendums are ~~atm~~ usually used for large, nation-wide matters such as Brexit. Other than that, they are rarely used. Switzerland, however, ~~vote~~ use referendums for many more issues than the UK, and these less important.

In Switzerland, referendums are used to keep the population in touch with politics. This is seen through their high 65% turnout and the use of difficult moral topics to boost engagement. In the UK, citizens are not as involved in politics.

Switzerland use referendums to improve democracy. Their citizens have direct control over decisions made by the country. The UK doesn't.

(Total for Question 4 = 9 marks)

Examiner Comment:

This response is much clearer and fully applies the knowledge presented by the source and infers how the possible outcomes which would arise by replication of more referendums in the UK as is the case in Switzerland. It is at the top of level 2.

(d) Compare how referendums are used in the UK and Switzerland.

(6)

Referendums in the UK are typically held every 5 years whereas in Switzerland they are held regularly during the year, meaning Switzerland has higher democratic values than the UK.

Referendums in Switzerland are used to get what the people want rather than what the politicians want. In the UK most is decided by the politicians whereas in Switzerland major decisions are not taken by few politicians but the citizen.

In the UK, referendums are not used for moral topics for example euthanasia and abortion but in Switzerland

they are used all the time. When the Government hold a referendum which is the ability to accept or ^{reject} a proposal they ~~make~~ don't all it to be held on moral topics.

(Total for Question 4 = 9 marks)

Examiner Comment:

Here this answer fully applies the knowledge provided in the source. We see how things would change – there is clear understanding of the possible impact such changes would mean for UK democracy. This is a level 3 response.

Section C

Question 5(a)

Two reasons for the increase in crime rates did not prove problematic or difficult and this question had a very high mean score. There are a huge number of factors which could be said to have an impact on rising crime figures – not all listed in the mark scheme but identified and credited by examiners.

5 (a) Suggest **two** reasons why crime rates may increase in society.

(2)

1 Crime rates may increase as new technology comes out allowing people to commit more cybercrime.

2 Another reason crime may increase is if the police force is reduced.

Examiner Comment:

Unfortunately, here the student only gains one mark as the second point is a variation of the first.

5 (a) Suggest **two** reasons why crime rates may increase in society.

(2)

1 Crime rates may increase due to a rise in drug and alcohol abuse which means people are intoxicated and are not thinking clearly so are more likely to ^{commit crimes}

2 Another reason why crime rates may increase is due to the decline in ^{your} socioeconomic class which means that you are less able to afford stuff so turn to crimes to earn money.

Examiner Comment:

We are given two detailed reasons here for the rise in crime rates. This gains full marks it is very precise and informative.

Question 5(b)

It was rare that students could not think of reasons why law is necessary in society. A wide range of reasons were given and were credited. What distinguished between responses was the clarity and lack of repetition in giving three examples. The avoidance of mayhem or anarchy was the most cited reason – others were more considered and looked to the needs of civil law to allow business to trade and function well.

(b) Identify **three** reasons why we need laws in society.

(3)

1 Laws maintain order to make sure no ~~acts~~ breach of human rights happens.

2 Laws also promote equality by showing it applies to everyone / no one is above the law

3 A sense of security is provided by the law being in place as it lets you feel safe

Examiner Comment:

This is a good example of three reasons with clarity and precision, well worthy of the full marks it obtained.

(b) Identify **three** reasons why we need laws in society.

(3)

1 One reason we need laws in society is that so citizens don't go wild + start doing bad things.

2 Another reason we need laws in society is to prevent people from doing bad things cause they know there is a punishment.

3 Also a reason why we need laws in society is that

Examiner Comment:

Here although we have extensive narrative – there is only one actual reason provided so the response gain just one mark.

Question 5(c)

Mediation has appeared on the examination paper previously and the vast majority of students could relate to the term. To gain both marks the benefit and some form of explanation is required. As you observe the mark scheme you can see how it is structured around two points being raised. A tiny minority continue to mistake the term mediation for meditation – and thus lose marks – one misinterpretation thought it read medication – the words must be read and understood.

(c) Explain **one** benefit of using mediation to settle a legal dispute.

(2)

One benefit would be that it is a lot less expensive than using court systems. To settle a dispute in court it can sometimes cost a lot whereas mediation is a cheaper alternative that can still have the same outcome as a court settling legal disputes.

(Total for Question 5 = 7 marks)

Examiner Comment:

One aspect of mediation identified and then explained. Concise and precise.

(c) Explain **one** benefit of using mediation to settle a legal dispute.

(2)

Mediation is cheaper ^{than} ~~that~~ going to court ~~to~~ settle a ~~the~~ legal dispute.

Examiner Comment:

Here we are just given an agreed benefit but not detail which offers an explanation.

Question 6(b)

Student awareness of civil law and what it covers has improved – it is no longer a 'grey area' and many examples were cited. Divorce and child custody being the most common.

(b) Identify **two** family matters which civil law deals with.

1 Who ~~of~~ gains custody of a child ~~if a divorce~~ ⁽²⁾
~~divorce~~ in a dispute between parents

2 Settling a divorce and making sure it's legal

Examiner Comment:

This response covers two clearly defined areas of civil law.

(b) Identify **two** family matters which civil law deals with.

1 Domestic abuse if you want to press charges or
not ⁽²⁾

2 Adoption the rights you have for your wanted
child

Examiner Comment:

Here we are only given one example of civil law. Abuse and with-it charges which are described are dealt with by the criminal as opposed to civil law.

Question 6(c)

This is the last of the 6-mark questions based on purely AO2 – applied knowledge. Here many did simply repeat the experience of Ann Linton and Mark but gained very little credit for this. Restorative justice is a good sentence type to learn and appreciate as it gives insight into how different forms of punishments operate. The question implores the student to consider the impact that it will have on a range of others in society and if it is a way forward to reduce crime.

(c) Using the source, explain the benefits of restorative justice.

(6)

The restorative justice system is beneficial to the government because it helps keep prison costs down so the tax payers money can go towards better things such as Local Services (NHS) to really help people in a better way.

Examiner Comment:

Here there is nothing wrong with the response, but it is limited as it only covers on point – it is a level 1 response with 2 marks. More content would have raised the reward.

(c) Using the source, explain the benefits of restorative justice.

(6)

Restorative justice allows for criminals/offenders to meet people who they have harmed and as a result help them as a sort of compensation. This, although it can backfire, allows for the victims to feel a sense of justice and peace at the fact that their offender is changing their ways and becoming a better person.

Furthermore, restorative justice allows for Police time to be given to more immediate and/or serious matters, whilst petty offenders are carrying out work for their victims, police time can be saved and handed out to solve more criminal cases and drop the rates of convicted criminals in their area.

Lastly, restorative justice allows for court and prison costs.

to decrease. By using restorative justice, the cost of imprisoning a petty criminal, as well as the employment to fill out all the paperwork can be put towards more useful/pressing things.

(Total for Question 6 = 9 marks)

Examiner Comment:

This response is level 3 – we have three reasoned points which reflect but do not simply replicate the material in the source. The details are applied for their wider implications and benefits.

Section D

Question 7(c)

The 7c question follows a well-established format, in that it seeks to identify two areas where the often-conflicting sources agree upon. It is often done well by students who are prepared and know how to approach it.

(c) Analyse the source to identify **two** areas on which there is agreement.

- (2)
- 1 protesting and demonstration may be a nuisance, but this is the price we pay for living in a democracy
 - 2 protesting is acceptable, but it must be done legally.

Examiner Comment:

This response only attains one mark – as the second point is only really articulated in the second source only.

(c) Analyse the source to identify **two** areas on which there is agreement.

- (2)
- 1 Breaking the law can turn things chaotic and harmful to the surrounding people.
 - 2 the media has a big influence in making problems well-known across all areas of the country.

Examiner Comment:

Here the student correctly identifies two points of agreement in a clear and developed manner.

Question 7(d)

It was clear that the source really engaged students and the vast bulk saw the conflict and the debate which was summarised. Hence, accessibility was not a problem. The main difficulty by which students lost marks was by not addressing the views of both the contributors in the source. It is fine that a student chooses one side to favour and may indeed present more material supporting their view – but both sides have to be covered.

I strongly agree with Peter Tatchell as it has worked in the past ^{where as} peaceful ^{protests} and non-violent attempts to change has failed making it ~~the~~ one of the only way to get the ~~peop~~ government to hear you.

In the past there ~~now~~ have been many ~~protest~~ that ~~now~~ law breaking protest that have worked such as the suffragettes and other campaigns for civil rights. As when we take the peaceful attempts at reaching out the government or the people ~~in~~ in charge don't listen as it doesn't affect them. ~~to~~ ~~to~~ which is why ~~it's~~ ^{it's} so important to make your voice heard.

Many of these protest are so important that in my ~~opinion~~ ~~is~~ it's ~~be~~ acceptable to ~~use~~ break the law thing such as basic human rights ~~and~~ freedom and oppression are at stake here which is ~~like~~ ~~your~~ ~~voice~~; so important that if you need to break the law to

defend them it is acceptable.

Although the general political parties may agree with you many times, they say what the people want to hear to gain votes as they don't always follow through with promises.

Chaos may break out but with human rights at stake defending them is very important.

In conclusion I strongly agree with Peter Tatchell as the right and sometimes you have to fight for your say and with things like the important stuff like the basic human rights and equality is it's important acceptable to do what you must.

Examiner Comment:

This is a classic example of a one-sided response. It is excellent on the views of Peter Tatchell but silent on the views of Dominic Grieve. This question has to really be played as a game of two sides. It was awarded 6-marks.

Some people may argue that Peter Tatchell is correct, such as those who protest for ~~equality~~ 'equal rights of gay people' and 'civil rights'. Since these are basic rights, it is only reasonable that these rights are given to the public ~~by any means necessary~~ ^{through any means necessary}. Some ~~people~~ people may argue and say that Tatchell is right that 'human rights are so important that any action to defend them is acceptable'. People may agree that this is true since a human right is something that every human being is entitled to and it is not right to not give them to someone. However, a person agreeing with Dominic Grieve may say that the actions of these people 'are selfish and expose others to harm'. This means that in order to obtain one 'human right' another is compromised for others in society due to the dangerous 'actions of ~~people~~ law breakers'. People may argue that this is most important when dealing with the most vulnerable of society who may be unable to defend themselves.

Contrastingly, those agreeing with Tatchell may ~~agree~~ ^{agree} that general elections are not sufficient enough to deal with matters that need change.

'General elections are not enough to achieve changes needed'. This is because general elections take place every 5 years, in which ~~too~~ many things can happen. Also, with the UK voting system, not everyone's voice is heard, meaning they may resort to more ~~violent~~ ^{unlawful} methods to achieve this. However, people agreeing with Criere may argue that 'the ballot box and voting is the way to achieve change' since there are people and parties representing your view who you can also talk to in your local constituency through things like surgeries. They may argue that asking for change in a lawful way is more appropriate and likely to be heard faster.

In conclusion, after considering both arguments, I think that protesting legally is the best way to be heard since it is visible to those in power, such as the Parliament, and is also not going to put others at risk. Therefore, I agree ~~with~~ with Dominic Criere.

Examiner Comment:

This is a top-level answer. It gives due reverence to each side of a contested debate and evaluates their arguments. In the response it decides and comes to a well-founded conclusion.

Question 8

As we reach the last question on the examination paper – we come to the most valuable as it carries 15 marks. A good performance here can realistically mean a grade difference in final outcomes – so it is important to perform well. The question is testing analysis and evaluation. It is expecting the student to consider competing arguments and come to a reasoned and substantiated conclusion. Once again, we have a topical question dealing with the taxes which people should be expected to pay. Set against a background of a 'cost of living crisis' this touched on concerns for many. The balance between having good services and the need to pay for them. Some students questioned not also whether to increase or retail taxes at current levels but also questioned how wise government spending is and re-directing funds away for certain areas to provide better health care for example. This was not a requirement but evidence of how well students considered the issue.

When working with students on this is beneficial to use the level based mark scheme here as a means of encouraging them to see how to gain marks and advance their performance.

I agree with this statement because social services are important to keep a healthy and educated society.

One reason why I agree with this statement because it is important to keep people healthy in order to have a lower death rate and so more people can go to work. If hospitals are not funded then they may not have enough to treat as many patients which means more people would be dying. This could be a problem because for example a cancer patient who's an adult may not be able to work again if not given the right treatment.

Another reason I agree with this statement is because it is important to fund schools to keep the literacy rate up. This will allow more children to be in education and more people

to know how to read and write. This is important because for example, if someone isn't taught properly in school because of the lack of funding, that person may not be able to get a job in the future and may become homeless too.

However, someone may disagree with me because in some cases, people may not be able to afford a higher tax. This is important because not being able to pay the taxes may lead to that person to be kicked out of their home. However, even though this factor is important to consider, social services are still very important and some may argue need more funding to be able to provide a proper service.

In conclusion, it would be beneficial to raise tax to be able to fund social services and allow them to provide full service. However, this may not be good for people who may not be

For	Against	able to pay taxes.
- Important to decrease death rates	- People may not afford to pay taxes	
- literacy rate		

Examiner Comment:

This response fails to cover in depth both sides of the debate. It is on the border of level 2 and level 3 – what is lacking is detailed analysis.

Taxes are direct and indirect forms of income from the public and ~~businesses~~ businesses to the Government. They are reinvested into public services, defence and paying off debts. Governments regularly discuss potentially raising ~~taxes~~ taxes, which I think they should.

Furthermore, I think it is vital to raise taxes so that the UK avoids periods of austerity like we have experienced. For example, austerity results in a lack of funding to services like libraries, leisure centres, and ~~extra~~ extra-curricular educational activities. These are vital in pleasing the public and ensuring that children ~~and~~ the younger generation is provided with good facilities ~~and~~ opportunities ^{and education}. This demonstrates ~~why~~ ^{why} taxes must be raised, as austerity is extremely harmful for the development of the UK.

On the other hand, some believe that it is cruel to ~~tax~~ tax people more who already struggle for money. ~~For~~ For example, the pandemic in 2020 has caused a current cost of living crisis, where ^{all} prices of ~~the~~ goods and services have increased, which don't reflect ~~an~~ an increase in wages. This proves how it is morally ~~wrong~~ ^{to tax} to tax people money that ~~is necessary~~ they need and cannot live without.

Despite this, the changing demographic of the UK means that ^{increased} taxes are necessary. For example in the UK, we have an ageing population, ~~the result of~~ ^{general wear and tear} in more pressure on NHS workers and local care. This is because old people can no longer work and also need the care of others to live. This proves ~~that~~ why taxes must be raised to ~~cover~~ ~~the~~ ~~costs~~ ~~of~~ ~~NHS~~ ~~workers~~ ~~to~~ ~~care~~ ~~for~~ ~~older~~ ~~people~~ ~~and~~ ~~to~~ ~~pay~~ ~~the~~ ~~wages~~ ~~of~~ ~~NHS~~ ~~workers~~ ~~required~~ ~~to~~ ~~care~~ ~~for~~ ~~older~~ ~~people~~.

Despite this, some people argue that the Government already ^{taxes} people enough, however spend it in the wrong areas. For example, if the Government spends millions annually on defence and the military, while public services continue to struggle. This proves how

~~instead~~ - instead of taxing people more, the Government should focus on ~~the~~ ~~spending~~ spending money ~~in~~ in different areas.

However, the lack of ~~the~~ current taxation means that ~~we~~ the UK ~~is~~ is currently in huge debts. For example, when managing budgets, the Chancellor of the Exchequer is forced to ~~face~~ ^{factor} in debts that must be paid off.

This would not be the case if taxes were raised, as we could begin to pay off the debts and eventually reinvest all government revenue, rather than ~~managing~~ ^{managing} ~~debts~~ debts. This shows that taxes must be raised ~~to~~ ^{to} support the long-term wealth of the UK, by becoming tax free.

To conclude, I agree ~~to~~ with the statements as I believe the changing demographic and poor public services demonstrate why it is necessary to raise taxes ^{in the UK}. This is reinforced by the fact it will aid the development of the UK to improve all public sectors.

(Total for Question 8 = 15 marks)

Examiner Comment:

Finishing the PE report on a high, this is a good example of how well some students handled the question. Both sides are considered, and a view is taken. This obtained full marks.

Paper Summary

The following key points should be taken away from this exam series:

- On Theme A there is a concern that local government is still not fully appreciated, and many could not explain how it linked to democracy
- On Theme B key personnel in government and Parliament are not well understood. In addition, it is clear that the composition of the legislature is beyond many given the numbers who cited the House of Lord as the most important chamber of the two.
- On Theme C there is a growing awareness of the scope of civil law but not a comprehensive understanding of the role and function of mediation.
- On Theme D there is growing confidence in dealing with and answering questions which have principled but acceptable points of view. There is still a need to accept that both sides of the debate have to be developed – not just the side which the student prefers.