



# **Examiners' Report**

## **June 2023**

**GCSE Citizenship Studies 1CS0 02**

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## Introduction

### Section A

The most frequent issue on this paper arose for candidates whose choice of action was not related to Citizenship. These candidates found this, and many of the Section A questions, very challenging, because their own experiences of taking action were more suitable for PSHE than Citizenship, or were not related to taking action. Examples of such unsuitable actions included more litter bins in school, the housing crisis, corrupt leaders, boosting body confidence and book censorship.

A further issue arose for candidates when answering Section A questions where the action chosen was unlikely to be able to achieve a benefit or change for a particular community or wider society. Candidates with actions such as this found it difficult to analyse and evaluate if their aims had been met or partially met, or, in some cases, what their aims were.

Despite the advice given in the previous examiners' reports, there were still examples of such actions included, such as vague references to learning about police brutality, health and safety at work, 'should the UK have harsher punishments?', and simplistic statements such as 'finding out' about an issue – where no evidence of taking action could be demonstrated.

The following guidance should be considered by centres when planning how to manage the Citizenship action with their candidates.

Remember that the six stages of the action outlined in Theme E can all be the basis of questions on Paper 2 Section A. The choice of action must enable all or any of the stages to be exemplified and evaluated in the context of their activity by candidates in the examination.

Rather than large generic topics where the chance of achieving success is, at best, remote, it would be better for candidates to work on objectives that do have a better prospect of being successful, as long as they do also link clearly to themes, as the specification requires. Choosing a specific aim or goal that candidates have a reasonable chance of achieving is important, because there has to be a realistic basis for assessing the success of the Citizenship action in terms of outcome achieved.

Centres should consider carefully the points in the specification and the *Getting Started* booklet, particularly in relation to Theme E. Probably it would be best for candidates not to commence their action until they have gained sufficient understanding of the themes, so as to be able to identify meaningful links between the specification themes (eg diversity, democracy, power, justice, accountability, equality, participation) and the action.

Whether candidates take the awareness-raising/opinion-changing route or the social/community activity pathway, the goal must be defined, realistically achievable, and, in some way, measurable. It is also essential that the links to themes and citizenship concepts should be explicit and at the heart of the chosen project.

Chosen candidate actions require a specific goal and participants need to be able to demonstrate that they have achieved it (or not). If the goal was only partially achieved, candidates will need to be able to explain why this was the case; this must link back to chosen specification themes.

Although the specification makes it clear that candidates will be not penalised if an action did not go to plan, this would not necessarily excuse an unsuccessful activity that was poorly conceived and ill-matched to resources available, such as commitment, time, funding, skills or expertise.

As long as specification themes are clearly and explicitly linked to the action, the focus could be within the school – perhaps relating to themes of democracy and participation: uniform, sports offered, timetable, homework patterns, menus offered, charitable projects undertaken.

Alternatively, the target could be within the community. These could include identifying problems, publicising them and trying to get local councils or other bodies or voluntary organisations to remedy them: road safety/pedestrian crossings, leisure facilities/opening times, times/routes of local bus services/location of bus stops, openness of council meetings to the public, locations of local courts, opening times and services of police stations or other public bodies, issues involving the elderly, safety issues such as installing sprinklers in blocks of flats. Seeking to engage with local media or to persuade a local council or individual councillors to support a cause could all be part of an excellent plan.

If the action chosen by candidates seeks to change opinions or to undertake an awareness-raising action over bigger issues such as types of government or punishment or human practices or activities in different parts of the world, they will need to establish a clear baseline of how much their audience knew or what they believed at the start and end of the action. Much realism will be required in stating the goal in terms that can be measured, tested and evidenced with confidence.

The easiest way to be sure a possible action meets all the requirements is to test it against these six questions and to be confident that the answer to all the questions is an unmistakable **YES**. Even if there is a single **NO**, it would be best to amend the proposed action and eliminate the **NO**.

The six questions are:

- Does the proposed action have a clear goal (whether in terms of awareness-raising or social/community action)?
- Is the topic listed in one of the four themes on the specification or very closely related to such a theme?
- Is the proposed action likely to make an impact or difference locally, nationally or globally?
- Does the team have sufficient time or other resources to carry out such an action?
- Will the proposed topic link closely to the concepts and terms which apply to the theme on which the proposed action will be based?
- Will it be possible to measure in a precise and reliable way how successful or unsuccessful the action has been in terms of achieving its goal?

Centres may find it helpful to access the Citizenship Action Guidance on the Pearson website. This can be found in Teaching and Learning Materials>Guide>GCSE Citizenship Studies: Guide to Citizenship Action.

## Question 1 (a)

This question asked candidates to demonstrate their knowledge and understanding of how their choice of citizenship action directly related to their Citizenship studies.

Many candidates were able to identify from which topic or area of the specification they had drawn their action, with development of what the action involved that was linked to this area.

However, a significant minority of candidates simply stated what their action was about, or stated what the topic studied was. This meant that they were unable to access full marks, because they had not explained the link between their action and their studies of Citizenship.

It would benefit candidates greatly if centres ensured that the actions candidates choose were drawn directly from Themes A-D of the specification. Then they will be able fully to address the Section A questions with appropriate knowledge and understanding.

Too many candidates are still planning actions that have no link to Citizenship Studies, and so are disadvantaged when it comes to answering Section A questions.

## Question 1 (b)

This question required candidates to explain the importance of using both types of sources in the planning stages of taking action. The reasons they identified needed to relate to primary sources **and** secondary sources, with some development, to access the 2 marks available for each reason given.

Unfortunately, candidates tended to discuss the use of sources in a general way, rather than being able to discuss the use of primary sources and the use of secondary sources. Often, they were unable to access full marks on this question.

A significant minority was only able to give generic responses such as “to get more accurate information” or “to get a wider range of views” without linking these directly either to primary or secondary sources, so limiting the marks they could gain.

The best responses were able to refer to the different advantages/positives gained from using both types of source when planning the action. These included hearing first-hand opinions from those affected by the issue chosen from primary surveys, whilst secondary sources can demonstrate the views of the people in power on the chosen issue. This helped candidates decide whether or not their action was one that was needed.

(b) Explain **two** reasons why it is important to research **both** primary and secondary sources when planning your citizenship action.

(4)

1. One reason why it's important to research both primary and secondary sources when planning is because you acquire diverse opinions. This means that you're able to find out how different people view the action and why.
2. Another reason why it's important to research both primary and secondary sources is that it backs up any information you find. This means that the research you find is valid and helpful in explaining the action.



**ResultsPlus**  
Examiner Comments

Point 1 fits BP3 and Point 2 fits BP6, but the points made are generic regarding primary and secondary research, rather than demonstrating an understanding of the different types of research.

This does not have enough development to merit full marks.

Marks are given for identifying points, without development.

Total: 2 marks

(b) Explain **two** reasons why it is important to research **both** primary and secondary sources when planning your citizenship action.

(4)

- 1 Primary sources come from people with direct backgrounds in the issue being explored in the action, e.g. the trans people responding to our survey on gender neutral toilets, giving the research more credibility, and secondary sources offer information on past attempts to tackle that same issue.
- 2 Secondary sources are important as it is easier to flesh out ~~the~~ research with pre-existing research on the issue, giving a wider range of views on the topic, e.g. articles we looked at on the Stonewall website ~~about~~ about public opinions on trans people in public spaces such as toilets, where primary sources tell us a way to proceed that benefits the ~~affected~~ involved groups most.



**ResultsPlus**  
Examiner Comments

This response is included to demonstrate the difference between a generic response and one that is targeted clearly at the question.

This response makes two distinct points about the importance of using **both** primary and secondary sources, with some development, and so merits full marks.

Total: 4 marks

## **Question 1 (c)**

The majority of candidates were able to identify a reason why negotiation is important. Many responses added development to their answer – often in the form of an example from their experiences of taking action – so being able to access both marks available.

Only a minority of candidates did not understand what was meant by negotiation. Centres are reminded that candidates should be familiar with the full range of key concepts identified in Theme E, so that they are well-prepared for the Section A questions.

## Question 1 (d)

Candidates were able to identify how differing viewpoints affected their action. However, there was a number who did not read the question carefully. Consequently, those candidates did not link their answer to how those differing viewpoints affected the methods they used and limited their marks.

Successful responses identified an issue – most commonly that different views about the choice of topic/goal/method within the team led to conflict – and how this then changed/affected/impacted their methods eg by having to decide to vote on something, or having to add/remove/compromise on the methods they wanted to use. Two different reasons with development were required to access full marks.

(d) Explain **two** ways in which considering different viewpoints affected the methods that you used for your citizenship action.

(4)

1 We considered ~~disa~~ Charities that raise money for people with disabilities view point, which meant he knew how it personally affected disabled people which he used to raise awareness

2 he considered teenagers' points of view, which allowed us to make better suited questions for our questionnaire.



**ResultsPlus**  
Examiner Comments

This response makes two clear points related to different viewpoints and links this directly to the method used.

Point 1 fits BP1 (considering charities that...) with development (which we used to raise awareness). 2 marks.

Point 2 identifies BP5 (considered teenagers' points of view) with development (allowed us to make better suited questions). 2 marks

Total: 4 marks

(d) Explain **two** ways in which considering different viewpoints affected the methods that you used for your citizenship action.

(4)

1 By considering different viewpoints, this made our group work better as we gained more new ideas, such as one person suggested we teach a lesson which overall benefitted our action.

2 It slowed down the action as we needed to discuss and change more things due to more opinions being discussed about, needed time to decide.



**ResultsPlus**  
Examiner Comments

This response is included to demonstrate a typical mistake by candidates.

Point 1 fits BP3 with development. 2 marks.

Point 2 is not clearly related to methods, so is not credited. Responses with no clear links made between differing viewpoints and the methods used, gain no marks.

Total: 2 marks

## Question 1 (e)

The essay question gave candidates a premise that they must discuss.

This was an evaluation question, where candidates needed to draw on their own experiences of taking action. To access the highest level, they had to give a balanced answer, with points for **and** against the premise in the question, and come to a reasoned conclusion.

One-sided responses were limited to Level 2, and a significant number of candidates made this mistake.

The most common mistake, however, was candidates who had obviously learned a prepared response about problems they had encountered and recited that back in the exam. That was not the focus of this question. Candidates should be reminded that they need to address the question set in the exam, to access the full range of marks.

Centres are also reminded that generic responses, with no explicit references to the candidate's own experiences of taking action, will only achieve low marks, because they have not met the criteria for this question.

Successful responses were able to discuss how important it was to consider during the planning process, any problems that they might face whilst preparing to take action. Also they considered why it was important to plan for how to avoid/address those problems, if they occurred.

Such responses had examples from their own experiences. They were able to offer another point of view about why this was not the most important factor, or why other factors were more important, such as good teamwork or good communication.

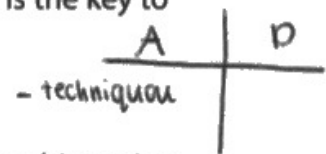
The strongest responses were able to cite examples from their own experiences throughout the response, coming to a reasoned conclusion based on their own experiences.

(e) 'Identifying potential problems and planning ways to avoid them is the key to carrying out an effective citizenship action.'

How far do you agree with this view?

You **must** base your answer on your experience of your own citizenship action.

Give reasons for your opinion, showing that you have considered another point of view.



(12)

~~Over~~ Overall I agree with the Statement 'identifying potential problems and planning ways to avoid them is the key to carrying out an effective citizenship action'.

One problem we had with our campaign was that our group was not very good ~~techniq~~ with technology. For example creating our questionnaire designing our poster. To overcome this we spoke to the IT guy in our school so we can create the best possible action. This meant our action was successful as we created one of the best, bold posters which made more people aware of discrimination against disabled people.

Another problem we faced was the size of our group. As our group only contained 2 people this hindered our action as we could not get as much done as we planned like designing the poster, presentation ect. To overcome this we combined with another group to make our group now contain 4 people. This meant our action was more effective as we could get more done and spend more time on spreading the issue of discrimination against disabled people around to our peers.

~~If we had thought about all the potential issues before our action~~

Another issue we had was the time me and my group had together to work on our issue. For example we only had 3 hours worth of lessons in a week to plan our action. This meant we were not able to get as much done. We overcome this by meeting outside of school to add more to our action. Although this didn't mean our action was more effective as more time didn't allow us to debate on issues we could've done if

we were in School.

Overall identifying problems and overcoming them ~~was~~ meant our action was really effective and meant more people were aware of discrimination against disabled people.



**ResultsPlus**  
Examiner Comments

The candidate discusses problems their group faced in a general way, rather than focussing on identifying potential problems and planning ways to avoid them.

It shows only some knowledge, rather than detailed knowledge.

This is also a one-sided response, with no other points of view considered.

Total: 6 marks

Level 2

(e) 'Identifying potential problems and planning ways to avoid them is the key to carrying out an effective citizenship action.'

How far do you agree with this view?

You **must** base your answer on your experience of your own citizenship action.

Give reasons for your opinion, showing that you have considered another point of view.

(12)

I partially agree with the statement as identifying and planning problems <sup>is an</sup> efficient way to make the action ~~more~~ run smoothly, but problems can still occur either way ~~either~~ on the day that a coincidence ~~occurs~~.

People could agree with this statement as it promotes the most efficient way of handling your action. In my action with raising awareness for domestic abuse, we identified that some young people may find the topic triggering or on the other hand don't perceive an interest or have an awareness to ~~the~~ the domestic abuse topic therefore will not feel educated or have felt ~~the~~ they feel supported if it was them in that situation. So to resolve this we used the primary sources of surveys that were sent in every year at school so we could develop a clear and better

understanding of young peoples knowledge and experience of domestic abuse so we could create a targeted response to educate them with facts they might not know. To resolve the fact that people may find the awareness video triggering we put a trigger warning at the start of the video to let our audience know what was going to occur so we wouldn't upset people and make their knowledge, education and mental health worse.

However, some people may disagree with this statement as despite the fact planning to resolve problems can work some problems are inevitable, a coincidence and just happen on the day. In my citizens action a problem that occurred on the day was editing the video and sending it to school computers for this to be shown for school. We did not plan for this to occur ~~as~~ as we originally planned for a phone to film the video and did not think of how to send the video to school computers. This caused a disruption in our action as we had to

ask for help from teachers & what was the best way to send our action. This shows how small problems can occur ~~as a~~ ~~co~~ on the day even when planning for problems reinforcing that our action was still effective for raising awareness but caused a disruption in our efficiency to do so.

Overall, I partially agree with the statement as identifying problems and planning them does result in efficiency. But problems like technology can be a coincidence on the day that you just have to overcome and can't be planned for.

#1 = asking questions like how common do you think abusive relationships are, do you think gas lighting is a criminal offence and more  
#2 = that can lead to a more smoother running of our awareness video and overall action



The candidate addresses the question throughout, with detailed knowledge and evidence from their own experiences of taking action, ending with a conclusion.

This does not quite reach the top of the level because the range of points made lacks breadth, especially on "disagree".

The conclusion is summative rather than a well-substantiated judgment.

Total: 10 marks

Level 3

## Question 2 (a)

This question was well-answered by the majority of candidates.

Reasons to support a campaign could be drawn from the source or candidates' own knowledge, or a mixture of the two. Where candidates may have been less successful in accessing full marks was usually as a result of a lack of development.

Centres are reminded that "explain" questions require more than a simple statement to access the full range of marks. For example, a response such as "people may choose to support a campaign that helps vulnerable people" would be suitable for a question that has the command word name/give/identify one reason.

For an "explain" question, this answer would need development such as "because they may not have opportunities/the ability to participate because of their vulnerability [naming whatever the issue is]" as the development.

## Question 2 (b)

This question directed candidates to draw their answer directly from the source material, which the majority were able to do.

A minority, however, had not read the question carefully and so gave answers related to financial donations. This was excluded by the question and so gained no credit.

Candidates should be reminded to check the question carefully for any excluding points: “other than” always means do **not** include whatever factor or feature is then referenced, and must not be included in their response.

## Question 2 (c)

Candidates were given a viewpoint in this question and asked to explain why it may have been mistaken, using the source material.

A minority of candidates chose to write about why the view was accurate, instead. Again, this highlights the need to remind candidates always to read the question carefully and avoid assuming the question will always ask for the same thing.

A surprising number of candidates chose to challenge the question by arguing that a single viewpoint is always mistaken because it is just one person's opinion. Centres should discourage candidates from answering the question like this and remind them that they are only required to use the source material in Q02(c) to demonstrate why the view is accurate/correct/wrong/mistaken. Using the correct exam technique is crucial, here, to gain any credit.

## Question 2 (d)

This question required candidates to give a reasoned response.

A significant number of candidates are still limiting their mark by choosing to answer in simple bullet points. Centres should actively discourage this. It is unlikely that such an approach will move beyond the bottom of Level 2 due to the lack of a developed comment about the issue specified in the question.

Strong responses to the question identified a reason why a campaign might find it difficult fully to achieve its goals. These were usually related to:

- not being able to raise sufficient funds
- lack of supporters
- lack of interest in the media
- lack of people in power on this issue

Such responses would then add some development to the point, for example, why not being able to raise sufficient funds was a problem, often adding exemplification from their own experiences of taking action, or from case studies they have discussed in class.

(d) Explain why some campaigns find it difficult to fully achieve their goals.

(6)

Campaigns may find it hard to fully achieve their goals because they don't have the resources, time, money or people to raise enough awareness. This means that people are less likely to support the cause because they aren't aware of it happening.

Another reason may be that they have a large goal and people are unwilling to give large sums of money. Especially at current times, the general public has less disposable income as a whole to be giving to charities and supporting campaigns.



**ResultsPlus**  
Examiner Comments

Two developed points are made on lack of awareness and lack of funding.

There should be some evidence offered, to reach the top of Level 3.

Total: 5 marks

Level 3

## Question 6

This question was poorly-answered.

Trade unions are indicated clearly as an area of study on Theme D, Sections 1 and 2 of the specification.

Questions have been set on this topic on previous papers, yet a significant number of candidates was unable to name a trade union or give any response broader than “a teachers’ trade union” or “the union for nurses”. This was disappointing to see and resulted in a large number of responses where no marks could be given.

## Question 7

Mediation is a key concept in Theme D of the specification. Centres are reminded that candidates need to be familiar with each key concept.

A number of candidates confused mediation in international conflict with mediation in the civil courts, and so gained no credit.

It was also disappointing to see that many candidates did not understand that mediation is carried out using a third/neutral party. Instead, they stated that mediation was when two countries in conflict sat down to discuss how to resolve the conflict. This limited understanding prevented a significant number from being able to access full marks on the question.

## Question 8

The majority of candidates were able to identify two roles of charities, most commonly related to fundraising or raising awareness.

However, as with other “explain” questions on the paper, many candidates did not add any development to the roles identified and so could not access that second mark. Simply naming a charity is not sufficient to count as development – an explanation requires more than this.

## Question 9

As with Q02(d), this six-mark question required candidates to give a reasoned response – this time, in relation to the two named organisations in the question, NATO and the Commonwealth.

Whilst there is no requirement to give equal balance in the response to the organisations, candidates will not be able to progress beyond Level 2 if they only discuss one organisation. Centres should ensure that candidates are aware of this, because a significant number only identified points related to NATO.

There was a general lack of detailed knowledge in relation to the Commonwealth in this examination series. Such points that were offered were often very vague or simply incorrect, often citing points related to mutual security and defence. Centres are reminded that candidates need to be prepared to write fully about each of the named organisations in the specification.

9 Explain the commitments that NATO and the Commonwealth expect the UK to fulfil as a condition of membership. <sup>freedom/security political/military</sup> <sup>development, democracy, peace, environment improve countries, commissions</sup>

As a condition of ~~the~~ NATO having a membership of NATO the UK is expected to provide troops when asked. This is as NATO aims to ~~represent~~ guarantee freedom and security through military and political means, therefore the UK had to give troops so they can use them as a military to implement their aims. Membership of the Commonwealth means the UK has to pay a fee which is used in the commissions of the Commonwealth. These commissions aim to encourage development of countries, promote peace and democracy and protect the environment so the UK's fee is used to fund these commissions <sup>in</sup> to implement their ideals. Another commitment of the Commonwealth is that the UK is expected to support member countries if they are attacked. This is as the Commonwealth brings together different countries so they have to support each other, by sending troops or help etc when attacked. The UK is also expected to pay a fee to NATO, for which they are entitled to spend a percentage of.

(Total for Question 9 = 6 marks)



This is a detailed response, with a range of developed points about each organisation.

However, there are some inaccuracies that mean this does not reach the top of the level, eg having to support the Commonwealth if it is attacked.

Total: 5 marks

Level 3

## Question 10

This question required candidates to give a balanced response, therefore arguments for **and** against the premise in the question were needed.

It was notable this year that many candidates chose to only attempt to address one side of the question, despite the explicit signposting in the wording of the question. This then limited the maximum mark available to Level 2.

It was also notable that there was a lack of evidence offered by candidates. In order to reach Level 4, evidence was required to fulfil the requirement of 'breadth and depth'.

10 'Pressure group campaigns are the most effective way to resolve a national issue.'

Write reasoned arguments to support and oppose this statement.

(10)

Pressure group campaigns aren't necessarily the most effective way to resolve a national issue. ~~One~~ One way to resolve a national issue is to make a petition that many people will sign so it becomes a bill in Parliament. Yes it might be a long course to resolve a national issue but that will reassure that if it happens again consequences will be faced. Instead of using a pressure group to get your point across you could ~~just~~ make a petition and that would be easier. ~~addition~~

Another way to resolve a national issue that isn't a ~~pressure group~~ <sup>pressure group</sup> is protests. Protests can be a big cause of help because it can bring together people in different areas or communities together to argue the same reason. It can help promote the issue via media and is a lot easier than doing a pressure group.

Finally a last way pressure group campaigns aren't the most effective way to resolve a

National issue is because some people might find you annoying. If some people find you annoying then they aren't going to support your views. Another way people would find you less annoying is if you made a charity and promoted it across media. Or even just promoting yourself across social media. This will allow other people to see your views and agree with you.

This is why I don't believe that pressure group campaigns are the most effective way to solve a national issue.



**ResultsPlus**  
Examiner Comments

A range of arguments is presented, with some reasoning.

However, there are only arguments against the question, so this cannot leave Level 2 because it is one-sided.

Total: 5 marks

Level 2

10 'Pressure group campaigns are the most effective way to resolve a national issue.'

Write reasoned arguments to support and oppose this statement.

(10)

One reason to disagree with the statement is that pressure groups do not have the power to actually change legislation. This means that, if there was a law they wanted to change, they ~~do~~ would ~~have~~ not have the power to just change it and would need the government to do it. For example, the pressure group Stop MSZ do not actually have ~~power~~ power to stop MSZ from happening.

One reason to agree with the statement is that often pressure groups use quite disruptive methods that can be very successful. This means that causing a big scene in public will draw in attention and gain support. For example, the pressure group Fathers4Justice climbed London monuments to get their message out.

Another reason <sup>you</sup> might disagree with the statement is that ~~sometimes~~ there can be other effective methods of campaign such as protests. This means that the issue might be more likely to gain support as people are more likely to just attend a protest instead of join an actual group. For example, protests

often have a larger turnout ~~that~~ than group meetings.

Another reason <sup>you can</sup> I may agree with the statement is because pressure groups are made up of people who are the most ~~de~~ committed to the ~~issu~~ issue. This ~~isn't~~ ~~because~~ means that even if it is a smaller group, they can ~~still~~ be extremely powerful in their message. For example, ~~pressure~~ ~~groups~~ the pressure groups Amnesty International ~~is~~ that promotes care for the environment may ~~at~~ attract experts on the issue.

In conclusion, I disagree with the statement because although pressure groups can be very ~~or~~ effective in their methods of campaign, they have no real say ~~or~~ on actual government legislation, significantly reducing their power.



**ResultsPlus**  
Examiner Comments

There is a range of developed arguments, with evidence on both sides. However, there are some errors eg the Amnesty International example, which keeps this at the bottom of Level 4.

Total: 9 marks

Level 4

## Question 11

This question also required candidates to give a balanced response. This time, the response needed to be structured as an extended answer, with an introduction and a reasoned conclusion, coming to a final judgement.

Many candidates were well prepared for the structure of this question but did not leave themselves sufficient time to complete a full response. Centres may find it useful to have candidates answer such questions in timed conditions, regularly, to help ensure they are able to complete the full examination paper.

Centres are also reminded to direct candidates to answer the premise in the question. Here, a number of candidates chose to write about the topic in general, rather than address the question. This meant they lost valuable marks for giving a generic response about the role of the media, rather than discussing how the media can act as a check on government power.

Most candidates who did address the question directly, were well-versed in the role the media can play on checking government power. There were some very interesting arguments made about how the effectiveness of this check may depend on whether people live in a democracy or a dictatorship.

However, there were often very wide gaps in the knowledge candidates demonstrated in relation to the Constitution. Only a minority of candidates was able to raise arguments related to other methods of checking on the government that may be more effective than the media. A significant number simply ignored this stimulus point altogether.

11 'The media are the most effective check on government power.'

How far do you agree with this view?

Give reasons for your opinion, showing that you have considered other points of view.

(15)

In your answer, you could consider:

- the role of the media and a free press
- the Constitution

I agree with the statement because in the ~~media~~ in the UK ~~are~~ have a free press. This means that the press can report things without the government stopping them. The media allows the public to find about news, events and events that take place. The media and a free press allow the public to see what the government do. The media can help the public to scrutinise the government. For example, the media allowed the public to find out about the parties that took place in Downing Street during lockdown.

On the other hand, I disagree because the opposition ~~scrut~~ parties scrutinising the government is more effective. Opposition parties will

have a better understanding of what  
goes on in parliament. Opposition  
parties can question the government.



**ResultsPlus**  
Examiner Comments

Points are given on both sides of the argument with some brief reasoning and one example.

This response lacks range and depth, however, so stays in the middle of the level.

Total: 6 marks

Level 2

11 'The media are the most effective check on government power.' — MM ~~attain~~? — BJ party

How far do you agree with this view?

opposition,  
HOL

Give reasons for your opinion, showing that you have considered other points of view.

(15)

In your answer, you could consider:

- the role of the media and a free press
- the Constitution

compare  
be  
censored

I think that the media are ~~are~~ the most effective check on Government power. The media in the UK is known as 'free press' therefore those in the media have the right and duty to report <sup>problems</sup> ~~to~~ to the public.

The roles of the media <sup>are</sup> ~~is~~ to report facts and inform the public of any wrong doings within our government. For example, when Boris Johnson had a party in lockdown and he broke the mandatory rules, the media told us. It is important that the Government do not abuse their power as the UK is a democracy and we need to follow the British Values. They should not take advantage of power given directly to them from the public.

However, sometimes the media do not effectively check the government's power. In ~~the~~ Parliament there is the House of Commons and House of Lords. In the House of Commons the opposition will scrutinise the work of the Government. They will ~~to~~ debate on topics if they feel the government have not done enough or if they do something wrong.

One common type of media is social media. Due to having free speech anyone can voice their opinions on there. For example, Piers Morgan is well known for his controversial opinions on politics, ~~and~~ ~~the~~ and other aspects such as the LGBTQ+ community and the Royal Family. Having free press allows ~~him~~ to do this. However, in North Korea their press is censored. This means the Government have full control of what is posted and viewed within their country. If anybody's opinion does not line up with theirs, they can be

arrested or even murdered. Having a lack of personal ~~for~~ opinion provides governments with too much power and domination over their country.\*

Another example of people who check the ~~was~~ power of governments are pressure groups. For example, 'insulate Britain' ensure that the government is using their power to globally advocate against climate change, to save the planet.

In conclusion, the media are most effective check on government power as people voice their viewpoints of them and make their mistakes visible to the public, ensuring consequences are served.

\*this leads to fear, death and a lack of individuality.



This is a top Level 3 response.

There is a number of well-reasoned arguments and good evidence, but the second half of the essay is more focussed on the evidence given.

It has fewer developed and reasoned arguments (from social media onwards) and therefore stays in Level 3.

Total: 11 marks

Level 3

11 'The media are the most effective check on government power.'

How far do you agree with this view?

Give reasons for your opinion, showing that you have considered other points of view.

(15)

In your answer, you could consider:

- the role of the media and a free press
- the Constitution

I agree partially with the statement but their power is limited.

The media is there to inform, to educate and to criticise. We have a free press which means they are allowed to publish against the government if they wanted. The media is an influential source of information which can <sup>influence</sup> the way people think about the government and can uncover secrets hidden from the public.

An example of that would be Partygate. This is when Boris Johnson broke the Covid laws during lockdown and held parties. The media uncovered his parties and posted it to the public, allowing Johnson to be scrutinised and held accountable to his actions. The media had publicised and brought attention to the law breaking and was a check on government power as they had to follow the law and breaking it would mean punishment.

On the other hand, the media may not be the effective ~~way~~ check on the government's power as they can sometimes be unreliable. The media's role is to inform and scrutinise and that may be against the government such as the Conservatives but ~~that~~ would that media be reliable if it is from a Conservative newspaper such as The Daily Mail. That media would not be as reliable as it would almost always likely to be in favour of the government and its actions.

In my opinion I believe that the Constitution and the Prime Minister Questions in Parliament is ~~also~~ an effective check on the government's powers. The ~~UK's~~ UK's Constitution is uncodified meaning it is not written but comes from different sources. The Constitution gives us the Rule of Law meaning everyone no matter their status must follow the law. This puts a check on the government and their power as they cannot break the law. I also believe the Prime Minister Question that are held in Parliament every Wednesday holds a check on government power. The P.M.Q.s allow for the opposition and the Conservative MPs to question the Conservative government on their actions and ask for ~~the~~ things for their constituents. When they

question the actions of the government and receive support from the majority of Parliament they can pass a law to stop the government from abusing their power or even pressure the government to resign - Parliament holds this power as they have Parliamentary Superiority.

~~In conclusion, the media does~~  
In Conclusion, the media does hold power to keep the government in check but the constitution are principles that even the government has to follow and forces them to act by the law which ~~the~~ keeps their power in check.



**ResultsPlus**  
Examiner Comments

This is a well-reasoned and developed response, with good use of a range of evidence and a clear overall judgement.

The conclusion is summative rather than evaluative, which is why this is not quite full marks.

Total: 14 marks

Level 4

## Paper Summary

Based on their performance in this paper, centres are offered the following advice:

- Candidates need to be able to refer explicitly to their own experiences of taking action throughout Section A
- Candidates should be reminded to link their responses in Section A to their own action, to avoid losing marks for generic responses
- The extended response in Section A should be structured around candidates' own experiences of taking action
- The Section B source will be based on an example of campaigning – candidates will be expected to apply their own knowledge and understanding of the issues related to taking action to the questions in this section, rather than being expected to know about the particular campaign in the source
- The 4-mark questions require development or exemplification to reach full marks
- The 6-mark questions require more than simply identifying points – development is necessary to progress through the levels
- Candidates need to be able to explain the roles and functions of all the international organisations named in Theme D and should be prepared to discuss them individually in Q09 in particular, because this will always be based on two of those named international organisations
- Candidates are not required to come to a reasoned conclusion in Q10
- Progression through the levels on Q11 will be dependent on the attempts to offer a balanced answer, the reasoning given, the degree of evidence included and the strength of the conclusion reached

## **Grade boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

