

GCSE (9-1) Citizenship Studies

Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Citizenship Studies (1CS0)

First teaching from September 2016

First certification from June 2018

Issue 3

Edexcel, BTEC and LCCI qualifications

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Original origami artwork: Mark Bolitho

Origami photography: Pearson Education Ltd/Naki Kouyioumtzis

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Summary of changes to Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Citizenship Studies sample assessment materials Issue 3

Summary of changes made between previous issue and this current issue	Page number
Paper 1 Source B has been amended	14

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Citizenship Studies is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level.
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level.
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment materials for first teaching September 2016

Time 1 hour 45 minutes

**Paper
reference**

1CS0/01

Citizenship Studies **PAPER 1**

Source Booklet

Do not return this Booklet with the question paper.

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Source D: Should we scrap the Human Rights Act?

Julian Huppert says No

Which rights do critics of the Human Rights Act (HRA) object to? Is it the right to life? The right to freedom of thought, religion and belief? The right to free elections? The rights protected in the HRA come directly from the European Convention on Human Rights (ECHR).

The ECHR was written mainly by British lawyers and adopted by the Council of Europe. The ECHR was a great achievement, and it would send a terrible message to our European allies and to the rest of the world if we withdrew from it.

The chief argument used to introduce the HRA wasn't based on the proud British principles that many of us would have liked but it was a practical piece of legislation: it was designed to avoid costly trips to the European Court of Human Rights in Strasbourg every time someone wanted to challenge a law that they believed was damaging their rights. Scrapping the Act would bring back that expense, and result in more decisions about Britain being made in Strasbourg, rather than by our own judges.

The error made with the Act was failing to explain its benefits. The HRA has had a huge impact on our politics. It has acted as a reminder of the need to strike a balance between freedom and security, and to preserve the freedoms that grew up naturally as a result of our common law.

Julian Huppert was the Liberal Democrat MP for Cambridge 2010–2015.

Bill Cash MP says yes

Last year, over 300 foreign prisoners – including killers – successfully avoided being sent back to their home countries by the Home Office after claiming they have a human right to a 'family life' in Britain, under Article 8 of the Human Rights Act. The badly worded and outdated ECHR, as understood through the Act, has interfered with press freedom and privacy law, among other difficulties.

The HRA undermines the best traditions of British freedoms where Parliament was in charge. We had to abandon measures for restricting the movements of terrorist suspects because we had tied the hands of Parliament under the terms of the HRA and the ECHR.

To govern the British people on our own terms, we must repeal the Act. I am all for a Bill of Rights: this must give the priority to Westminster to decide what happens. We must have British law for British judges if we are truly to defend and govern the British people.

Bill Cash is the Conservative MP for Stone.

Acknowledgements

Source D adapted from: www.totalpolitics.com

Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Centre Number		Candidate Number	

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2016

Time 1 hour 45 minutes

Paper reference **1CS0/01**

Citizenship Studies
PAPER 1

You must have:
Source Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A, B, C and D.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A**Living together in the UK**

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

- 1** (a) Which of the following is a Commonwealth country?

(1)

- ☐ **A** India
- ☐ **B** China
- ☐ **C** Turkey
- ☐ **D** Poland

- (b) Explain **two** reasons why many migrants from the Commonwealth have preferred to move to the UK rather than to other European countries.

(4)

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(c) Suggest **two** reasons why many schools in the UK teach children about festivals celebrated by different religions.

(2)

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(d) Using an example, explain what is meant by ‘multiple identities’.

(2)

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(Total for Question 1 = 9 marks)

2 (a) Which organisation created the Universal Declaration of Human Rights (UDHR)?

(1)

- ☐ A The Commonwealth
- ☐ B The European Union
- ☐ C The United Nations
- ☐ D The UK Parliament

Study Source A below and then answer part (b) on the next page.

Source A: Minority rights in Uganda

In 2013, Uganda's government announced a new law making homosexuality punishable by death or life imprisonment. This was followed by a sharp increase in arrests and assaults on the country's lesbian and gay population.

Shortly after, Uganda lost millions of dollars of international aid when donor countries cancelled payments. One charity said: 'It is extraordinary to find legislation like this being proposed more than 60 years after the creation of the Universal Declaration of Human Rights'. The UK government said it would cut aid to countries with poor records on homosexual rights.

In 2014, the law on homosexuality in Uganda was changed for a second time. It remains illegal, but:

- jail sentences are shorter
- Ugandans are no longer required to tell the authorities if they suspect someone of being gay
- Ugandan gay rights activists have been allowed to meet and campaign for rights and an end to persecution.

(b) Source A shows how the law discriminated against a minority group in Uganda.

Compare the situation in Uganda with how the law deals with discrimination in the UK.

(6)

(Total for Question 2 = 7 marks)

TOTAL FOR SECTION A = 16 MARKS

SECTION B

Democracy at work in the UK

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

- 3 (a) Name **one** tax that UK citizens pay on their wages.

(1)

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- (b) Since 1980 there has been a large increase in UK central government spending on pensions. Explain **two** reasons for this.

(4)

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(c) Suggest **three** possible reasons why a government might decide to increase spending on schools.

(2)

1

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3

(Total for Question 3 = 8 marks)

DO NOT WRITE IN THIS AREA

4 (a) Identify why the first-past-the-post system has been criticised for being unfair.

(1)

- ☐ A A party with a large share of votes may gain few seats.
- ☐ B A party with a small share of votes may gain few seats.
- ☐ C It is too difficult to predict the final result in advance.
- ☐ D The system is too difficult to understand.

(b) Which statement about UK general elections is correct?

(1)

- ☐ A They are held once every 4 years.
- ☐ B They are held once every 5 years.
- ☐ C The prime minister can normally choose which year to hold a general election.
- ☐ D The prime minister can normally choose which month to hold a general election.

(c) Which of the following groups of adults can vote in UK general elections?

(1)

- ☐ A All EU citizens
- ☐ B Scottish people
- ☐ C Prisoners serving sentences of less than 10 years
- ☐ D Anyone who has been living in the UK for at least five years

Study Source B below and then answer part (d) on the next page.

Source B: The right to vote – or not

Some people believe that democracy in the UK is not working and so it's not worth voting in elections. This is because the 'first-past-the-post' system of electing a government does not give a result that reflects the choices of voters. However, the comedian, Robert Webb, has argued that this is wrong. In a magazine article, Webb talked about the importance of not forgetting our 'hard won liberties', including the right to vote.

In schools and colleges, some students have shown they believe that voting matters. This is done by holding 'mock elections'. Students take the role of candidates and give serious or funny speeches.

At a Midlands school, one girl's speech compared politics in the UK with life in non-democratic countries like China and North Korea. She argued that over-18s are lucky to have a say in how the country is run. She also said that her political party would reduce taxes.

(d) Source B describes a mock election at a Midlands school.

Explain how mock elections like this can help to strengthen democracy in the UK.

(6)

(Total for Question 4 = 9 marks)

TOTAL FOR SECTION B = 17 MARKS

SECTION C

Law and justice

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

- 5 (a) Give **two** reasons why some people may be reluctant to report serious crimes to the police.

(2)

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- (b) It has been claimed that some ex-prisoners become more likely to reoffend after each stay in prison. Suggest **three** reasons why this could be the case.

(3)

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- 6 (a) Someone found guilty of a serious assault could be sent to prison for up to 16 years. In which type of court would sentencing take place? (1)
- ☐ A County court
- ☐ B Criminal court
- ☐ C Civil court
- ☐ D Family court
- (b) Give **two** types of sentence or punishment used to deal with crime in the UK, other than a prison sentence. (2)

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Study Source C below and then answer part (c) on the next page.

Source C: Did Joey Barton's 'tweets' break the law?

Footballer Joey Barton will not be prosecuted for posting comments about the court case of another player.

The other player was facing prosecution for alleged racial abuse of an opponent.

Barton used Twitter to tell one million people that he did not think the other player was guilty. Barton's actions were investigated by the Attorney General (the government's senior law officer).

The Attorney General's job is to make sure defendants facing criminal allegations get a fair trial. The Attorney General said: 'Although in this instance no action will be taken, we would like to remind those who publish material that any discussion of a live court case can interfere with its proper course.'

It was also announced recently that internet 'trolls' could be jailed for up to two years. These are people who spread extreme hatred on social media, often anonymously. The changes will mean the maximum prison sentence of six months will be increased to 24 months.

(Source: adapted from www.thesun.co.uk © The sun.co.uk 06/02/2012)

(c) Source C shows how use of the internet can have an impact on some people's lives in unfair or unjust ways.

Explain, with reference to Source C, why the law cannot deal easily with situations like these.

(6)

(Total for Question 6 = 9 marks)

SECTION D**Citizenship issues and debates****Answer both questions.**

7 Study Source D in the Sources Booklet about the Human Rights Act. Then answer the questions that follow.

(a) Which of the following does Julian Huppert believe?

(1)

- ☐ **A** The Human Rights Act was badly written.
- ☐ **B** People don't understand the importance of the Human Rights Act.
- ☐ **C** The Human Rights Act has given too much power to Parliament.
- ☐ **D** Fewer people go to prison because of the Human Rights Act.

(b) Which of the following does Bill Cash believe?

(1)

- ☐ **A** Judges do not properly understand the Human Rights Act.
- ☐ **B** The Human Rights Act should be amended.
- ☐ **C** The Human Rights Act is being misused.
- ☐ **D** If you go to prison, you should lose all your rights.

(c) Analyse the sources to identify **two** views that the writers agree about.

(2)

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(d) Which writer do you agree with more?

Explain your answer, referring to the arguments made in both sources.

(12)

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(Total for Question 7 = 16 marks)

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- 8** 'Central government is wrong to cut funding to local councils as it forces them to make cuts to necessary and popular services.'

How far do you agree with this view?

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

(15)

In your answer, you could consider:

- central government and the funding of local councils
- the services that local councils provide.

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(Total for Question 8 = 15 marks)

TOTAL FOR SECTION D = 31 MARKS
TOTAL FOR PAPER = 80 MARKS

Paper 1 Mark Scheme

Question number	Answer	Mark
1(a)	A	(1)

Question number	Answer	Mark
1(b)	In each case, award 1 mark for a valid reason and the second mark for developing the reason into an explanation (AO1), e.g.: - The British Empire helped create a shared identity. (1) As a result, many Commonwealth citizens were migrating to a country whose way of life / culture / religion / music was familiar / inclusive. (1) - English was spoken in colonies under British rule. (1) And so, Commonwealth citizens were migrating to a country where their language skills would help them in the workplace. (1) Accept any other valid reason which has relevant knowledge and understanding in the context of migration to the UK.	(4)

Question number	Answer	Mark
1(c)	Award 1 mark for any of the following points showing understanding of citizenship concepts/terms (AO1) up to a maximum of 2 marks, e.g.: - Respecting the rights / freedoms of different religions / cultural groups (1) - Equality amongst different cultural groups/religions (so all festivals should be acknowledged) (1) - Learning about one another helps community cohesion / reduces prejudice (1) Accept any other valid answer (showing understanding of citizenship concepts).	(2)

Question number	Answer	Mark
1(d)	Multiple identities can describe (for example) multiple ethnicities or multiple roles in a community. Award 1 mark for an example and 1 mark for linking this with an explanation of what multiple identities means (AO1), e.g.: - Someone has white and Asian parents; or Asian and Caribbean parents; or similar (1) may have two sets of traditions / mixed heritage. (1) - Someone who was born in the UK but parents / relatives were born in other countries (1) may have a sense of belonging to two places. (1)	(2)

Question number	Answer	Mark
2(a)	C	(1)

Question number	Indicative content	
2(b)	Marking instructions Markers must apply the descriptors in line with the general marking guidance (page 2) and the qualities outlined in the mark scheme for AO2 below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Relevant points may include: • In Uganda, homosexuality is illegal / attracts a tough jail sentence, whereas in the UK there are laws against discrimination on the grounds of sexuality. • Since the 1960s, successive laws have been passed in the UK, including the Equality Act 2010 and legalisation of gay marriage, which further tackles discrimination / ensures equal rights. • The law extends protection to other people / groups in the UK in ways which may still be lacking in other countries, including Uganda. For instance, discrimination against women still takes place in many ways around the world (e.g. unequal pay) but is illegal in the UK. • Discrimination on the grounds of race, religion and disability are all illegal in the UK.	
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about one of the contexts.
2	3-4	Some knowledge is shown of relevant concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by comparisons between the two contexts.
3	5-6	Detailed knowledge shown of concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comparisons between the two contexts.

Question number	Answer	Mark
3(a)	Accept either of the following: - Income tax - National Insurance	(1)

Question number	Answer	Mark
3(b)	In each case, award 1 mark for a valid reason and the second mark for developing the reason into an explanation (AO1), e.g.: - The UK has an ageing population, (1) so over time, the number living past 65 to receive a pension has increased. (1) - Successive governments have increased the value of the pension (1) which has been done to keep up with inflation. (1) Accept any other valid reason which has relevant knowledge in the context of spending on pensions / the elderly in the UK.	(4)

Question number	Answer	Mark
3(c)	In each case, award 1 mark for evidence of understanding (AO1) of citizenship issues (changing government priorities, population changes), e.g.: - A higher birth rate could mean more school places needed. (1) - Migrants could bring children needing education. (1) - Education spending could be an electoral promise. (1) - The UK school leaving age might be increased. (1) Accept any other valid reason which shows relevant understanding of the political context for education spending the UK.	(3)

Question number	Answer	Mark
4(a)	A	(1)

Question number	Answer	Mark
4(b)	B	(1)

Question number	Answer	Mark
4(c)	B	(1)

Question number	Indicative content	
4(d)	Marking instructions Markers must apply the descriptors in line with the general marking guidance (page 2) and the qualities outlined in the mark scheme for AO2 below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Relevant points may include: • Mock elections can help school-age citizens learn about the important political issues. In turn, this may encourage them to take a more active interest in political issues, which may encourage them to use their vote in the future. • Mock elections show people how the democratic process works (one person, one vote). • Some school-age citizens from a range of backgrounds gain experience of standing for election and may decide on a career in politics, strengthening democracy further. • Successfully-held mock elections help build a case that the voting age should be lowered to 16 which some people believe would strengthen UK democracy (this age group participated in the 2015 Scottish Referendum). • Mock election participants may gain an interest in issues and subsequently in later life take actions which strengthen democracy such as joining a pressure group, trade union or supporting an NGO.	
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the source context.
2	3–4	Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the source context.
3	5–6	Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about the source context.

Question number	Answer	Mark
5(a)	In each case, award 1 mark for knowledge (AO1) of issues affecting crime reporting up to a maximum of 2 marks, e.g.: • The victim might be embarrassed. (1) • Lack of confidence in the police taking action. (1) • Lack of confidence in the justice system / punishment. (1) • The victim may be afraid of another attack / retribution. (1) • Crime committed by lover / friend / family. (1) • Fear of becoming a suspect. (1) • Stress of going to court / apathy / don't want to be involved. (1) Accept any other valid suggestion which relates to the reporting of crime.	(2)

Question number	Answer	Mark
5(b)	In each case, award 1 mark for understanding (AO1) the reasons for reoffending, up to a maximum of 3 marks, e.g.: • Offenders learn 'tricks of the trade' from other prisoners. (1) • Prison becomes a way of life / institutionalised. (1) • Ex-prisoners cannot get jobs so go back to crime. (1) • Access to food /shelter / medicine in prison. (1) • No longer frightened of prison / know what it is like. (1) • Prison does not reform some people effectively. (1) Accept any other valid suggestion which relates to reoffending.	(3)

Question number	Answer	Mark
5(c)	Award 1 mark for knowledge of a means of prevention and 1 mark for the explanation which shows understanding (AO1) of how this would be effective in preventing crime up, e.g.: • Education is one way (1) because it tackles underlying problems such as lack of opportunity. (1) • Increased policing / CCTV (1) means less crime is attempted. (1) • Youth centres bring young people together (1) so helps change attitudes. (1) • Drugs counselling can help prevent or end drug addiction (1) as drugs are linked with crime levels. (1)	(2)

Question number	Answer	Mark
6(a)	B	(1)

Question number	Answer	Mark
6(b)	In each case, award 1 mark for evidence of knowledge (AO1) of sentences and punishments (other than prison sentences), e.g.: • Fines (1) • Electronic tagging (1) • Community pay-back (1) • Restorative justice (1) Credit other valid answers.	(2)

Question number	Indicative content	
6(c)	Marking instructions Markers must apply the descriptors in line with the general marking guidance (page 2) and the qualities outlined in the mark scheme for AO2 below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Relevant points may include: • The source talks about internet trolls. However, anonymous users can be hard to track down meaning that internet trolls cannot always be easily dealt with; this kind of misuse also takes place on a large scale which makes the problem hard to tackle / lack of justice for victims. • The source talks about the difficulty of making sure jurors remain free of influence. Trials can be jeopardised by misuse of social media. For contempt of court, existing law is sometimes inadequate in dealing with new media (compared with traditional media many technological developments are recent); the law has not had time to 'catch up' (existing laws on freedom of speech and libel have developed over centuries whereas technology is constantly changing). • Some people's misuse of the internet presents society with a 'grey area' and it may not be clear whether a serious injustice has taken place or not (what counts as cyber-bullying may not be clear); this is compounded by the fact that some people (including jury members) may believe that 'no one gets hurt' if something happens online rather than in the real world. • Some types of internet crime (cyber-crime, hacking, credit-card theft) take place using sophisticated software designed by experts, making it hard to police and bring offenders to court, resulting in unfair / unjust situations.	
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the source context.
2	3–4	Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the source context.
3	5–6	Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about the source context.

Question number	Answer	Mark
7 (a)	B	(1)

Question number	Answer	Mark
7 (b)	C	(1)

Question number	Answer	Mark
7 (c)	In each case, award 1 mark for analysing the source to identify points of agreement (AO3), e.g.: • They agree that rights / freedoms need to be protected. (1) • They agree that the Human Rights Act has had a big impact on Britain. (1) • They think it is better for decisions about justice to be made in Britain. (1) Accept any other valid points of agreement.	(2)

Question number	Indicative content	
7(d)	Marking instructions Markers must apply the descriptors in line with the general marking guidance (page 2) and the qualities outlined in the mark scheme for AO3 below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Relevant points may include: • Some candidates may interpret Cash's objections to prisoners using Article 8 as him arguing that convicted criminals should forfeit some of the rights that other people enjoy. • An alternative interpretation is that Cash is <i>not</i> arguing that convicted criminals should have fewer rights, but simply that they are exploiting the Human Rights Act and using it in a way that it was not intended. • Those who prefer Huppert's approach may echo the idea that it is better for HRA to exist so people can approach British courts rather than have to spend a great deal more time and money appealing to ECHR in Strasbourg. • Candidates may also agree with Huppert's emphasis on the idea that these rights are universal and should apply to everyone, no matter the circumstances. • Candidates may agree with Huppert's point that the problem with the HRA is that its benefits have not been explained properly: i.e. it is a failure of communication. • Those who prefer Cash's line argue that on principle it is better that Parliament is the ultimate source of law relating to freedoms in the UK: Parliament is elected and more accountable to British citizens than European institutions and is better placed to draft a law to protect rights. • Candidates may also agree with Cash's view that the ECHR (on which the HRA was based) was 'badly worded' as it has led to misuse; however, candidates may also argue that Cash's view is wrong here and that the HRA is being applied fairly here.	
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	• Little analysis of views expressed in the source: the views are poorly understood or considered at a superficial level. • The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. • An overall judgement on the views is missing or asserted.
2	4-6	• Some analysis of the views expressed in the source, but consideration of different views is focused mainly on one side of the argument. • The evaluation shows some evidence of reasoning and coherence, but it focuses mainly on one side of the argument. • Judgements on the views are given, but with limited substantiation.
3	7-9	• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustained. • The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth. • Judgements on the views are given, although they may not be fully substantiated.
4	10-12	• A convincing and sustained analysis of the different views expressed in the source. • The evaluation contains reasoned, coherent arguments, showing good breadth and depth. • Judgements on the views are well substantiated.

Question number	Indicative content	
8	Marking instructions Markers must apply the descriptors in line with the general marking guidance (page 2) and the qualities outlined in the mark scheme for AO3 below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Arguments to support the statement may include: • In many cases, it is necessary services that are being cut – for example providing social care for those who need help dressing and washing. • Some services which are being almost totally abandoned by some councils may be ‘non-essential’ (e.g. libraries) but are popular and supported in their local areas. • The cost of some services is low compared to the costs if they were not provided (e.g. youth services may help prevent crime and thus reduce costs to the justice system). • Making it difficult for local councils to do what residents want is in conflict with ideas such as community and/or localism. Arguments to counter the statement may include: • Central government needs to ensure that the budgets are balanced and it is right that local authorities share some of the burden, even if this means that services need to be cut. • Even though local residents may not wish to lose services they understand the need to cut government spending. • Central government cannot take all of the blame – local authorities may be able to find other ways of saving money which they can spend on services. • It could be argued that not all services that local authorities provide are essential, or necessarily even popular.	
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• A simple or generalised answer, showing little analysis of relevant viewpoints. • The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. • An overall judgement is missing or asserted.
2	4–7	• Some analysis of relevant viewpoints, but this is focused on one side of the argument. • The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth. • An overall judgement is given, but with limited substantiation.
3	8–11	• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustained. • The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth. • An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.
4	12–15	• Convincing and sustained analysis of relevant viewpoints on both sides of the argument. • The evaluation contains reasoned, coherent arguments, showing good breadth and depth. • An overall judgement is given which is well substantiated through the evidence provided.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment materials for first teaching September 2016

Time 1 hour 45 minutes

**Paper
reference**

1CS0/02

Citizenship Studies **PAPER 2**

Source Booklet

Do not return this Booklet with the question paper.

Turn over ►

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Source A for use with Section B

Source A: Protests against fracking

There is opposition to 'fracking' for gas in the UK. Fracking involves drilling into the ground so that water and chemicals can be injected into rocks below the surface. This releases gas that was trapped in the rocks.

In 2011, the energy company Cuadrilla began exploring for gas near Blackpool in northern England. Not long after the drilling began, a small earthquake happened. 'People were shaken in their beds,' according to a press statement from the Blackpool Green Party. Police had to arrest protestors who broke through fences to occupy the drilling site. Other protestors climbed up Blackpool's famous tower and hung protest banners (*Picture 1*).



Picture 1: Blackpool protests



Picture 2: Balcombe protests

In 2013, protests took place in the village of Balcombe in southern England (*Picture 2*). Cuadrilla were exploring for gas there too. Some of the Balcombe protestors travelled to London where they superglued themselves to the window of offices used by Cuadrilla.

Experts who work at the Tyndall Centre for Climate Change Research found 260 chemicals were used as part of the fracking process in the USA.

The government supports fracking because the UK's own oil supplies are getting low and new energy sources are needed. Also, carbon emissions from gas are lower than from coal. However, protestors say renewable energy, such as wind power, should be used instead of gas to prevent global warming.

The government is considering whether local communities should get cash benefits when gas is found nearby. A payment can act as a 'sweetener' to stop locals from protesting. If a community is given a share of the profits, people may be less likely to object to the environment being harmed.

Acknowledgements

Source A (picture 1) © Frack Off; Source A (picture 2) © Guy Smallman

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2016

Time 1 hour 45 minutes

Paper reference **1CS0/02**

Citizenship Studies
PAPER 2

You must have:
Source Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A, B and C.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Own citizenship action

Answer ALL parts of Question 1. Write your answers in the spaces provided.

- 1 You have been part of a group that organised and took part in a citizenship action. In no more than 20 words, write the title of your citizenship action below.

- (a) Explain how your team used one primary source in the research for your citizenship action.

(2)

- (b) Explain how your team used **one** secondary source in the research for your citizenship action.

(2)

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- (c) In a democratic approach to carrying out a citizenship action, each member of the team has an equal say.
- Now consider your own citizenship action. Explain how democratic the approach was when:
- deciding what your citizenship action would be
 - carrying out your citizenship action.

(4)

Deciding on your citizenship action

Carrying out your citizenship action

(d) Imagine a group of students are about to start a citizenship action.

Based on your own experience of citizenship action, explain **two** pieces of advice you would give about the importance of sticking to deadlines.

(4)

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(12)

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(Total for Question 1 = 24 marks)

TOTAL FOR SECTION A = 24 MARKS

SECTION B

Power and influence: others' actions

Answer ALL questions. Write your answers in the spaces provided.

2 Study Source A in the Sources Booklet about campaigns against fracking before you answer this question.

- (a) Source A mentions two organisations. Suggest how local campaigners could benefit from talking to:

(4)

the Blackpool Green Party

researchers at the Tyndall Centre

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- (b) Protesters hung banners from Blackpool Tower as a method of campaigning (see Picture 1).

Give one strength and one weakness of this method.

(2)

Strength

Weakness

- (c) According to Source A, 'If a community is given a share of the profits, people may be less likely to object to the environment being harmed'.

Using the source, explain why this viewpoint might be wrong.

(2)

- (d) Explain how the Blackpool and Balcombe campaigners could benefit from sharing ideas and working together.

(6)

(Total for Question 2 = 14 marks)

TOTAL FOR SECTION B = 14 MARKS

SECTION C**Power and influence**

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

- 3** The UK government can apply sanctions as an alternative to armed force during an international disagreement. Sanctions directly affect a country's:

- ☐ **A** independence
- ☐ **B** borders
- ☐ **C** army
- ☐ **D** trade

(Total for Question 3 = 1 mark)

- 4** In wartime, the government can stop the media from reporting freely. This is called:

- ☐ **A** civil defence
- ☐ **B** public interest
- ☐ **C** censorship
- ☐ **D** mediation

(Total for Question 4 = 1 mark)

- 5** A key purpose of NATO is:

- ☐ **A** to promote economic development among its members.
- ☐ **B** to give military assistance to its members if they are attacked.
- ☐ **C** to make possible the free movement of people.
- ☐ **D** to uphold humanitarian law across the world.

(Total for Questions 5 = 1 mark)

6 Explain **one** way Brexit has affected EU citizens who wish to settle in the UK.

(Total for Question 6 = 2 marks)

7 Identify **two** groups of people who should be protected in conflict situations, according to international law.

1

2

(Total for Question 7 = 2 marks)

- 8 Explain **two** ways in which one non-governmental organisation (NGO) helps to support development in other countries.

You should name the NGO in your answer.

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(Total for Question 8 = 4 marks)

9 Explain how the UK benefits from being a member of NATO and the Commonwealth.

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(Total for Question 9 = 6 marks)

- 10** 'All trade union members should have the right to go on strike to protect their working conditions as long as a majority vote in favour.'

Write reasoned arguments to support and oppose this statement.

(10)

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(Total for Question 10 = 6 marks)

11 'During election campaigns, newspapers should just report the facts rather than emphasising their own opinions and trying to influence the result.'

How far do you agree with this view?

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

(15)

In your answer, you could consider:

- the role of the media
- how people decide how to vote.

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(Total for Question 11 = 15 marks)

TOTAL FOR SECTION C = 42 MARKS
TOTAL FOR PAPER = 80 MARKS

Paper 2 Mark Scheme

Question number	Answer	Mark
1(a)	Award 1 mark for explaining how they used a primary source in terms of what they wanted to know, and the second mark for how this informed their citizenship action (AO2), e.g: • We carried out a survey to work out what people thought about litter in the area (1) and this confirmed that it is a big problem, especially near the take-away restaurants. (1) Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'we carried out a survey.'	(2)

Question number	Answer	Mark
1(b)	Award 1 mark for explaining how they used a secondary source in terms of what they wanted to know, and the second mark for how this informed their citizenship action (AO2), e.g: • We read a page in our history textbooks to find out about the problems of bad housing 50 years ago (1) and decided to run an awareness-raising campaign about housing problems which are just as bad today. (1) Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'We read a page in our history textbooks.'	(2)

Question number	Answer	Mark
1(c)	<u>Deciding on the citizenship action</u> Award 1 mark for clear reference to a relevant activity/discussion (etc.) that took place while deciding on their citizenship action, and the second mark for explaining how it was or was not democratic (AO2), up to a maximum of 2 marks, e.g.: • We discussed the action as a team and decided to vote either for or against it (1). This makes it democratic because everyone had a say in what we did and the decision was reached by a team vote. (1) <u>Carrying out the citizenship action</u> Award 1 mark for clear reference to a relevant activity/discussion (etc.) that took place while carrying out their citizenship action, and the second mark for explaining how it was or was not democratic (AO2), up to a maximum of 2 marks, e.g.: • Each member of the team was given a task without discussion (1). This is undemocratic because each individual did not have an equal say so our views were not represented. (1) No credit may be given to material that does not relate specifically to the candidate's own citizenship action.	(4)

Question number	Answer	Mark
1(d)	In each case, award 1 mark for a valid piece of advice relating to what they learned doing their citizenship action (AO2) and the second mark for further development (e.g. explaining why it would be beneficial), e.g.: • Our team found it helpful to appoint someone to ensure that everyone is sticking to the plan (1). So if a team member is ill or not able to stick to the agreed timeline, they can be helped (or replaced) by someone else who can ensure that part of the action does not fall behind. (1) • We found it helpful to make a detailed plan of who is doing what when and give everyone a copy (1). This makes it less likely that people will forget when their parts of the action need to be completed. (1) • One good approach to deadlines is to plan the action by working backwards from the date when it has to be completed (1). Then if necessary, you can amend your aims so you can get everything achieved by the deadline. (1) Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'Deadlines are important as you need to be organised.'	(4)

Question number	Indicative content	
1(e)	Marking instructions Markers must apply the descriptors in line with the general marking guidance (page 2) and the qualities outlined in the mark scheme for AO2 and AO3 below. These two assessment objectives should be considered together; the general marking guidance shows how to deal with answers that demonstrate abilities at different levels for each assessment objective. No marks may be awarded for answers that do not relate specifically to the candidate's own citizenship action (i.e. a complete absence of AO2). AO2 and AO3 are equally weighted: answers that do not display any qualities associated with AO3 cannot be awarded more than 6 marks. Indicative content guidance Candidates must consider the statement in the light of experiences and knowledge gained during their own citizenship activity. Points made will depend to a great extent on the candidate's own experiences, but might include some of ideas below. Other relevant ideas must also be credited. Points in support may include: • Sometimes people who promise to help in a particular way may find they cannot do so for good reasons, so the team needs to be able to adapt, modify roles if possible or who does what. • Being adaptable on small matters that don't affect others [e.g. whether to go to the town hall on foot or by car] can help make everyone's life easier. • No matter how well planned an action is, unforeseeable events can happen and you need to be able to deal with them or the whole action could be put at risk. Counter points may include: • Being adaptable is important but it could be argued that other things are more important (e.g. having sufficient resources / communication / planning). • A citizenship action needs to have a clear goal to which everyone is committed; it wouldn't be a good idea to change the goal half way through the action. • Once an action has been agreed by everyone and timelines and roles allocated, any changes could be highly disruptive and can cause more work. • Being willing to adapt can have a negative impact on others – if one part of the plan changes, this may have a knock-on-effect on other aspects of the plan (e.g. may require meetings with external people to be re-arranged, causing them inconvenience).	
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the citizenship action. [AO2] • Little analysis of relevant viewpoints. The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. An overall judgement is missing or asserted. [AO3]
2	5–8	• Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the citizenship action. [AO2] • Some analysis of relevant viewpoints, but unsustained and focused mainly on one side of the argument. The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and/or depth. An overall judgement is given, but with limited substantiation. [AO3]
3	9–12	• Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Effective and sustained comment is made, which shows good understanding of how these apply to the citizenship action. [AO2] • A convincing and sustained analysis of relevant viewpoints on both sides of the argument. The evaluation contains reasoned, coherent arguments, showing good breadth and depth. An overall judgement is given which is well substantiated through the evidence provided. [AO3]

Question number	Answer	Mark
2(a)	In each case, award 1 mark for each relevant suggested benefit from taking the action of talking to the organisations and award the second mark for further development (AO2) up to a maximum of 2 marks, e.g.: <u>The Blackpool Green Party</u> • Campaigners could benefit from the Green Party's professional expertise on how to run a campaign / it is an established political party with a range of expertise (1). For instance, advice on how to write a press statement / how to contact journalists / using social media etc. (1) <u>Researchers at the Tyndall Centre</u> • The researchers could supply important information which would help the campaigners research the issues / strengthen their message / improve their ability to influence others. (1) For instance, use of scientific evidence about chemicals in fracking water may convince the media and politicians to take the campaign more seriously. (1)	(4)

Question number	Answer	Mark
2(b)	Award 1 mark for a strength and 1 mark for a weakness of this campaigning method of citizenship action (AO2) in the source context, e.g.: • Hanging banners on Blackpool Tower may attract publicity because it is famous (1). However, the action may have been dangerous / illegal, which may reflect badly on the campaign. (1)	(2)

Question number	Answer	Mark
2(c)	Award up to 2 marks for a reason derived from analysing (AO3) the actions of the campaigners in the source. The first mark is for providing a valid reason, and the second mark is for developing this into an explanation that relates to evidence found in the source, e.g.: • The view that people would accept a 'sweetener' is doubtful because they are highly committed to the cause and unlikely to be persuaded otherwise (1). Evidence for this comes from the use of extreme measures while protesting (superglue). (1) • Money is not the issue for campaigners, rather it is environmental / global ethics / altruism that motivates them (1). Evidence for this comes from the campaigners' concern with global issues like carbon emissions, not just their own local problems. (1) Accept any other valid answer.	(2)

Question number	Indicative content	
2(d)	Marking instructions Markers must apply the descriptors in line with the general marking guidance (page 2) and the qualities outlined in the mark scheme for AO2 below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Relevant points may include: • Share / learn from each other's campaigns, such as the use of 'shock' tactics gaining media attention. • Share ideas about possible additional citizenship actions that could help attract the attention of national media / population such as writing about the issue online, putting pressure on local MPs to raise issue nationally, etc. • Local groups, in northern and southern England, could link their campaigns and work together to form a national protest group, or NGO. • Local groups could make use of social media platforms like Facebook to work to build a national or even international profile (e.g. build links with US groups).	
Level	Mark	Descriptor
	0	No rewardable material
1	1–2	Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about actions in the source context.
2	3–4	Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about actions in the source context.
3	5–6	Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about actions in the source context.

Question number	Answer	Mark
3	D	(1)

Question number	Answer	Mark
4	C	(1)

Question number	Answer	Mark
5	B	(1)

Question number	Answer	Mark
6	Award 1 mark for saying what has changed, the second mark for developing this into an explanation (AO1), e.g.: • Freedom of movement no longer applies to EU citizens (1) so they now need to apply for settled status if they meet certain conditions (1) • The UK now has a points-based system (1), so anyone coming to the UK needs enough points to get a visa (1) Accept any other valid answer.	(2)

Question number	Answer	Mark
7	In each case, award 1 mark for knowledge (AO1) of groups who should be protected according to international law, e.g.: • children • refugees • prisoners of war • wounded / sick people • non-combatants / civilians	(2)

Question number	Answer	Mark
8	For each example, award 1 mark for identifying each specific action relating to the named NGO and 1 mark for explaining how this helps people in particular contexts (AO1), e.g.: Possible examples of NGOs include Oxfam, Christian Aid, OneWater, ActionAid. • Oxfam builds health clinics (1) which provide healthcare in local communities and reduce disease. (1) • Oxfam equips schools (1) which provide education to children who would otherwise be unable to go to school. (1) For each action, award a maximum of 1 mark out of 2 where answers do not relate to a named NGO but which still explain how NGOs help, e.g.: • NGOs provide healthcare in local communities and reduce disease. (1)	(4)

Question number	Indicative content	
9	Marking instructions Markers must apply the descriptors in line with the general marking guidance (page 2) and the qualities outlined in the mark scheme for AO1 below. Answers that do not attempt to deal with both NATO and Commonwealth must be limited to a maximum of 3 marks. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Relevant points regarding NATO may include: • Membership strengthens the UK's relations with the 28 members. • May provide examples of countries that UK benefits from having as allies / strengthened relationship. • NATO membership offers the UK greater security (under Article 5, which commits each member state to consider an armed attack against one member state to be an attack on all). • NATO members help one another develop their defensive capabilities, e.g. through training. Relevant points regarding Commonwealth may include: • Membership strengthens UK relations with former British Empire territories and others such as Rwanda and Mozambique. • Many Commonwealth citizens choose to come and live in the UK, e.g. to work in the public sector. • UK benefits from trade agreements / deals and other investments into / with Commonwealth countries. • UK participation in Commonwealth Games helps build goodwill.	
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• Limited knowledge and understanding is shown of concepts, terms and issues relevant to the question. OR • Answer shows some knowledge and understanding relating solely to <i>one</i> organisation named in the question.
2	3–4	• Some knowledge and understanding is shown of concepts, terms and issues relevant to the organisations named in the question. OR • Answer shows detailed knowledge and understanding relating solely to <i>one</i> organisation named in the question.
3	5–6	• Detailed knowledge and understanding is shown of concepts, terms and issues relevant to <i>both</i> organisations named in the question.

Question number	Indicative content	
10	Marking instructions Markers must apply the descriptors in line with the general marking guidance (page 2) and the qualities outlined in the mark scheme for AO3 below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Arguments to support the statement may include: • As with any vote, the wishes of the majority should be respected as this is what democracy is all about. • Even if there is a low turnout in favour of a strike, this also happens in local or European elections, and people do not question their legitimacy. • Sometimes strikes involve collective action by the workforce because only a few workers are allegedly being victimised or treated unfairly; a case of the collective strength of the trade union being used to protect the few. • If the trade union finds employers unwilling to compromise over certain concerns, a strike may be a last resort to emphasise the seriousness with which they regard the issue. • Going on strike demonstrates to the media, the government and the general public the unresolved issue at the heart of a dispute and may lead to extra pressure being placed on employers to find an acceptable solution. Arguments to counter the statement may include: • The turnout in some trade union ballots is very low, so a strike may be authorised by only 10% or 20% of members, which can be argued to be undemocratic. • It could be argued that some job roles workers (e.g. in prisons, hospitals or the police) are too important to be allowed to strike (and alternative means of resolving disputes may be put in place). • It could be argued that some unions exploit their ability to cause disruption (e.g. public transport) when solutions could be found without strike action. • Some people argue that strikes are sometimes called for general political motives rather than to protect conditions in the business in which workers are employed. • Strikes undoubtedly have a potential to damage businesses (as well as causing workers to lose pay).	
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• A simple or generalised answer, showing little analysis of relevant viewpoints. • The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.
2	3–5	• Some analysis of relevant viewpoints, but this is focused on one side of the argument. • The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth.
3	6–8	• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustained. • The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.
4	9–10	• Convincing and sustained analysis of relevant viewpoints on both sides of the argument. • The evaluation contains reasoned, coherent arguments, showing good breadth and depth.

Question number	Indicative content	
11	Marking instructions Markers must apply the descriptors in line with the general marking guidance (page 2) and the qualities outlined in the mark scheme for AO3 below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited. Arguments to support the statement may include: • At election times voters will be looking for clear facts on which to make up their minds. • Some papers lead with their opinion and distort or twist the facts – especially the tabloid press – almost offering readers a ‘ready-made opinion’. • Voters who wish to consider issues for themselves – and which party to support in the election – are not able to take an objective view if facts are submerged by the paper’s opinions. • Broadcasters are required to offer balanced programmes with a focus on facts and there is an argument that the press should be subject to the same rules. • Often newspapers will convey their opinions by choosing unflattering photographs of those they oppose or else give prominence to cartoons which will exaggerate a particular point, leaving little room for facts. Arguments to counter the statement may include: • Many people choose the paper they do because it echoes their own thinking, and so the newspapers do not themselves change readers’ opinions • Readers need to understand the significance of factual information; it is the interpretation and analysis which can give meaning to the facts • Newspapers should not be subject to the same rules as broadcasters as they perform different roles • Broadsheet papers are more likely to present facts and opinions separately than popular large-circulation tabloids • Arguably it is desirable that newspapers spell out the likely consequences of supporting one party, rather than the other as long as readers can clearly separate facts and opinions.	
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• A simple or generalised answer, showing little analysis of relevant viewpoints. • The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. • An overall judgement is missing or asserted.
2	4–7	• Some analysis of relevant viewpoints, but this is focused on one side of the argument. • The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth. • An overall judgement is given, but with limited substantiation.
3	8–11	• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustained. • The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth. • An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.
4	12–15	• Convincing and sustained analysis of relevant viewpoints on both sides of the argument. • The evaluation contains reasoned, coherent arguments, showing good breadth and depth. • An overall judgement is given which is well substantiated through the evidence provided.

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