



# GCSE (9-1) Citizenship Studies

Exemplars

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Paper 1

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# Contents

<b>Introduction</b>	<b>2</b>
<b>General marking guidance</b>	<b>3</b>
<b>Section A</b>	
<b>Exemplar 1</b>	<b>4</b>
<b>Exemplar 2</b>	<b>10</b>
<b>Exemplar 3</b>	<b>16</b>
<b>Exemplar 4</b>	<b>22</b>
<b>Exemplar 5</b>	<b>28</b>
<b>Exemplar 6</b>	<b>34</b>
<b>Section B</b>	
<b>Exemplar 7</b>	<b>39</b>
<b>Exemplar 8</b>	<b>44</b>
<b>Exemplar 9</b>	<b>49</b>
<b>Exemplar 10</b>	<b>53</b>
<b>Exemplar 11</b>	<b>58</b>
<b>Exemplar 12</b>	<b>63</b>
<b>Section C</b>	
<b>Exemplar 13</b>	<b>68</b>
<b>Exemplar 14</b>	<b>74</b>
<b>Exemplar 15</b>	<b>80</b>
<b>Exemplar 16</b>	<b>86</b>
<b>Exemplar 17</b>	<b>91</b>
<b>Exemplar 18</b>	<b>97</b>
<b>Section D</b>	
<b>Exemplar 19</b>	<b>103</b>
<b>Exemplar 20</b>	<b>111</b>
<b>Exemplar 21</b>	<b>119</b>
<b>Exemplar 22</b>	<b>125</b>
<b>Exemplar 23</b>	<b>134</b>
<b>Exemplar 24</b>	<b>139</b>

# Introduction

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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.

This pack of exemplars provides some examples and guidance for each of the question types from paper 1 from GCSE (9-1) Citizenship studies. It shows real student responses to questions from the Sample Assessment Materials.

Further packs for materials for paper 2 will be provided.

There are a number of exemplars provided in this pack which will allow teachers to see how marks are awarded for each question type. There is a commentary from the examiner on each exemplar and the relevant mark scheme is provided at the end of each question.

These exemplar responses are not intended to be seen as model answers to emulate; they are examples of how students have answered the questions to which the mark schemes have then been applied.

The questions covered in this pack address Assessment Objectives 1, 2 and 3.

## 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.

# Exemplar 1

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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

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

### Examiner response

Multiple Choice (MC) question correct – 1 mark

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

(4)

1. People would prefer to migrate to the UK as education is free, there are also human rights which everyone is entitled to which are protected by legal rights. This means all children under the age of 18 have the right to education.

2. Another reason people might migrate from India is because the country isn't a democracy and is run by a dictator. Therefore they are told what to do, however the UK is democratic so people vote for representative democracy and who they want to rule the UK and make decisions.

Question number	Answer	Mark
1(b)	<p>In each case, award 1 mark for a valid reason and the second mark for developing the reason into an explanation (AO1), e.g.:</p> <ul style="list-style-type: none"> <li>• The British Empire helped create a shared identity. <b>(1)</b> As a result, many Commonwealth citizens were migrating to a country whose way of life / culture / religion / music was familiar / inclusive. <b>(1)</b></li> <li>• English was spoken in colonies under British rule. <b>(1)</b> And so, Commonwealth citizens were migrating to a country where their language skills would help them in the workplace. <b>(1)</b></li> </ul> <p>Accept any other valid reason which has relevant knowledge and understanding in the context of migration to the UK.</p>	<b>(4)</b>

**Examiner Comment**

In first part of answer, human rights and free education for children are both discussed yet both are available in other EU countries. Second part is incorrect because India is not a dictatorship. 2 marks

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

(2)

1. They might want all children to accept all religions as their school could have ~~multiple~~ multiple cultures in and
2. ~~The~~ to educate how other people spend festivals holidays or the different beliefs people have <sup>they teach them to accept all the religions.</sup>

Question number	Answer	Mark
1(c)	<p>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.:</p> <ul style="list-style-type: none"> <li>• Respecting the rights / freedoms of different religions / cultural groups <b>(1)</b></li> <li>• Equality amongst different cultural groups/religions (so all festivals should be acknowledged) <b>(1)</b></li> <li>• Learning about one another helps community cohesion / reduces prejudice <b>(1)</b></li> </ul> <p>Accept any other valid answer (showing understanding of citizenship concepts).</p>	<b>(2)</b>

#### Examiner Comment

Focus on 'multiple cultures' but avoids precise terminology of the mark scheme.  
2 marks

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

(2)

Having more than one religion or ethnicity would result in you having more than one culture put together in your identity such as "Asian British" which would mean you are ~~from~~ from multiple places.

(Total for Question 1 = 9 marks)

Question number	Answer	Mark
1(d)	<p>Multiple identities can describe (for example) multiple ethnicities or multiple roles in a community.</p> <p>Award 1 mark for an example and 1 mark for linking this with an explanation of what multiple identities means (AO1), e.g.:</p> <ul style="list-style-type: none"> <li>Someone has white and Asian parents; or Asian and Caribbean parents; or similar <b>(1)</b> may have two sets of traditions / mixed heritage. <b>(1)</b></li> <li>Someone who was born in the UK but parents / relatives were born in other countries <b>(1)</b> may have a sense of belonging to two places. <b>(1)</b></li> </ul>	<b>(2)</b>

#### Examiner Comment

Offers an example but doesn't clearly define 'multiple identities'.

1 mark

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

Question number	Answer	Mark
2(a)	C	<b>(1)</b>

#### Examiner Comment

MC question correct – 1 mark

(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)

In Uganda they are punishing people with death and prison sentences for being <sup>a different</sup> which is discrimination, however ~~discrimination~~ to be discriminated towards in the UK is illegal since the Human Rights Act 1975. In the UK ~~the~~ discrimination is breaking the law, therefore any acts of that would be taken ~~to~~ to the crown court as it isn't a minor crime. With the Law of ~~the~~ legal rights & being made in the UK means we cannot experience any type of homosexual discrimination ~~to~~ without punishment. Another way that law is dealt with in the UK and not in Uganda is that they ~~have~~ ~~start~~ are able to kill people who are being discriminated against which ~~results~~ in the UK it isn't legal. (Total for Question 2 = 7 marks)

TOTAL FOR SECTION A = 16 MARKS

to take someone's life especially for discrimination. The law works better in the UK because you aren't able to commit crimes or do what you want ~~with~~ freely.

Question number	Indicative content	
<b>2(b)</b>	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In Uganda, homosexuality is illegal / attracts a tough jail sentence, whereas in the UK there are laws against discrimination on the grounds of sexuality.</li> <li>• 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.</li> <li>• 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.</li> <li>• Discrimination on the grounds of race, religion and disability are all illegal in the UK.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	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.
<b>2</b>	<b>3–4</b>	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.
<b>3</b>	<b>5–6</b>	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.

**Examiner Comment**

Some knowledge of relevant concepts, terms and issues. Establishes the basic points that Uganda's penalties are much tougher than those in UK and that discrimination is illegal in UK – lacks the clarity and detail in the indicative content section of the mark scheme.  
3 marks (Level 2)

# Exemplar 2

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

(1)

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

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

### Examiner response

Multiple Choice (MC) question correct – 1 mark

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

(4)

1. Because migration laws to travel between commonwealth countries is easier and migrants are more likely to get in.

2. The UK is a very multicultural place with many things to accommodate migrants. So people could move to the UK to still have some of the culture from where they come from or people from the same country as them.

Question number	Answer	Mark
1(b)	<p>In each case, award 1 mark for a valid reason and the second mark for developing the reason into an explanation (AO1), e.g.:</p> <ul style="list-style-type: none"> <li>• The British Empire helped create a shared identity. <b>(1)</b> As a result, many Commonwealth citizens were migrating to a country whose way of life / culture / religion / music was familiar / inclusive. <b>(1)</b></li> <li>• English was spoken in colonies under British rule. <b>(1)</b> And so, Commonwealth citizens were migrating to a country where their language skills would help them in the workplace. <b>(1)</b></li> </ul> <p>Accept any other valid reason which has relevant knowledge and understanding in the context of migration to the UK.</p>	<b>(4)</b>

#### Examiner Comment

Says UK is more likely to accept migrants from Commonwealth countries and that, being a multicultural society, new arrivals would know some of those living in the UK from their own culture.

3 marks

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

(2)

1. To educate children about other cultures except their own and give them a more open mind.
2. To make the children more accepting of other cultures maybe reducing future conflict.

Question number	Answer	Mark
1(c)	<p>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.:</p> <ul style="list-style-type: none"> <li>• Respecting the rights / freedoms of different religions / cultural groups <b>(1)</b></li> <li>• Equality amongst different cultural groups/religions (so all festivals should be acknowledged) <b>(1)</b></li> <li>• Learning about one another helps community cohesion / reduces prejudice <b>(1)</b></li> </ul> <p>Accept any other valid answer (showing understanding of citizenship concepts). <b>(2)</b></p>	

**Examiner Comment**

Offers two points – ‘open mind’ and ‘more accepting/reducing future conflict/ but really they are the same point.

1 mark

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

(2)

Multiple identities is where a person identifies with more than one group. The group could be religion or race. For example a person could identify as ~~white~~ Asian-British. Meaning they belong to both Asian and British groups.

Total for Question 1 = 9 marks

Question number	Answer	Mark
1(d)	<p>Multiple identities can describe (for example) multiple ethnicities or multiple roles in a community.</p> <p>Award 1 mark for an example and 1 mark for linking this with an explanation of what multiple identities means (AO1), e.g.:</p> <ul style="list-style-type: none"> <li>Someone has white and Asian parents; or Asian and Caribbean parents; or similar <b>(1)</b> may have two sets of traditions / mixed heritage. <b>(1)</b></li> <li>Someone who was born in the UK but parents / relatives were born in other countries <b>(1)</b> may have a sense of belonging to two places. <b>(1)</b></li> </ul>	<b>(2)</b>

#### Examiner Comment

Offers simple definition and example.  
2 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

Question number	Answer	Mark
2(a)	C	<b>(1)</b>

#### Examiner Comment

MC question correct – 1 mark

(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)  
In Uganda it is still illegal to be homosexual. In the UK this minority group is protected by many laws like the equality act 2010 which protects 9 characteristics one of them being sexual orientation. Another law is the human right act 1998. This protects all makes all human rights law or legal right on british soil. // Conflict has been caused in Uganda due to this law. Conflict against minority groups has been seen in the UK with the oldham race riots 2001 which cause due to locals not liking the amount of migrants in the area. In both the UK and Uganda homosexuals are allowed to protest for rights. If any one is discriminated against during the protests in the UK, they can be arrested as it is against the law as protesting is a political right in the UK. (Total for Question 2 = 7 marks)

\*many of the people involved were arrested for hate crimes against the minority group.

TOTAL FOR SECTION A = 16 MARKS

Question number	Indicative content	
2(b)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In Uganda, homosexuality is illegal / attracts a tough jail sentence, whereas in the UK there are laws against discrimination on the grounds of sexuality.</li> <li>• 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.</li> <li>• 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.</li> <li>• Discrimination on the grounds of race, religion and disability are all illegal in the UK.</li> </ul>	
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.

**Examiner Comment**

Some knowledge and understanding. Strong discussion of rights and discrimination in early part of answer; less clear and convincing later.

4 marks (Level 2)

## Exemplar 3

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

(1)

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

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

### Examiner response

Multiple Choice (MC) question incorrect – 0 mark

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

(4)

1 The uk has the equality act 2010 meaning everyone who lives in the uk has rights.

2 The uk's NHS we have free health care that every working person pays tax too.

Question number	Answer	Mark
1(b)	<p>In each case, award 1 mark for a valid reason and the second mark for developing the reason into an explanation (AO1), e.g.:</p> <ul style="list-style-type: none"><li>• The British Empire helped create a shared identity. <b>(1)</b> As a result, many Commonwealth citizens were migrating to a country whose way of life / culture / religion / music was familiar / inclusive. <b>(1)</b></li><li>• English was spoken in colonies under British rule. <b>(1)</b> And so, Commonwealth citizens were migrating to a country where their language skills would help them in the workplace. <b>(1)</b></li></ul> <p>Accept any other valid reason which has relevant knowledge and understanding in the context of migration to the UK.</p>	<b>(4)</b>

**Examiner Comment**

Mentions Equality Act and NHS but makes no reference at all whether such provisions exist in European countries.

2 marks

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

(2)

- 1 The UK is a multicultural Society meaning we have many different races & religions, people should be educated to know the difference about what's being celebrated.
- 2 people need to be educated on why this celebration is happening and what it is about.

Question number	Answer	Mark
1(c)	<p>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.:</p> <ul style="list-style-type: none"> <li>• Respecting the rights / freedoms of different religions / cultural groups <b>(1)</b></li> <li>• Equality amongst different cultural groups/religions (so all festivals should be acknowledged) <b>(1)</b></li> <li>• Learning about one another helps community cohesion / reduces prejudice <b>(1)</b></li> </ul> <p>Accept any other valid answer (showing understanding of citizenship concepts). <b>(2)</b></p>	

**Examiner Comment**

Establishes that people need to understand each other's faiths in a multicultural society.  
1 mark

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

(2)

Multiple identities is when ~~you~~ someone can have more than one race, religion or anything. for example a parents of a child could be white British and Chinese meaning that child is then has multiple identities.

(Total for Question 1 = 9 marks)

Question number	Answer	Mark
1(d)	<p>Multiple identities can describe (for example) multiple ethnicities or multiple roles in a community.</p> <p>Award 1 mark for an example and 1 mark for linking this with an explanation of what multiple identities means (AO1), e.g.:</p> <ul style="list-style-type: none"> <li>Someone has white and Asian parents; or Asian and Caribbean parents; or similar <b>(1)</b> may have two sets of traditions / mixed heritage. <b>(1)</b></li> <li>Someone who was born in the UK but parents / relatives were born in other countries <b>(1)</b> may have a sense of belonging to two places. <b>(1)</b></li> </ul>	<b>(2)</b>

**Examiner Comment**

Simple definition and example – implies but does not explicitly mention 'mixed heritage' as in indicative points.

2 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

Question number	Answer	Mark
2(a)	C	<b>(1)</b>

**Examiner Comment**

MC question incorrect – 0 mark

(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)

In Uganda they made a law saying jail sentences are shorter! In the UK this will 100% not happen it's against our human rights act you can not discriminate someone because of their sexuality, they should not be punished for who they are. ~~They also~~ The source also says that the number increased in the amount of arrests made this shows more people were coming out as being gay or lesbian to have their say and more than likely to stick up for themselves to the government, this was obviously not allowed. In the UK everyone has freedom of speech and meaning they can stand up for what they believe in.

Question number	Indicative content	
2(b)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In Uganda, homosexuality is illegal / attracts a tough jail sentence, whereas in the UK there are laws against discrimination on the grounds of sexuality.</li> <li>• 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.</li> <li>• 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.</li> <li>• Discrimination on the grounds of race, religion and disability are all illegal in the UK.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	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.
<b>2</b>	<b>3–4</b>	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.
<b>3</b>	<b>5–6</b>	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.

**Examiner Comment**

Limited knowledge of concepts, terms and issues. Vague answer – not sufficiently accurate or explicit.

2 marks (Level 1)

# Exemplar 4

---

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

(1)

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

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

### Examiner response

Multiple Choice (MC) question incorrect – 0 mark

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

(4)

1. Human rights are exercised and used in our country, preventing exploitation and slavery, this is also a form of justice they may not of experienced in ~~there~~<sup>their</sup> country.
2. We are more accepting than other countries, ~~also~~ offering jobs, free health care and support. Meaning they can live a good life.

Question number	Answer	Mark
1(b)	<p>In each case, award 1 mark for a valid reason and the second mark for developing the reason into an explanation (AO1), e.g.:</p> <ul style="list-style-type: none"> <li>• The British Empire helped create a shared identity. <b>(1)</b> As a result, many Commonwealth citizens were migrating to a country whose way of life / culture / religion / music was familiar / inclusive. <b>(1)</b></li> <li>• English was spoken in colonies under British rule. <b>(1)</b> And so, Commonwealth citizens were migrating to a country where their language skills would help them in the workplace. <b>(1)</b></li> </ul> <p>Accept any other valid reason which has relevant knowledge and understanding in the context of migration to the UK.</p>	<b>(4)</b>

#### Examiner Comment

Mentions human rights, free health care, etc but such opportunities are available in European countries too.

2 marks

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

(2)

1. to show that cultural difference is celebrated rather than shamed.
2. to show that we are all people no matter what you believe in.

Question number	Answer	Mark
1(c)	<p>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.:</p> <ul style="list-style-type: none"> <li>• Respecting the rights / freedoms of different religions / cultural groups <b>(1)</b></li> <li>• Equality amongst different cultural groups/religions (so all festivals should be acknowledged) <b>(1)</b></li> <li>• Learning about one another helps community cohesion / reduces prejudice <b>(1)</b></li> </ul> <p>Accept any other valid answer (showing understanding of citizenship concepts).</p>	<b>(2)</b>

**Examiner Comment**

Celebrating cultural difference is good, second reason is too vague to earn mark.  
1 mark

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

(2)

is a term used for someone who has different ethnicities such as, Indian, ~~and~~ British meaning they have more than the average or just an array of different ethnic backgrounds.

Question number	Answer	Mark
1(d)	<p>Multiple identities can describe (for example) multiple ethnicities or multiple roles in a community.</p> <p>Award 1 mark for an example and 1 mark for linking this with an explanation of what multiple identities means (AO1), e.g.:</p> <ul style="list-style-type: none"><li>• Someone has white and Asian parents; or Asian and Caribbean parents; or similar <b>(1)</b> may have two sets of traditions / mixed heritage. <b>(1)</b></li><li>• Someone who was born in the UK but parents / relatives were born in other countries <b>(1)</b> may have a sense of belonging to two places. <b>(1)</b></li></ul>	<b>(2)</b>

#### Examiner Commentary

Example given but no clear definition.

1 mark

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

Question number	Answer	Mark
2(a)	C	<b>(1)</b>

#### Examiner Comment

MC Question incorrect – 0 marks

(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)

In the UK there are ~~some~~ things such as sexual orientation or even age that can't be discriminated against due to the law, in Uganda, it seems that it's only a small amount of people protesting against this law, which is the opposite of the UK, thousands protest for gay rights, and we get them. In Uganda it seems like the law doesn't see homosexuals as people it just sees a crime being committed. In the UK we see they aren't doing anyone any harm so why should it be a crime, they're people too, in Uganda they were willing to kill them but now even though they have a long way to come, they made progress, but not enough. We need them to change and celebrate gay pride with the UK and many other countries.

**TOTAL FOR SECTION A = 16 MARKS**

Question number	Indicative content	
2(b)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In Uganda, homosexuality is illegal / attracts a tough jail sentence, whereas in the UK there are laws against discrimination on the grounds of sexuality.</li> <li>• 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.</li> <li>• 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.</li> <li>• Discrimination on the grounds of race, religion and disability are all illegal in the UK.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	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.
<b>2</b>	<b>3–4</b>	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.
<b>3</b>	<b>5–6</b>	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.

**Examiner Comment**

Limited knowledge and understanding demonstrated of concepts, terms and relevant issues. Very muddled answer – bears little resemblance to the indicative points in mark scheme; fails to deliver on the ‘how’ aspect of rights protection.

2 marks (Level 1)

# Exemplar 5

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

(1)

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

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

### Examiner response

Multiple Choice (MC) question incorrect – 0 mark

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

1. So they can have the money they earn not earn the same as every one else <sup>(4)</sup>

2. So they have more of a say

Question number	Answer	Mark
1(b)	<p>In each case, award 1 mark for a valid reason and the second mark for developing the reason into an explanation (AO1), e.g.:</p> <ul style="list-style-type: none"> <li>• The British Empire helped create a shared identity. <b>(1)</b> As a result, many Commonwealth citizens were migrating to a country whose way of life / culture / religion / music was familiar / inclusive. <b>(1)</b></li> <li>• English was spoken in colonies under British rule. <b>(1)</b> And so, Commonwealth citizens were migrating to a country where their language skills would help them in the workplace. <b>(1)</b></li> </ul> <p>Accept any other valid reason which has relevant knowledge and understanding in the context of migration to the UK.</p>	<b>(4)</b>

**Examiner Comment**

Incoherent answer.  
0 marks

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

(2)

1 because the uk is a multicultural country ~~the~~ ~~the~~ ~~the~~ ~~the~~

2 So people can learn new things

Question number	Answer	Mark
1(c)	<p>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.:</p> <ul style="list-style-type: none"> <li>Respecting the rights / freedoms of different religions / cultural groups <b>(1)</b></li> <li>Equality amongst different cultural groups/religions (so all festivals should be acknowledged) <b>(1)</b></li> <li>Learning about one another helps community cohesion / reduces prejudice <b>(1)</b></li> </ul> <p>Accept any other valid answer (showing understanding of citizenship concepts).</p>	<b>(2)</b>

**Examiner Comment**

Answer given does not explain why schools teach such topics.  
0 marks

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

(2)

when you ~~has~~ have more than one identity, by for example trans gender

Question number	Answer	Mark
1(d)	<p>Multiple identities can describe (for example) multiple ethnicities or multiple roles in a community.</p> <p>Award 1 mark for an example and 1 mark for linking this with an explanation of what multiple identities means (AO1), e.g.:</p> <ul style="list-style-type: none"> <li>Someone has white and Asian parents; or Asian and Caribbean parents; or similar <b>(1)</b> may have two sets of traditions / mixed heritage. <b>(1)</b></li> <li>Someone who was born in the UK but parents / relatives were born in other countries <b>(1)</b> may have a sense of belonging to two places. <b>(1)</b></li> </ul>	<b>(2)</b>

**Examiner Comment**

Simple definition credited but incorrect example.  
1 mark

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

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

**Examiner Comment**

MC question correct – 1 mark

(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)  
In Uganda it is illegal to be gay and if you are caught you can be sentenced with jail time but in the UK it is legal to believe in anything and if someone is being aggressive to someone because they're gay the person being aggressive ~~will~~ <sup>can</sup> be sentenced <sup>once</sup> to jail time.

Also if someone is gay they're allowed to be because of the human rights act that turned the UDHR into a law so they have the right to believe in what they want but in Uganda they don't have a law protecting their human rights.

Question number	Indicative content	
2(b)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In Uganda, homosexuality is illegal / attracts a tough jail sentence, whereas in the UK there are laws against discrimination on the grounds of sexuality.</li> <li>• 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.</li> <li>• 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.</li> <li>• Discrimination on the grounds of race, religion and disability are all illegal in the UK.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	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.
<b>2</b>	<b>3–4</b>	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.
<b>3</b>	<b>5–6</b>	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.

**Examiner Comment**

Some knowledge and understanding is evident from comparisons between the two contexts. Recognises simple differences between UK and Uganda.  
3 marks (Level 2)

## Exemplar 6

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

(1)

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

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

### Examiner Comment

Multiple Choice (MC) question incorrect – 0 mark

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

(4)

1

The UK have free NHS and extremely good healthcare.

2

The UK supports everyone's human rights and they care no discrimination does not happen.

Question number	Answer	Mark
1(b)	<p>In each case, award 1 mark for a valid reason and the second mark for developing the reason into an explanation (AO1), e.g.:</p> <ul style="list-style-type: none"><li>• The British Empire helped create a shared identity. <b>(1)</b> As a result, many Commonwealth citizens were migrating to a country whose way of life / culture / religion / music was familiar / inclusive. <b>(1)</b></li><li>• English was spoken in colonies under British rule. <b>(1)</b> And so, Commonwealth citizens were migrating to a country where their language skills would help them in the workplace. <b>(1)</b></li></ul> <p>Accept any other valid reason which has relevant knowledge and understanding in the context of migration to the UK.</p>	<b>(4)</b>

**Examiner Comment**

NHS and human rights are mentioned but nothing on why migrants choose to aim for UK rather than other European countries.

2 marks

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

(2)

1 It's good to learn different cultures and different languages. You may want to travel to these places when your older.

2 Different religions are explained which would be interesting to learn about.

Question number	Answer	Mark
1(c)	<p>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.:</p> <ul style="list-style-type: none"> <li>• Respecting the rights / freedoms of different religions / cultural groups <b>(1)</b></li> <li>• Equality amongst different cultural groups/religions (so all festivals should be acknowledged) <b>(1)</b></li> <li>• Learning about one another helps community cohesion / reduces prejudice <b>(1)</b></li> </ul> <p>Accept any other valid answer (showing understanding of citizenship concepts).</p>	<b>(2)</b>

#### Examiner Comment

The first point gains a mark because if you were to travel to certain countries it would be helpful to understand their culture or religion. In discussing religions in the second point, a successful answer would need to refer to matters such as 'achieving equality between different cultural groups' or 'achieving community cohesion' or 'reducing prejudice'.

1 mark

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

(2)

Someone like a teacher can be known to have having two identities, their teaching/ professional identity and their personal identity.

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.: <ul style="list-style-type: none"><li>• Someone has white and Asian parents; or Asian and Caribbean parents; or similar <b>(1)</b> may have two sets of traditions / mixed heritage. <b>(1)</b></li><li>• Someone who was born in the UK but parents / relatives were born in other countries <b>(1)</b> may have a sense of belonging to two places. <b>(1)</b></li></ul>	<b>(2)</b>

**Examiner Comment**

Gives an example but not a full definition.

1 mark

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

Question number	Answer	Mark
2(a)	C	<b>(1)</b>

**Examiner Comment**

MC question correct – 1 mark

(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)

people in Uganda are punished for being them, they are not aloud to be with someone they "love" if their the same sex. As it is known as not being "normal" In the UK Homosexuality is totally legal and people are not descriminated because of who they want to be with.

Question number	Indicative content	
2(b)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In Uganda, homosexuality is illegal / attracts a tough jail sentence, whereas in the UK there are laws against discrimination on the grounds of sexuality.</li> <li>• 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.</li> <li>• 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.</li> <li>• Discrimination on the grounds of race, religion and disability are all illegal in the UK.</li> </ul>	
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.

#### Examiner Comment

Limited knowledge and understanding of concepts, terms and issues. Recognises being gay is acceptable and lawful in the UK but not in Uganda but misses other indicative points in mark scheme.

2 marks (Level 1)

## Exemplar 7

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

(1)

Income Tax

Question number	Answer	Mark
3(a)	Accept either of the following: <ul style="list-style-type: none"> <li>Income tax</li> <li>National Insurance</li> </ul>	(1)

### Examiner Comment

Correct – 1 mark

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

(4)

1. Elderly people are living a much longer life than ever before meaning there are even more people that the government need to be paying pensions to.

2. Some people are retiring early meaning they will then be claiming pensions.

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.: <ul style="list-style-type: none"> <li>The UK has an ageing population, (1) so over time, the number living past 65 to receive a pension has increased. (1)</li> <li>Successive governments have increased the value of the pension (1) which has been done to keep up with inflation. (1)</li> </ul> Accept any other valid reason which has relevant knowledge in the context of spending on pensions / the elderly in the UK.	(4)

### Examiner Comment

First point is relevant and acceptable but second isn't – retiring early does not automatically allow a person to draw an early pension from the state – needs to support second part with further detail to gain credit.

2 marks

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

(2)

- 1 To make young people smarter which will effect the country when the students are older meaning they will make more money, improve our country.
- 2 Building more schools giving more people a chance to become a teacher (more jobs)
- 3 Children making our country expand because people want our education people may migrate.

(Total for Question 3 = 8 marks)

Question number	Answer	Mark
3(c)	<p>In each case, award 1 mark for evidence of understanding (AO1) of citizenship issues (changing government priorities, population changes), e.g.:</p> <ul style="list-style-type: none"> <li>• A higher birth rate could mean more school places needed. <b>(1)</b></li> <li>• Migrants could bring children needing education. <b>(1)</b></li> <li>• Education spending could be an electoral promise. <b>(1)</b></li> <li>• The UK school leaving age might be increased. <b>(1)</b></li> </ul> <p>Accept any other valid reason which shows relevant understanding of the political context for education spending the UK.</p>	<b>(3)</b>

#### Examiner Comment

Taking the answer to mean 'raising standards', there is one reasonable point. Erecting new buildings would be costly but why might a government choose to do this?

1 mark

1 (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.

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

**Examiner Comment**

MC Question correct – 1 mark

(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.

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

**Examiner Comment**

MC Question correct – 1 mark

(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

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

**Examiner Comment**

MC Question incorrect – 0 mark

(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)

By young people in school/colleges doing mock elections is making young people understand more about voting in the UK and clearly understanding more about how it works, ~~as it is~~ Source B says a girl ~~argued~~ compared our country to China and North Korea which are not a democracy to show why it's good that the UK is a democracy and we have a say. Young people will become more paninant about it ~~and~~ meaning they will want to vote them doing mock elections will hopefully make them feel that people such as Russell Brand are wrong and our vote does matter.

Question number	Indicative content	
4(d)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Mock elections show people how the democratic process works (one person, one vote).</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul>	
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.

#### Examiner Comment

Limited knowledge and understanding of concepts, terms and issues. Simple outline – few of the points in indicative mark scheme explicitly established.  
2 marks (Level 1)

## Exemplar 8

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

(1)

National Insurance

Question number	Answer	Mark
3(a)	Accept either of the following: <ul style="list-style-type: none"> <li>Income tax</li> <li>National Insurance</li> </ul>	(1)

### Examiner Comment

Correct – 1 mark

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

(4)

1. The UK have increased pension spendings because they have worked all their life earning money for the economy and they want to give them something back.

2. Older people have a higher risk of getting ill therefore they need more money in their care to supply for any treatments ~~or~~ or extra help.

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.: <ul style="list-style-type: none"> <li>The UK has an ageing population, (1) so over time, the number living past 65 to receive a pension has increased. (1)</li> <li>Successive governments have increased the value of the pension (1) which has been done to keep up with inflation. (1)</li> </ul> Accept any other valid reason which has relevant knowledge in the context of spending on pensions / the elderly in the UK.	(4)

### Examiner Comment

No references to obvious points such as ageing population or keeping up with inflation.  
0 marks

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

(2)

- 1 They want everyone to be entitled to an education so they are able to get a good job and supply for themselves when they're older, helping the economy.
- 2 Studies show that the rate of children going to school and getting a proper education decreases their chances of getting into crime or gangs.
- 3 They might need more schools so all children can have an education and there are more places or more money to give teachers wages.

(Total for Question 3 = 8 marks)

Question number	Answer	Mark
3(c)	<p>In each case, award 1 mark for evidence of understanding (AO1) of citizenship issues (changing government priorities, population changes), e.g.:</p> <ul style="list-style-type: none"> <li>• A higher birth rate could mean more school places needed. <b>(1)</b></li> <li>• Migrants could bring children needing education. <b>(1)</b></li> <li>• Education spending could be an electoral promise. <b>(1)</b></li> <li>• The UK school leaving age might be increased. <b>(1)</b></li> </ul> <p>Accept any other valid reason which shows relevant understanding of the political context for education spending the UK.</p>	<b>(3)</b>

**Examiner Comment**

Touches on the idea of more school places being needed but no mention of factors such as higher birth rates, or migrant children needing education or changes in the leaving age  
1 mark

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.

DO NOT WRITE IN THIS AREA

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

**Examiner Comment**

MC Question correct – 1 mark

(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.

THIS AREA

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

**Examiner Comment**

MC Question correct – 1 mark

(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

DO NOT WRITE IN THIS AREA

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

**Examiner Comment**

MC Question incorrect – 0 mark

(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)

Mock elections strengthen democracy in the UK because it teaches people who aren't as fortunate and live in a democratic country to be grateful for the UK being democratic. ~~This also teaches young~~ ~~stars~~ which also means that they are able to make decisions of their own. This is making young people think about democratic and how it can bring everyone together as a community. Another way mock elections strengthen democracy is by educating children about politics and elections, as well as the way the UK is ran or could be ran. This prepares them for their future and helps them grow

(Total for Question 4 = 9 marks)

up knowledged about voting. This results in more people voting and making a decision on the country.

TOTAL FOR SECTION B = 17 MARKS

Question number	Indicative content		
4(d)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Mock elections show people how the democratic process works (one person, one vote).</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul>		
	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.

#### Examiner Comment

Limited. The points made are simple but only one of the five points of indicative content is fully established.

3 marks (Level 2)

## Exemplar 9

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

(1)

healthcare, nhs.

Question number	Answer	Mark
3(a)	Accept either of the following: <ul style="list-style-type: none"> <li>Income tax</li> <li>National Insurance</li> </ul>	(1)

### Examiner Comment

Incorrect – 0 mark

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

(4)

1.

Older people will still need money even though they've retired, they need enough money to keep them going day to day until they pass away.

2.

Some individuals have worked hard for their pensions therefore they should be rewarded for their hard work.

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.: <ul style="list-style-type: none"> <li>The UK has an ageing population, (1) so over time, the number living past 65 to receive a pension has increased. (1)</li> <li>Successive governments have increased the value of the pension (1) which has been done to keep up with inflation. (1)</li> </ul> Accept any other valid reason which has relevant knowledge in the context of spending on pensions / the elderly in the UK.	(4)

### Examiner Comment

No explanation for increase in pension spending such as 'increasing numbers of pensioners' or to maintain the value of pensions by 'compensating pensioners for inflation.'

0 marks

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

(2)

1

School could then have extra equipment to make learning as good as possible.

2

would improve the schools as a whole.

3

Question number	Answer	Mark
3(c)	<p>In each case, award 1 mark for evidence of understanding (AO1) of citizenship issues (changing government priorities, population changes), e.g.:</p> <ul style="list-style-type: none"> <li>• A higher birth rate could mean more school places needed. <b>(1)</b></li> <li>• Migrants could bring children needing education. <b>(1)</b></li> <li>• Education spending could be an electoral promise. <b>(1)</b></li> <li>• The UK school leaving age might be increased. <b>(1)</b></li> </ul> <p>Accept any other valid reason which shows relevant understanding of the political context for education spending the UK.</p>	<b>(3)</b>

#### Examiner Comment

Upgrading equipment is a sensible answer but very different from the points in the indicative mark scheme.

1 mark

(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.

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

**Examiner Comment**

MC Question incorrect – 0 mark

(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.

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

**Examiner Comment**

MC Question correct – 1 mark

(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

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

**Examiner Comment**

MC Question incorrect – 0 mark

(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)

The mock elections shows that some people are very appreciative that they are able to get a say in what happens. This should strengthen democracy because everyone agrees with it and everyone is happy most people are happy with how it is.

Question number	Indicative content	
4(d)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Mock elections show people how the democratic process works (one person, one vote).</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul>	
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.

#### Examiner Comment

Limited knowledge and understanding of concepts, terms and issues evident here – see indicative mark scheme for other points that needed to be made.

1 mark (Level 1)

## Exemplar 10

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

(1)

national insurance.

Question number	Answer	Mark
3(a)	Accept either of the following: <ul style="list-style-type: none"> <li>Income tax</li> <li>National Insurance</li> </ul>	(1)

### Examiner Comment

Correct – 1 mark

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

(4)

1. Paying a pension is now a law in the UK, which it was not before. So now every person has to have a pension meaning the government have to pay more.

2. People are living longer so the government is having to pay more people and for longer. This obviously means that more money will have to be put towards pensions.

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.: <ul style="list-style-type: none"> <li>The UK has an ageing population, (1) so over time, the number living past 65 to receive a pension has increased. (1)</li> <li>Successive governments have increased the value of the pension (1) which has been done to keep up with inflation. (1)</li> </ul> Accept any other valid reason which has relevant knowledge in the context of spending on pensions / the elderly in the UK.	(4)

### Examiner Comment

The first part does not really work since the state pension has been paid for more than 100 years. The second part is relevant and correct. 2 marks.

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

(2)

- 1 So that the children can come out of school with more qualification. This means that the UK will have more skilled workers.
- 2 because there are more children so they will need more equipment to be able to sustain them.
- 3

Question number	Answer	Mark
3(c)	<p>In each case, award 1 mark for evidence of understanding (AO1) of citizenship issues (changing government priorities, population changes), e.g.:</p> <ul style="list-style-type: none"> <li>• A higher birth rate could mean more school places needed. <b>(1)</b></li> <li>• Migrants could bring children needing education. <b>(1)</b></li> <li>• Education spending could be an electoral promise. <b>(1)</b></li> <li>• The UK school leaving age might be increased. <b>(1)</b></li> </ul> <p>Accept any other valid reason which shows relevant understanding of the political context for education spending the UK.</p>	<b>(3)</b>

#### Examiner Comment

Refers to improving standards and rising numbers of children in the system – mentions ‘skilled workers’ but does not clearly establish this point.

2 marks

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.

DO NOT WRITE IN

Question number	Answer	Mark
4(a)	A	<b>(1)</b>

#### Examiner Comment

MC Question correct – 1 mark

(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.

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

**Examiner Comment**

MC Question correct – 1 mark

(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

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

**Examiner Comment**

MC Question incorrect – 0 mark

(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)

Mock elections with young people could get them interested in voting as adults. This makes our democracy stronger because it means that a younger generation of people get a say in how our country is run. At Midlands school one girl seems very passionate about politics and seems enthused to take part.

It also teaches children that they can make a difference and that their vote matters because in small elections you are able to see how one vote can make a difference and how influential politicians can be. Mock elections could have enthused some students to be strong politicians in the future and strengthen the democracy in the UK.

It also teaches (Total for Question 4 = 9 marks)

children about the voting system in the UK. They can learn from writing speeches and being candidates, what it is like to be a politician again maybe, inspiring some young people to go into political careers in the future and improve democracy in the UK.

TOTAL FOR SECTION B = 17 MARKS

Question number	Indicative content		
4(d)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Mock elections show people how the democratic process works (one person, one vote).</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul>		
	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.

#### Examiner Comment

Detailed knowledge with sustained comment. Range of good points established though could have been stated much more clearly.  
5 marks (Level 3)

## Exemplar 11

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

(1)

tax money for prisons.

Question number	Answer	Mark
3(a)	Accept either of the following: <ul style="list-style-type: none"> <li>Income tax</li> <li>National Insurance</li> </ul>	(1)

### Examiner Comment

Incorrect answer. Should say "Income Tax" or "National Insurance", preferably in a sentence. 0 marks.

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

(4)

1 because people are living longer and so are living to the age of pension collection and because that means they are working longer they must receive a pension.

2 people are fighting for it because by that age they barely have any money to live off, they need it to keep fed and warm especially in winter.

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.: <ul style="list-style-type: none"> <li>The UK has an ageing population, (1) so over time, the number living past 65 to receive a pension has increased. (1)</li> <li>Successive governments have increased the value of the pension (1) which has been done to keep up with inflation. (1)</li> </ul> Accept any other valid reason which has relevant knowledge in the context of spending on pensions / the elderly in the UK.	(4)

### Examiner Comment

Gains a mark for 'living longer' but do not see how 'working longer' answers question. Second answer incorrect. 1 mark

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

(2)

1 They need a more healthy source of food that the schools can't afford.

2 due to migration, more and more schools are becoming very full and need spending money for supplies.

3 more babies are being born than ever so again the money is needed for supplies food and possibly staff.

(Total for Question 3 = 8 marks)

Question number	Answer	Mark
3(c)	<p>In each case, award 1 mark for evidence of understanding (AO1) of citizenship issues (changing government priorities, population changes), e.g.:</p> <ul style="list-style-type: none"> <li>• A higher birth rate could mean more school places needed. <b>(1)</b></li> <li>• Migrants could bring children needing education. <b>(1)</b></li> <li>• Education spending could be an electoral promise. <b>(1)</b></li> <li>• The UK school leaving age might be increased. <b>(1)</b></li> </ul> <p>Accept any other valid reason which shows relevant understanding of the political context for education spending the UK.</p>	<b>(3)</b>

**Examiner Comment**

Migration and higher birth rate are good points but cost of food will not be relevant for most schools.

2 marks

- 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.

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

**Examiner Comment**

MC Question incorrect – 0 mark

- (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.

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

**Examiner Comment**

MC Question incorrect – 0 mark

- (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

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

**Examiner Comment**

MC Question incorrect – 0 mark

(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)

It can increase childrens knowledge on politics, this will influence them into voting when theyre eligable to do so, this means that more of the countrys voices will be heard. Also it can show the younger generation that they do have power and that they should use it vote or not. This may increase ~~the~~ <sup>the</sup> people who are younger's ~~re~~ realisation on what we need for the future. It could show the government that what they do now will affect the young rather than the older and so should show them that we should be able to vote. It may change older people's opinions on what we need if we speak up and tell them.

Question number	Indicative content	
4(d)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Mock elections show people how the democratic process works (one person, one vote).</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	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.
<b>2</b>	<b>3–4</b>	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.
<b>3</b>	<b>5–6</b>	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.

#### Examiner Comment

Simple but coherent answer, demonstrating some knowledge and understanding of concepts, terms and issues relevant to the question.

4 marks (Level 2)

## Exemplar 12

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

(1)

National Insurance

Question number	Answer	Mark
3(a)	Accept either of the following: <ul style="list-style-type: none"> <li>Income tax</li> <li>National Insurance</li> </ul>	(1)

### Examiner Comment

Correct – 1 mark

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

1 because the people ~~are~~ need <sup>(4)</sup> the money

2 they will get some of it ~~back~~ back through taxes

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.: <ul style="list-style-type: none"> <li>The UK has an ageing population, <b>(1)</b> so over time, the number living past 65 to receive a pension has increased. <b>(1)</b></li> <li>Successive governments have increased the value of the pension <b>(1)</b> which has been done to keep up with inflation. <b>(1)</b></li> </ul> Accept any other valid reason which has relevant knowledge in the context of spending on pensions / the elderly in the UK.	(4)

### Examiner Comment

Suggests no sensible reasons for increased expenditures on pensions by government.  
0 marks

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

1 ~~be~~ so schools can buy the latest equipment (2)

2 so ~~they~~ there can be ~~more~~ ~~better~~ ~~technology~~ <sup>new</sup> ~~technology~~ for the school better technology

3 so the school can pay for public transport

Question number	Answer	Mark
3(c)	<p>In each case, award 1 mark for evidence of understanding (AO1) of citizenship issues (changing government priorities, population changes), e.g.:</p> <ul style="list-style-type: none"> <li>• A higher birth rate could mean more school places needed. <b>(1)</b></li> <li>• Migrants could bring children needing education. <b>(1)</b></li> <li>• Education spending could be an electoral promise. <b>(1)</b></li> <li>• The UK school leaving age might be increased. <b>(1)</b></li> </ul> <p>Accept any other valid reason which shows relevant understanding of the political context for education spending the UK.</p>	<b>(3)</b>

#### Examiner Comment

The answer mentions 'better equipment' and 'latest technology' which justifies one mark; these are very different points from those in the indicative mark scheme.

1 mark

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.

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

**Examiner Comment**

MC Question correct – 1 mark

(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.

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

**Examiner Comment**

MC Question correct – 1 mark

(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

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

**Examiner Comment**

MC Question incorrect – Students need to clearly cross out an incorrect choice of answer with a horizontal line.  
0 mark

(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)

~~Yes~~ mock elections helps to strengthen democracy because it show the people whom will be voting in a few years how to vote properly and why its important to vote.

mock elections helps strengthen democracy because it does shows that <sup>eat</sup> first past the post voting system is quick and easy but it leads into a minority rule and ~~tacticle~~ ~~voting~~ voting

Question number	Indicative content	
4(d)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Mock elections show people how the democratic process works (one person, one vote).</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul>	
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.

#### Examiner comments

Some knowledge and understanding demonstrated. Establishes a good set of relevant points.  
4 marks (Level 2)

# Exemplar 13

## 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)

1 because they're too scared

2 they don't think it will be sorted

Question number	Answer	Mark
5(a)	<p>In each case, award 1 mark for knowledge (AO1) of issues affecting crime reporting up to a maximum of 2 marks, e.g.:</p> <ul style="list-style-type: none"> <li>• The victim might be embarrassed. <b>(1)</b></li> <li>• Lack of confidence in the police taking action. <b>(1)</b></li> <li>• Lack of confidence in the justice system / punishment. <b>(1)</b></li> <li>• The victim may be afraid of another attack / retribution. <b>(1)</b></li> <li>• Crime committed by lover / friend / family. <b>(1)</b></li> <li>• Fear of becoming a suspect. <b>(1)</b></li> <li>• Stress of going to court / apathy / don't want to be involved. <b>(1)</b></li> </ul> <p>Accept any other valid suggestion which relates to the reporting of crime.</p>	<b>(2)</b>

### Examiner Comments

The point is mark-worthy. The second is too vague and colloquial –its meaning is not clear.  
1 mark

(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.

1 ~~the~~ ~~time~~ because they're not getting rehabilitated properly (3)

2 they go in prison and are surrounded by other criminals so they learn how to be a better criminal

3 they might be involved in gangs so its not easy for them to get out of it

Question number	Answer	Mark
5(b)	<p>In each case, award 1 mark for understanding (AO1) the reasons for reoffending, up to a maximum of 3 marks, e.g.:</p> <ul style="list-style-type: none"> <li>• Offenders learn 'tricks of the trade' from other prisoners. <b>(1)</b></li> <li>• Prison becomes a way of life / institutionalised. <b>(1)</b></li> <li>• Ex-prisoners cannot get jobs so go back to crime. <b>(1)</b></li> <li>• Access to food / shelter / medicine in prison. <b>(1)</b></li> <li>• No longer frightened of prison / know what it is like. <b>(1)</b></li> <li>• Prison does not reform some people effectively. <b>(1)</b></li> </ul> <p>Accept any other valid suggestion which relates to reoffending.</p>	<b>(3)</b>

#### Examiner Comment

Not being rehabilitated and learning about crime from other inmates are good points but the point about gangs is not explained clearly enough to gain a mark.

2 marks

(c) Explain how **one** way of preventing crime could be effective.

(2)

one way of preventing crime is ~~that~~ reducing opportunities for example putting up street lights which works because if you can see someone in the streets getting robbed you can help but if you can't see it they will get away

(Total for Question 5 = 7 marks)

Question number	Answer	Mark
5(c)	<p>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.:</p> <ul style="list-style-type: none"> <li>• Education is one way <b>(1)</b> because it tackles underlying problems such as lack of opportunity. <b>(1)</b></li> <li>• Increased policing / CCTV <b>(1)</b> means less crime is attempted. <b>(1)</b></li> <li>• Youth centres bring young people together <b>(1)</b> so helps change attitudes. <b>(1)</b></li> <li>• Drugs counselling can help prevent or end drug addiction <b>(1)</b> as drugs are linked with crime levels. <b>(1)</b></li> </ul>	<b>(2)</b>

#### Examiner Comments

Improved street lighting is a novel but acceptable response.  
2 marks

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

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

**Examiner Comment**

MC question incorrect – 0 mark

(b) Give **two** types of sentence or punishment used to deal with crime in the UK, other than a prison sentence.

(2)

1 prison

2 fines

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.: <ul style="list-style-type: none"> <li>• Fines (1)</li> <li>• Electronic tagging (1)</li> <li>• Community pay-back (1)</li> <li>• Restorative justice (1)</li> </ul> Credit other valid answers.	(2)

**Examiner Comment**

'Fines' is an acceptable response, although a sentence would be preferable.  
1 mark

(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.

The law can't deal with people posting things about a court case online as easily because the person might not know it was against the law and it will be online forever. Like in source C where Joly Barton posted a tweet ~~about~~

Also the law can't deal with internet trolls as easily because they're doing it anonymously so they have to track them down and some of them might be smart enough not to be tracked.

Question number	Indicative content	
6(c)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> </ul>	
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.

#### Examiner Comment

Limited knowledge and understanding demonstrated. Establishes the anonymity point.  
2 marks (Level 1)

## Exemplar 14

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

(2)

- 1 They might think that they can't help due to bad experiences with the police in the past.
- 2 they're afraid to be ignored or that they have done something wrong.

Question number	Answer	Mark
5(a)	<p>In each case, award 1 mark for knowledge (AO1) of issues affecting crime reporting up to a maximum of 2 marks, e.g.:</p> <ul style="list-style-type: none"> <li>• The victim might be embarrassed. <b>(1)</b></li> <li>• Lack of confidence in the police taking action. <b>(1)</b></li> <li>• Lack of confidence in the justice system / punishment. <b>(1)</b></li> <li>• The victim may be afraid of another attack / retribution. <b>(1)</b></li> <li>• Crime committed by lover / friend / family. <b>(1)</b></li> <li>• Fear of becoming a suspect. <b>(1)</b></li> <li>• Stress of going to court / apathy / don't want to be involved. <b>(1)</b></li> </ul> <p>Accept any other valid suggestion which relates to the reporting of crime.</p>	<b>(2)</b>

### Examiner Comment

In simple terms, this matches third and sixth indicative points in mark scheme.  
2 marks

(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)

- 1 The influences inside the prison may change them into a criminal.
- 2 influences outside the prison maybe drugs, maybe they're afraid of someone and so want to be in prison away from them.
- 3 they have nothing on the outside for them, no money, no job, no family, they have nowhere else to go.

Question number	Answer	Mark
5(b)	<p>In each case, award 1 mark for understanding (AO1) the reasons for reoffending, up to a maximum of 3 marks, e.g.:</p> <ul style="list-style-type: none"> <li>• Offenders learn 'tricks of the trade' from other prisoners. <b>(1)</b></li> <li>• Prison becomes a way of life / institutionalised. <b>(1)</b></li> <li>• Ex-prisoners cannot get jobs so go back to crime. <b>(1)</b></li> <li>• Access to food / shelter / medicine in prison. <b>(1)</b></li> <li>• No longer frightened of prison / know what it is like. <b>(1)</b></li> <li>• Prison does not reform some people effectively. <b>(1)</b></li> </ul> <p>Accept any other valid suggestion which relates to reoffending.</p>	<b>(3)</b>

#### Examiner Commentary

The first and third points made by candidate are credible and mark-worthy; the idea that going to prison to hide from malign influences is less credible.

2 marks

(c) Explain how **one** way of preventing crime could be effective.

(2)

you can prevent crime by having more PCSO's around quiet areas to prevent burglaries happening. this is effective because the citizens will feel safer and if it is attempted the offender can be caught before it happens.

(Total for Question 5 = 7 marks)

Question number	Answer	Mark
5(c)	<p>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.:</p> <ul style="list-style-type: none"><li>• Education is one way <b>(1)</b> because it tackles underlying problems such as lack of opportunity. <b>(1)</b></li><li>• Increased policing / CCTV <b>(1)</b> means less crime is attempted. <b>(1)</b></li><li>• Youth centres bring young people together <b>(1)</b> so helps change attitudes. <b>(1)</b></li><li>• Drugs counselling can help prevent or end drug addiction <b>(1)</b> as drugs are linked with crime levels. <b>(1)</b></li></ul>	<b>(2)</b>

#### Examiner Commentary

Makes case for more policing.

2 marks

- 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

DO NOT WRITE IN THIS AREA

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

**Examiner Comment**  
MC question correct – 1 mark

- (b) Give **two** types of sentence or punishment used to deal with crime in the UK, other than a prison sentence. (2)
- 1 a fine, a certain amount of money that the offender must pay back due to the crime.
- 2 probation, follows a set of rules to live by for a certain amount of time if broken they go to prison on the word of their Probation

DO NOT WRITE IN THIS AREA

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.: <ul style="list-style-type: none"> <li>• Fines (1)</li> <li>• Electronic tagging (1)</li> <li>• Community pay-back (1)</li> <li>• Restorative justice (1)</li> </ul> Credit other valid answers.	(2)

**Examiner Comment**  
Two appropriate sentences identified.  
2 marks

(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)

Because generally these 'trous' are anonymous meaning it is hard to find and punish them, this usually ends with the victim getting no justice. Also if someone tweeted something you never know if it's really them, they could've been hacked, again something the law doesn't have much control over. In these situations it is usually someone being bullied online, and it isn't always spoke about, due to fear of it getting worse or fear of it ~~not~~ being ignored. Sometimes it's famous people who get a lot of hate from these 'trous' and because there's so many of them and so many celebrities, it's practically impossible to catch them all, so many people lose out on justice.

Question number	Indicative content	
6(c)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> </ul>	
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.

**Examiner Commentary**

Some knowledge and understanding demonstrated. Emphasises the significance of anonymity but misses more of the other indicative points in the mark scheme.

4 marks (Level 2)

## Exemplar 15

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

- (2)
- 1 because they don't want to stand up and be a witness in court.
  - 2 It could be a family member or friend that they are trying to protect.

Question number	Answer	Mark
5(a)	<p>In each case, award 1 mark for knowledge (AO1) of issues affecting crime reporting up to a maximum of 2 marks, e.g.:</p> <ul style="list-style-type: none"> <li>• The victim might be embarrassed. <b>(1)</b></li> <li>• Lack of confidence in the police taking action. <b>(1)</b></li> <li>• Lack of confidence in the justice system / punishment. <b>(1)</b></li> <li>• The victim may be afraid of another attack / retribution. <b>(1)</b></li> <li>• Crime committed by lover / friend / family. <b>(1)</b></li> <li>• Fear of becoming a suspect. <b>(1)</b></li> <li>• Stress of going to court / apathy / don't want to be involved. <b>(1)</b></li> </ul> <p>Accept any other valid suggestion which relates to the reporting of crime.</p>	<b>(2)</b>

### Examiner Comment

Offers two plausible reasons – second reason is not listed in indicative content but is valid and credited.  
2 marks

(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)

- 1 because they can not cope with complete freedom after having a routine for so long.
- 2 They could have met up and joined criminal gangs with other inmates
- 3 Can not get a job so steal to get money for food.

Question number	Answer	Mark
5(b)	<p>In each case, award 1 mark for understanding (AO1) the reasons for reoffending, up to a maximum of 3 marks, e.g.:</p> <ul style="list-style-type: none"> <li>• Offenders learn 'tricks of the trade' from other prisoners. <b>(1)</b></li> <li>• Prison becomes a way of life / institutionalised. <b>(1)</b></li> <li>• Ex-prisoners cannot get jobs so go back to crime. <b>(1)</b></li> <li>• Access to food /shelter / medicine in prison. <b>(1)</b></li> <li>• No longer frightened of prison / know what it is like. <b>(1)</b></li> <li>• Prison does not reform some people effectively. <b>(1)</b></li> </ul> <p>Accept any other valid suggestion which relates to reoffending.</p>	<b>(3)</b>

**Examiner Comment**

Offers three reasonable points.

3 marks

(c) Explain how **one** way of preventing crime could be effective.

(2)

Alley gating could be done this reduces opportunist crimes happening in dark alley ways because people can't get to the alley unless they are given a key.

(Total for Question 5 = 7 marks)

Question number	Answer	Mark
5(c)	<p>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.:</p> <ul style="list-style-type: none"> <li>• Education is one way <b>(1)</b> because it tackles underlying problems such as lack of opportunity. <b>(1)</b></li> <li>• Increased policing / CCTV <b>(1)</b> means less crime is attempted. <b>(1)</b></li> <li>• Youth centres bring young people together <b>(1)</b> so helps change attitudes. <b>(1)</b></li> <li>• Drugs counselling can help prevent or end drug addiction <b>(1)</b> as drugs are linked with crime levels. <b>(1)</b></li> </ul>	<b>(2)</b>

**Examiner Comment**

Managing access to alleys in urban areas is a reasonable suggestion with simple explanation. 2 marks

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

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

**Examiner Comment**

MC question correct – 1 mark

(b) Give **two** types of sentence or punishment used to deal with crime in the UK, other than a prison sentence.

(2)

1 Custodial sentence

2 Fine.

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.: <ul style="list-style-type: none"> <li>• Fines (1)</li> <li>• Electronic tagging (1)</li> <li>• Community pay-back (1)</li> <li>• Restorative justice (1)</li> </ul> Credit other valid answers.	(2)

**Examiner Comment**

Answers should ideally be in sentences – no marks for ‘custodial sentence’ which is the same as prison sentence. 1 mark given for ‘fine’.

1 mark

(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)

People on the internet, as seen in source C can post anonymously. This can make it hard for people the police to find out who even sent the message in the first place to arrest them.

People post their whole lives on social media with out even thinking about the consequences. In source C, the footballer probably didn't even realise he was breaking a rule. Instances where jury members post about a case are increasing and what are they going to do with all of them?

There are a large amount of internet trolls and most post anonymously so how will the police catch all of them more over where will they keep the massive increase of prisoners as they are put in jail for a long time.

Total for Question 6 = 9 marks  
TOTAL FOR SECTION C = 16 MARKS

Question number	Indicative content	
6(c)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> </ul>	
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.

#### Examiner Comment

Limited knowledge and understanding. Credit can be given for the 'anonymity' point and for 'not realising consequences' but final point is not clear enough for credit.  
3 marks (Level 2)

## Exemplar 16

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

(2)

1

Because Criminals Shouldn't get away with what they do.

2

If It's a Serious crime it can have a big impact on people and deserves to be reported.

Question number	Answer	Mark
5(a)	<p>In each case, award 1 mark for knowledge (AO1) of issues affecting crime reporting up to a maximum of 2 marks, e.g.:</p> <ul style="list-style-type: none"> <li>• The victim might be embarrassed. <b>(1)</b></li> <li>• Lack of confidence in the police taking action. <b>(1)</b></li> <li>• Lack of confidence in the justice system / punishment. <b>(1)</b></li> <li>• The victim may be afraid of another attack / retribution. <b>(1)</b></li> <li>• Crime committed by lover / friend / family. <b>(1)</b></li> <li>• Fear of becoming a suspect. <b>(1)</b></li> <li>• Stress of going to court / apathy / don't want to be involved. <b>(1)</b></li> </ul> <p>Accept any other valid suggestion which relates to the reporting of crime.</p>	<b>(2)</b>

### Examiner Comment

Neither parts of this answer are sufficiently explicit to gain a mark.

0 marks

(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)

1 They are used to being in prison so going again won't make a difference.

2 prison doesn't really teach them a lesson and clearly isn't a tough enough punishment.

3

Question number	Answer	Mark
5(b)	<p>In each case, award 1 mark for understanding (AO1) the reasons for reoffending, up to a maximum of 3 marks, e.g.:</p> <ul style="list-style-type: none"> <li>• Offenders learn 'tricks of the trade' from other prisoners. <b>(1)</b></li> <li>• Prison becomes a way of life / institutionalised. <b>(1)</b></li> <li>• Ex-prisoners cannot get jobs so go back to crime. <b>(1)</b></li> <li>• Access to food /shelter / medicine in prison. <b>(1)</b></li> <li>• No longer frightened of prison / know what it is like. <b>(1)</b></li> <li>• Prison does not reform some people effectively. <b>(1)</b></li> </ul> <p>Accept any other valid suggestion which relates to reoffending.</p>	<b>(3)</b>

#### Examiner Comment

Simple points but acceptable.

2 marks

(c) Explain how **one** way of preventing crime could be effective.

(2)

Rehabilitation can be effective because all that time from drugs and alcohol etc you may be used to it and not take drugs or ~~heavily drink~~ heavily drink alcohol anymore.

(Total for Question 5 = 7 marks)

Question number	Answer	Mark
5(c)	<p>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.:</p> <ul style="list-style-type: none"> <li>• Education is one way <b>(1)</b> because it tackles underlying problems such as lack of opportunity. <b>(1)</b></li> <li>• Increased policing / CCTV <b>(1)</b> means less crime is attempted. <b>(1)</b></li> <li>• Youth centres bring young people together <b>(1)</b> so helps change attitudes. <b>(1)</b></li> <li>• Drugs counselling can help prevent or end drug addiction <b>(1)</b> as drugs are linked with crime levels. <b>(1)</b></li> </ul>	<b>(2)</b>

**Examiner Comment**

Answer seems to be about how to treat prisoners rather than being a measure to prevent crime. 0 marks

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

Question number	Answer	Mark
6(a)	B	<b>(1)</b>

**Examiner Comment**

MC question correct – 1 mark

(b) Give **two** types of sentence or punishment used to deal with crime in the UK, other than a prison sentence.

(2)

1

Rehabilitation

2

Community Service

a fine

Question number	Answer	Mark
6(b)	<p>In each case, award 1 mark for evidence of knowledge (AO1) of sentences and punishments (other than prison sentences), e.g.:</p> <ul style="list-style-type: none"><li>• Fines <b>(1)</b></li><li>• Electronic tagging <b>(1)</b></li><li>• Community pay-back <b>(1)</b></li><li>• Restorative justice <b>(1)</b></li></ul> <p>Credit other valid answers.</p>	<b>(2)</b>

**Examiner Comment**

'Community service' and 'fine' could have earned two marks but rehabilitation is also incorrectly mentioned so only 1 remaining mark available.

1 mark

- (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)

Internet trolls can do this in a very sneaky anonymous way, therefore they may get away with it because they're very clever and keep themselves anonymous.

Question number	Indicative content	
6(c)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> </ul>	
	Level	Descriptor
	0	No rewardable material.
	1	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	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	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.

#### Examiner Comment

Limited knowledge and understanding demonstrated. Anonymity point earns a Level 1 mark. 1 marks (Level 1)

## Exemplar 17

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

(2)

- 1 They may feel threatened if the criminal does not get locked up they may come after who reported them.
- 2 may not have enough evidence on the criminal.

Question number	Answer	Mark
5(a)	<p>In each case, award 1 mark for knowledge (AO1) of issues affecting crime reporting up to a maximum of 2 marks, e.g.:</p> <ul style="list-style-type: none"> <li>• The victim might be embarrassed. <b>(1)</b></li> <li>• Lack of confidence in the police taking action. <b>(1)</b></li> <li>• Lack of confidence in the justice system / punishment. <b>(1)</b></li> <li>• The victim may be afraid of another attack / retribution. <b>(1)</b></li> <li>• Crime committed by lover / friend / family. <b>(1)</b></li> <li>• Fear of becoming a suspect. <b>(1)</b></li> <li>• Stress of going to court / apathy / don't want to be involved. <b>(1)</b></li> </ul> <p>Accept any other valid suggestion which relates to the reporting of crime.</p>	<b>(2)</b>

### Examiner Comment

Fear of reprisals is a valid reason but lack of evidence is no reason for failing to report a serious crime.

1 mark

(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)

- 1 They have no where to go so they then need to commit crimes to survive. Such as Stealing.
- 2 Presumed into committing a crime by another crimine. They feel they need to do nothing will happen to them.
- 3 ~~They~~ They got used to prison life (having a routine) wanted to reoffend.

Question number	Answer	Mark
5(b)	<p>In each case, award 1 mark for understanding (AO1) the reasons for reoffending, up to a maximum of 3 marks, e.g.:</p> <ul style="list-style-type: none"> <li>• Offenders learn 'tricks of the trade' from other prisoners. <b>(1)</b></li> <li>• Prison becomes a way of life / institutionalised. <b>(1)</b></li> <li>• Ex-prisoners cannot get jobs so go back to crime. <b>(1)</b></li> <li>• Access to food /shelter / medicine in prison. <b>(1)</b></li> <li>• No longer frightened of prison / know what it is like. <b>(1)</b></li> <li>• Prison does not reform some people effectively. <b>(1)</b></li> </ul> <p>Accept any other valid suggestion which relates to reoffending.</p>	<b>(3)</b>

#### Examiner Comment

First and third points are clear but meaning of second point is not.  
2 marks

(c) Explain how **one** way of preventing crime could be effective.

(2)

Citizens will feel more safe in there area if there is less crime. Punshing people more such as the death pentar.

Question number	Answer	Mark
5(c)	<p>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.:</p> <ul style="list-style-type: none"> <li>• Education is one way <b>(1)</b> because it tackles underlying problems such as lack of opportunity. <b>(1)</b></li> <li>• Increased policing / CCTV <b>(1)</b> means less crime is attempted. <b>(1)</b></li> <li>• Youth centres bring young people together <b>(1)</b> so helps change attitudes. <b>(1)</b></li> <li>• Drugs counselling can help prevent or end drug addiction <b>(1)</b> as drugs are linked with crime levels. <b>(1)</b></li> </ul>	<b>(2)</b>

#### Examiner Comment

Answer mentions 'punishing people more' and 'making people feel more safe in their area' – but needs to be more accurate and explicit.

1 mark

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

Question number	Answer	Mark
6(a)	B	<b>(1)</b>

#### Examiner Comment

MC question correct – 1 mark

(b) Give **two** types of sentence or punishment used to deal with crime in the UK, other than a prison sentence.

(2)

1 Having a tag having to be home by a certain time etc.

2

Question number	Answer	Mark
6(b)	<p>In each case, award 1 mark for evidence of knowledge (AO1) of sentences and punishments (other than prison sentences), e.g.:</p> <ul style="list-style-type: none"> <li>• Fines <b>(1)</b></li> <li>• Electronic tagging <b>(1)</b></li> <li>• Community pay-back <b>(1)</b></li> <li>• Restorative justice <b>(1)</b></li> </ul> <p>Credit other valid answers.</p>	<b>(2)</b>

#### Examiner Comment

Refers to tagging and curfew but these are usually two aspects of the same punishment, not two different punishments; answer should ideally be expressed in separate clear sentences, one alongside (1) and the other alongside (2).

1 mark

(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)

Something was posted on twitter for everyone to see then know the law can not stop what people say or do in these situations, this had a impact on Barton's life as he got charged it changed his career and everything. Posting what people think can not be stopped therefor people have to be careful about what they say on social media off their own backs. Everyone knew about this (public) through what had been said on social media meaning it effected their work life, social life, family life everything about them. The law can not change people views on situations.

Question number	Indicative content	
6(c)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> </ul>	
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.

**Examiner Comment**

Does not address question in a coherent or explicit manner.  
2 marks

## Exemplar 18

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

1. They could be scared that the criminal could find out who reported them. (2)
2. They might not realise the situation is a crime.

Question number	Answer	Mark
5(a)	<p>In each case, award 1 mark for knowledge (AO1) of issues affecting crime reporting up to a maximum of 2 marks, e.g.:</p> <ul style="list-style-type: none"> <li>• The victim might be embarrassed. <b>(1)</b></li> <li>• Lack of confidence in the police taking action. <b>(1)</b></li> <li>• Lack of confidence in the justice system / punishment. <b>(1)</b></li> <li>• The victim may be afraid of another attack / retribution. <b>(1)</b></li> <li>• Crime committed by lover / friend / family. <b>(1)</b></li> <li>• Fear of becoming a suspect. <b>(1)</b></li> <li>• Stress of going to court / apathy / don't want to be involved. <b>(1)</b></li> </ul> <p>Accept any other valid suggestion which relates to the reporting of crime.</p>	<b>(2)</b>

### Examiner Comment

The second point offered is unlikely to apply in the case of a serious crime.  
1 mark

(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)
- 1 Their sentence could be too short therefore not got the punishment they deserve and learn nothing from it.
  - 2 Rehabilitation ~~didn't~~ wasn't as effective as it should of been.
  - 3 Drugs and Alchahol can be sneaked into prisons causing prisoners to never get off the drugs.

Question number	Answer	Mark
5(b)	<p>In each case, award 1 mark for understanding (AO1) the reasons for reoffending, up to a maximum of 3 marks, e.g.:</p> <ul style="list-style-type: none"> <li>• Offenders learn 'tricks of the trade' from other prisoners. <b>(1)</b></li> <li>• Prison becomes a way of life / institutionalised. <b>(1)</b></li> <li>• Ex-prisoners cannot get jobs so go back to crime. <b>(1)</b></li> <li>• Access to food /shelter / medicine in prison. <b>(1)</b></li> <li>• No longer frightened of prison / know what it is like. <b>(1)</b></li> <li>• Prison does not reform some people effectively. <b>(1)</b></li> </ul> <p>Accept any other valid suggestion which relates to reoffending.</p>	<b>(3)</b>

**Examiner Comment**

Refers to re-offending in first two points – not learning from first imprisonment and rehabilitation proving ineffective. There is no relationship between drug taking and reoffending.  
2 marks

(c) Explain how **one** way of preventing crime could be effective.

An effective way of preventing crime would be putting CCTV cameras all over towns and neighbour hoods ~~for~~ so that if ~~a crime is committed~~ people are less likely to break the law if they know they'll be on camera. (2)

(Total for Question 5 = 7 marks)

Question number	Answer	Mark
5(c)	<p>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.:</p> <ul style="list-style-type: none"> <li>• Education is one way (1) because it tackles underlying problems such as lack of opportunity. (1)</li> <li>• Increased policing / CCTV (1) means less crime is attempted. (1)</li> <li>• Youth centres bring young people together (1) so helps change attitudes. (1)</li> <li>• Drugs counselling can help prevent or end drug addiction (1) as drugs are linked with crime levels. (1)</li> </ul>	(2)

**Examiner Comment**

Indicates that many CCTV cameras may make people less likely to commit crime.  
2 marks

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

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

**Examiner Comment**

MC question correct – 1 mark

(b) Give **two** types of sentence or punishment used to deal with crime in the UK, other than a prison sentence.

- (2)
- 1 ~~Having a probation officer~~ Being on tag having an ASBO.
  - 2 ~~Fines~~ having to pay fines.

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.: <ul style="list-style-type: none"> <li>• Fines <b>(1)</b></li> <li>• Electronic tagging <b>(1)</b></li> <li>• Community pay-back <b>(1)</b></li> <li>• Restorative justice <b>(1)</b></li> </ul> Credit other valid answers.	<b>(2)</b>

Candidate identifies tagging and fines though answer is not in sentences.

(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)

~~This~~ On the internet the media will sometimes post ~~the~~ opinions about a case and crime which can become bi-~~ast~~ast towards them such as in Source C when Joey Barton posted about a case on twitter. This can be hard to deal with because the defendant is facing criminal allegations and rumours can be spread as well as trying to find out who ~~sp~~ published the comments and

Question number	Indicative content	
6(c)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> </ul>	
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.

**Examiner Comment**

Very limited knowledge and understanding of concepts, terms and issues – does not closely match indicative points.  
2 marks (Level 1)

## Exemplar 19

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.

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

### Examiner Comment

MC question correct – 1 mark

(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.

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

### Examiner Comment

MC question incorrect – 0 mark

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

(2)

1

It had a huge impact on our politics.

2

Question number	Answer	Mark
7 (c)	<p>In each case, award 1 mark for analysing the source to identify points of agreement (AO3), e.g.:</p> <ul style="list-style-type: none"><li>• They agree that rights / freedoms need to be protected. <b>(1)</b></li><li>• They agree that the Human Rights Act has had a big impact on Britain. <b>(1)</b></li><li>• They think it is better for decisions about justice to be made in Britain. <b>(1)</b></li></ul> <p>Accept any other valid points of agreement.</p>	<b>(2)</b>

**Examiner Comment**

Too insubstantial to be worth a mark.

0 marks

(d) Which writer do you agree with more?

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

(12)

Julian Huppert believes that we ~~shouldn't~~ <sup>shouldn't</sup> scrap the human rights. I know this because he says "The ECHR was a great achievement" this shows that he is proud of this and strongly stands by it. He also thinks that if we got rid of the human rights it would make a bad impression on the world as he says "It would send a terrible message to our European allies and the rest of the world if we withdrew from it".

Julian also thinks that the human rights make life a lot easier as he says "It was designed to avoid costly trips to the European courts of human rights in Strasbourg every time someone wanted to challenge a law" the human rights makes most people happy as ~~by~~ humans are being thought about and their rights aren't being ~~is~~ respected.

I agree with Julian Huppert because I

deserves for their  
think that everyone ~~deserves~~ ~~to be~~  
~~human rights~~ ~~take~~ into consideration  
Human rights to be took into consideration.

Bill Cash thinks that the Human rights  
should be scrapped, he says "over  
300 foreign prisoners - including killers  
avoided being sent back to their home  
country" The prisoners protested that  
they have a right to "family life"  
so then they could stay where they  
wanted and even commit more crimes  
and this was all because of human rights. ~~But~~  
foreign killers can use human rights  
as an excuse to not be sent back to their  
home country!

Although Bill made some good  
points, I still disagree that human rights  
should be ~~scraped~~ scrapped, I don't  
think they should.

My overall judgment is that the Human  
rights act should stay as it is because  
it's supporting towards some individuals  
and makes some people's lives a bit better.

(Total for Question 7 = 16 marks)

Question number	Indicative content	
7(d)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• Little analysis of views expressed in the source: the views are poorly understood or considered at a superficial level.</li> <li>• The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.</li> <li>• An overall judgement on the views is missing or asserted.</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• Some analysis of the views expressed in the source, but consideration of different views is focused mainly on one side of the argument.</li> <li>• The evaluation shows some evidence of reasoning and coherence, but it focuses mainly on one side of the argument.</li> <li>• Judgements on the views are given, but with limited substantiation.</li> </ul>
3	7–9	<ul style="list-style-type: none"> <li>• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable.</li> <li>• The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.</li> <li>• Judgements on the views are given, although they may not be fully substantiated.</li> </ul>
4	10–12	<ul style="list-style-type: none"> <li>• A convincing and sustained analysis of the different views expressed in the source.</li> <li>• The evaluation contains reasoned, coherent arguments, showing good breadth and depth.</li> <li>• Judgements on the views are well substantiated.</li> </ul>

### Examiner Comment

Some analysis evident but evaluation lacks depth or breadth. Describes some points from the two passages but evaluation not fully substantiated.

7 marks (Level 3)

- 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.

In your answer, you could consider:

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

(15)

One reason why I agree with this is because if the government cut funding for places like a youth club, this would have a big effect on young people because ~~they~~ going to a youth club in their spare time could prevent them from doing anti social behaviour on the streets because they're bored.

Another reason is that why should the government stop funding for local councils when there in need? to make the environment a better place, but they can't do that because the government aren't funding for them anymore.

One reason against is that if Councils choose to do something then maybe they should fund it themselves instead of expecting the government to fund it for them... They could ask for volunteers to help them sort something out.

In conclusion, I think that the Government shouldn't stop funding for the Councils because it is making an improvement on the ~~environment~~ community and possibly making it a better place, but

Question number	Indicative content	
<b>8</b>	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Arguments to support the statement may include:</p> <ul style="list-style-type: none"> <li>• In many cases, it is necessary services that are being cut – for example providing social care for those who need help dressing and washing.</li> <li>• 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.</li> <li>• 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).</li> <li>• Making it difficult for local councils to do what residents want is in conflict with ideas such as community and/or localism.</li> </ul> <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Even though local residents may not wish to lose services they understand the need to cut government spending.</li> <li>• 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.</li> <li>• It could be argued that not all services that local authorities provide are essential, or necessarily even popular.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• A simple or generalised answer, showing little analysis of relevant viewpoints.</li> <li>• The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.</li> <li>• An overall judgement is missing or asserted.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• Some analysis of relevant viewpoints, but this is focused on one side of the argument.</li> <li>• The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth.</li> <li>• An overall judgement is given, but with limited substantiation.</li> </ul>
<b>3</b>	<b>8–11</b>	<ul style="list-style-type: none"> <li>• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable.</li> <li>• The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.</li> <li>• An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.</li> </ul>
<b>4</b>	<b>12–15</b>	<ul style="list-style-type: none"> <li>• Convincing and sustained analysis of relevant viewpoints on both sides of the argument.</li> <li>• The evaluation contains reasoned, coherent arguments, showing good breadth and depth.</li> <li>• An overall judgement is given which is well substantiated through the evidence provided.</li> </ul>

**Examiner comment**

Lacks depth and breath. Little evident understanding of local government services or why national government may feel a need to make cuts.  
5 marks (Level 2)

## Exemplar 20

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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.

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

### Examiner Comment

MC question incorrect – 1 mark

(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.

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

### Examiner Comment

MC question incorrect – 0 mark

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

(2)

1 That the HRA was badly worded

2

Question number	Answer	Mark
7 (c)	<p>In each case, award 1 mark for analysing the source to identify points of agreement (AO3), e.g.:</p> <ul style="list-style-type: none"><li>• They agree that rights / freedoms need to be protected. <b>(1)</b></li><li>• They agree that the Human Rights Act has had a big impact on Britain. <b>(1)</b></li><li>• They think it is better for decisions about justice to be made in Britain. <b>(1)</b></li></ul> <p>Accept any other valid points of agreement.</p>	<b>(2)</b>

**Examiner Comment**

One says it is badly worded, the other wants more explanation of benefits – not the same.  
0 marks

(d) Which writer do you agree with more?

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

(12)

Julian Hopper says the HRA should not be scrapped. She thinks this because if it is scrapped then it would mean that if ~~would~~ ~~bring~~ ~~back~~ ~~the~~ ~~expense~~, ~~bring~~ ~~back~~ you wanted to challenge a law that you believed was damaging your rights you would have to pay to fly over to Strasbourg. I ~~agree~~ agree with this point because scrapping the Act would bring back that expense, and result in more decisions about Britain being made in Strasbourg, rather than ~~you~~ ~~your~~ by your own judges.

Julian Hopper also ~~say~~ ~~say~~ say the HRA should be scrapped because it would send a terrible message to our ~~to~~ European allies and to the ~~rest~~ rest of the world if ~~it~~ it was scrapped I agree with this point because other countries might ~~to~~ stop ~~completely~~ trading with

~~the~~ ~~at~~ ~~use~~ us because it could make them look bad.

Bill Cash ~~but~~ says the HRA should be scrapped because it is badly worded and outdated and last year over 300 foreign prisoners including killers avoided being sent back to their home country. I agree because if anyone is going to break the law and our jail people they should go back home so ~~they~~ ~~don't~~ take up room in our prisons

don

To conclude this I think the HRA shouldn't be ~~get~~ scrapped it should be a new worded and updated

Question number	Indicative content	
7(d)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• Little analysis of views expressed in the source: the views are poorly understood or considered at a superficial level.</li> <li>• The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.</li> <li>• An overall judgement on the views is missing or asserted.</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• Some analysis of the views expressed in the source, but consideration of different views is focused mainly on one side of the argument.</li> <li>• The evaluation shows some evidence of reasoning and coherence, but it focuses mainly on one side of the argument.</li> <li>• Judgements on the views are given, but with limited substantiation.</li> </ul>
3	7–9	<ul style="list-style-type: none"> <li>• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable.</li> <li>• The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.</li> <li>• Judgements on the views are given, although they may not be fully substantiated.</li> </ul>
4	10–12	<ul style="list-style-type: none"> <li>• A convincing and sustained analysis of the different views expressed in the source.</li> <li>• The evaluation contains reasoned, coherent arguments, showing good breadth and depth.</li> <li>• Judgements on the views are well substantiated.</li> </ul>

**Examiner Comment**

Comments on both arguments and mentions writer’s names in full but judgements are not fully substantiated.

7 marks (Level 3)



Some where to go they will be on the street and could get into trouble

Some people think that the government ~~is~~ is wrong to cut funding to local council because they pay for ~~a~~ maintainers to the roads, ~~the~~ paths and ~~the~~ street lights

I agree with this point because if the road or paths were messed up ~~and~~ you would have to live there

Some people think that the government is not wrong to cut funding to local council because they waste the money on things like parties. I ~~do~~ disagree with this point because ~~it~~ ~~is~~ ~~not~~ ~~waste~~ ~~any~~ ~~parties~~ parties provide you with something to do

To conclude I believe that the government is wrong to cut ~~to~~ funding to local councils because they make things ~~area~~ ~~water~~ look better and give kids something to do.

Question number	Indicative content	
<b>8</b>	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Arguments to support the statement may include:</p> <ul style="list-style-type: none"> <li>• In many cases, it is necessary services that are being cut – for example providing social care for those who need help dressing and washing.</li> <li>• 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.</li> <li>• 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).</li> <li>• Making it difficult for local councils to do what residents want is in conflict with ideas such as community and/or localism.</li> </ul> <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Even though local residents may not wish to lose services they understand the need to cut government spending.</li> <li>• 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.</li> <li>• It could be argued that not all services that local authorities provide are essential, or necessarily even popular.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• A simple or generalised answer, showing little analysis of relevant viewpoints.</li> <li>• The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.</li> <li>• An overall judgement is missing or asserted.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• Some analysis of relevant viewpoints, but this is focused on one side of the argument.</li> <li>• The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth.</li> <li>• An overall judgement is given, but with limited substantiation.</li> </ul>
<b>3</b>	<b>8–11</b>	<ul style="list-style-type: none"> <li>• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable.</li> <li>• The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.</li> <li>• An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.</li> </ul>
<b>4</b>	<b>12–15</b>	<ul style="list-style-type: none"> <li>• Convincing and sustained analysis of relevant viewpoints on both sides of the argument.</li> <li>• The evaluation contains reasoned, coherent arguments, showing good breadth and depth.</li> <li>• An overall judgement is given which is well substantiated through the evidence provided.</li> </ul>

#### Examiner Comments

Lacks depth and breadth. Limited awareness of local services which may be cut or why government is interested in making cuts.

6 marks (Level 2)

## Exemplar 21

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.

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

### Examiner Comment

MC question incorrect – 0 marks

(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.

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

### Examiner Comment

MC question correct – 1 mark

for  
• Money would be better spent on NHS

against  
• They live in the area so they should decide where

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.

In your answer, you could consider:

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

V  
A  
E  
E

money needs to go to services/parks  
View point  
Analysis  
Criteria

(15)

In this essay I will be ~~discuss~~ discussing if the government would be wrong to cut funding the local council for views both for and against.

Some people say that the government should cut funds for the local councils because the money would be better spent elsewhere ~~in~~ as they are a priority such as NHS and education. They say this because they feel as if the local councils are wasting the money and not spending it on valuable expenses such as parks or building pointless buildings. I <sup>agree</sup> think they should cut the ~~smaller~~ costs for ~~certain~~ councils as the money could be spent on prioritised ~~places~~ places ~~and the other could be~~ which are more important.

Other people say that the government shouldn't cut costs for local councils as the small areas need looking after and funding ~~as well~~ by people who live there themselves. They think this because if someone has lived in that area for a longer period of their life they are going to know which areas to fund when it comes to spending on the town, compared to someone from parliament who has never even visited. I agree with this because if someone from London was funding a park or shopping centre and that wasn't a large problem then it would be pointless.

Some people would also say that they shouldn't fund local councils because they should just give the money to the city of the towns. ~~and~~ <sup>they say</sup> that would do the same job as they would still be giving money to each

Area except leaving the city in charge of it, which would make an easier process for parliament as well as if the city was given a smaller amount of money instead of each council getting a lot. The city could share it equally so that the money is spent on what it should be throughout that whole area.

I ~~think this~~ agree with this ~~and~~ think it would result with the government giving out ~~higher~~ lower budgets to ~~the~~ ~~the~~ ~~council~~ cities and them making their own choices.

~~A first way that~~ People say local councils should be funded because they want their children to have nice parks to play on and a good education. This can be done by ~~the~~ ~~that~~ parents contacting

(Total for Question 8 = 15 marks)

The councils and putting complaints through, however this couldn't be done ~~by the~~ as easily if the city council wasn't in every area. If costs are kept for councils this means that funding can go on to the exact needs of that local area and make the best childhood experience for the children in the local area. I agree and think this is important for children to have good ~~play~~ equipment to play on in parks and days out.

In conclusion I think they should keep ~~government funds~~ and local council funds and spend them on exactly what their area needs. This would make children, parks and facilities better if the money is spent well.

Question number	Indicative content	
<b>8</b>	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Arguments to support the statement may include:</p> <ul style="list-style-type: none"> <li>• In many cases, it is necessary services that are being cut – for example providing social care for those who need help dressing and washing.</li> <li>• 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.</li> <li>• 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).</li> <li>• Making it difficult for local councils to do what residents want is in conflict with ideas such as community and/or localism.</li> </ul> <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Even though local residents may not wish to lose services they understand the need to cut government spending.</li> <li>• 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.</li> <li>• It could be argued that not all services that local authorities provide are essential, or necessarily even popular.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• A simple or generalised answer, showing little analysis of relevant viewpoints.</li> <li>• The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.</li> <li>• An overall judgement is missing or asserted.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• Some analysis of relevant viewpoints, but this is focused on one side of the argument.</li> <li>• The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth.</li> <li>• An overall judgement is given, but with limited substantiation.</li> </ul>
<b>3</b>	<b>8–11</b>	<ul style="list-style-type: none"> <li>• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable.</li> <li>• The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.</li> <li>• An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.</li> </ul>
<b>4</b>	<b>12–15</b>	<ul style="list-style-type: none"> <li>• Convincing and sustained analysis of relevant viewpoints on both sides of the argument.</li> <li>• The evaluation contains reasoned, coherent arguments, showing good breadth and depth.</li> <li>• An overall judgement is given which is well substantiated through the evidence provided.</li> </ul>

**Examiner Comment**

Simple, generalised, superficial – some analysis but shows little understanding of local council duties and spending and gets nowhere near to any of the indicative points. Limited substantiation. 5 marks – Level 2

## Exemplar 22

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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.

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

### Examiner Comment

MC correct – 1 mark

(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.

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

### Examiner Comment

MC question correct – 1 mark

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

(2)

1 The ECHR restricts against  
british laws. For British problems british  
courts and Judges should be involved.

2

Question number	Answer	Mark
7 (c)	<p>In each case, award 1 mark for analysing the source to identify points of agreement (AO3), e.g.:</p> <ul style="list-style-type: none"><li>• They agree that rights / freedoms need to be protected. <b>(1)</b></li><li>• They agree that the Human Rights Act has had a big impact on Britain. <b>(1)</b></li><li>• They think it is better for decisions about justice to be made in Britain. <b>(1)</b></li></ul> <p>Accept any other valid points of agreement.</p>	<b>(2)</b>

**Examiner Comment**

Incoherent answer.

0 marks

(d) Which writer do you agree with more?

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

(12)

Julian Huppert believes that we should ~~keep~~ the HRA and ECHR because with the HRA (Human rights Act), we no longer have to face long, ~~expensive~~ <sup>costly</sup> trips to Strasbourg. ~~He~~ <sup>He</sup> may believe this because from ~~his~~ <sup>his</sup> statement it seems this debate is close to his heart maybe someone close to him had to face the 'costly' trip to Strasbourg at some point in his life. I agree with this point. The HRA means that you don't have to be rich to go to a court about human rights.

Julian also believes the act is a reminder to parliament to 'strike balance between freedom and security'. He may believe this because he is a former Lib dem MP. This means he may have seen this 'strike of balance' first hand ~~wh~~ while sitting in the House of Commons. I disagree with this point. I think many politicians don't need a law their because they now what he

Human rights are.

Bill Cash believes the HRA and ECHR should be scrapped because 300 foreign prisoners - including ~~witers~~ - successfully avoided being sent back to their home countries because of the HRA. He may believe this because he has been personally affected by a migrant who has committed a crime against him as he mentions no other specific Acts in the HRA. I agree with this point. The HRA should not protect foreign criminals that could cause harm.

Cash also believes that the ECHR and HRA ~~have~~ have 'tied the hands of parliament'. He could believe this because he is a conservative MP and may have been 'tied' during a debate about a law. I disagree with this point as all of the British laws should abide by the HRA whether they like it or not.

I agree with Julian. The HRA means that people can fight for human rights no matter how rich or poor you are.

Total for Question 7 = 16 marks)

20

Question number	Indicative content	
7(d)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>Little analysis of views expressed in the source: the views are poorly understood or considered at a superficial level.</li> <li>The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.</li> <li>An overall judgement on the views is missing or asserted.</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>Some analysis of the views expressed in the source, but consideration of different views is focused mainly on one side of the argument.</li> <li>The evaluation shows some evidence of reasoning and coherence, but it focuses mainly on one side of the argument.</li> <li>Judgements on the views are given, but with limited substantiation.</li> </ul>
3	7–9	<ul style="list-style-type: none"> <li>Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable.</li> <li>The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.</li> <li>Judgements on the views are given, although they may not be fully substantiated.</li> </ul>
4	10–12	<ul style="list-style-type: none"> <li>A convincing and sustained analysis of the different views expressed in the source.</li> <li>The evaluation contains reasoned, coherent arguments, showing good breadth and depth.</li> <li>Judgements on the views are well substantiated.</li> </ul>

#### Examiner Comment

Relevant and coherent. This candidate reviews both pieces, ultimately coming down in support of Huppert but candidates should not refer to writers by first names.

7 marks (Level 3)

For	Against
Rehabilitation Youth centres Rules.	more important things mis used.

A.  
E.

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.

In your answer, you could consider:

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

In this essay I will discuss how important funding is to local councils. As part of the UK's budget (the money parliament has to spend) a chunk of that money goes to local councils to spend on improving the area.

Some people may agree with this statement because funding for local councils could be spent on rehabilitation and youth centres. These could ~~im~~ vastly improve an area because it could reduce the crime. Currently 47% of prisoners reoffend within a year of being released, building rehabilitation centres with ~~to~~ government funding could ~~at~~ save the thousands of pounds a year as it is stopping people reoffend. Youth centres could keep young

people off the streets and not committing crime. I agree with this point as it improves the safety of an area and so people feel more safe in their homes.

Some people may also agree with this statement because the money could be used to build parks and other activities in the area. This means people will come to the area and spend money boosting the economy and giving the government more money long term. I agree with this because it means more of the budget can go to things like the NHS once an area can has enough money to support it self and need less help from the government.

Some people may disagree with this statement because the money could go to more important place. The money could go to public services like police, education and the NHS. Young doctors have to work long night shifts on bus

pay maybe is that money was used to pay them more the NHS would not be stretched as much as it is. I disagree with this point as ~~the~~ public services get their allotted amount of money if local councils ~~no~~ funding gets cut areas will have more crime meaning the police and NHS will ~~to~~ be just as stretched.

Some people may also disagree with this statement because they think the money is mis used. They may think this because despite the building of youth and rehabilitation centres crime numbers have not gone down. In fact for the first time crime numbers went up in 2015 because cyber crime was added to the crime statistic. So the work local communities are doing is useless. I disagree with this ~~for~~ point as local community funding goes to more than just crime prevention.

In conclusion I agree ~~with~~ <sup>(Total for Question 8 = 15 marks)</sup> this statement because <sup>TOTAL FOR SECTION D = 31 MARKS</sup> local funding is <sup>TOTAL FOR PAPER = 80 MARKS</sup> crucial for making people safe and proud of their local community. ~~As it was~~ <sup>if it was</sup> cut crime would increase and a lot of places in the UK would look more run down and unloved.

Question number	Indicative content	
<b>8</b>	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Arguments to support the statement may include:</p> <ul style="list-style-type: none"> <li>• In many cases, it is necessary services that are being cut – for example providing social care for those who need help dressing and washing.</li> <li>• 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.</li> <li>• 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).</li> <li>• Making it difficult for local councils to do what residents want is in conflict with ideas such as community and/or localism.</li> </ul> <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Even though local residents may not wish to lose services they understand the need to cut government spending.</li> <li>• 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.</li> <li>• It could be argued that not all services that local authorities provide are essential, or necessarily even popular.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• A simple or generalised answer, showing little analysis of relevant viewpoints.</li> <li>• The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.</li> <li>• An overall judgement is missing or asserted.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• Some analysis of relevant viewpoints, but this is focused on one side of the argument.</li> <li>• The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth.</li> <li>• An overall judgement is given, but with limited substantiation.</li> </ul>
<b>3</b>	<b>8–11</b>	<ul style="list-style-type: none"> <li>• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable.</li> <li>• The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.</li> <li>• An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.</li> </ul>
<b>4</b>	<b>12–15</b>	<ul style="list-style-type: none"> <li>• Convincing and sustained analysis of relevant viewpoints on both sides of the argument.</li> <li>• The evaluation contains reasoned, coherent arguments, showing good breadth and depth.</li> <li>• An overall judgement is given which is well substantiated through the evidence provided.</li> </ul>

**Examiner Comment**

Relevant though limited. Makes a variety of simple points but touches on few of the ideas in the indicative mark scheme.

8 marks (level 3)

## Exemplar 23

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.

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

### Examiner Comment

MC question incorrect – 0 marks

(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.

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

### Examiner Comment

MC question correct – 1 mark

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

(2)

1 They it is not based on Britain itself.

2 parliament have to much power/invovement in the human rights act.

Question number	Answer	Mark
7 (c)	<p>In each case, award 1 mark for analysing the source to identify points of agreement (AO3), e.g.:</p> <ul style="list-style-type: none"><li>• They agree that rights / freedoms need to be protected. <b>(1)</b></li><li>• They agree that the Human Rights Act has had a big impact on Britain. <b>(1)</b></li><li>• They think it is better for decisions about justice to be made in Britain. <b>(1)</b></li></ul> <p>Accept any other valid points of agreement.</p>	<b>(2)</b>

**Examiner Comment**

The answer is not a reflection of what both writers agree about.  
0 marks

(d) Which writer do you agree with more?

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

(12)

Julian Huppert says that there needs to be a balance between freedom and security. She believes that the rights can go too far and out of control meaning other people can be affected by what someone ~~is~~ is doing within their rights therefore she feels there should also be security. Julian also says that the Human Rights Act was not based on the proud British principles. This shows that not all of the rights were made for British citizens and what we believed. She also says that the act failed to explain its benefits meaning they did not back up what they were making the right for in the first place.

Bill Cash says some of the human rights are badly written, this is not good because how would people know what is right and wrong when a vote has not been written clearly for them to understand. Bill also says we must have British law for British judges meaning we should all stand strongly together as a country to defend each other. Bill also says some rights have interfered with the press.

The press can change many things including people's views on things, the press could change what a right actually means.

I agree with Bill Cash because I feel that the press can change a lot and people can get confused about what a law means by how it comes across in the press, also prisons know what they did when they went into prison and no more they should be educated about their rights when they are still in prison.

Question number	Indicative content	
7(d)	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• Little analysis of views expressed in the source: the views are poorly understood or considered at a superficial level.</li> <li>• The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.</li> <li>• An overall judgement on the views is missing or asserted.</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• Some analysis of the views expressed in the source, but consideration of different views is focused mainly on one side of the argument.</li> <li>• The evaluation shows some evidence of reasoning and coherence, but it focuses mainly on one side of the argument.</li> <li>• Judgements on the views are given, but with limited substantiation.</li> </ul>
3	7–9	<ul style="list-style-type: none"> <li>• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable.</li> <li>• The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.</li> <li>• Judgements on the views are given, although they may not be fully substantiated.</li> </ul>
4	10–12	<ul style="list-style-type: none"> <li>• A convincing and sustained analysis of the different views expressed in the source.</li> <li>• The evaluation contains reasoned, coherent arguments, showing good breadth and depth.</li> <li>• Judgements on the views are well substantiated.</li> </ul>

#### Examiner Comments

Some analysis here. Superficial treatment of both opinions – fails to develop points such as those in indicative mark scheme.

5 marks (Level 2)

- 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.

In your answer, you could consider:

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

(15)

I am going to be talking about weather I agree/disagree with weather Central government is wrong for to cut funding to local councils.

for this argement is that the goverment spend their money where they feel it is needed most, & the goverment will look were in the country need & money spending and will spend it on that as they feel it's needed. I agree with this as I feel the goverment have a clearer understanding on what's happened to areas in their country and where needs improving. Another point for is that the goverment provid for the local councils, the goverment will give councils for areas money and they will be told where this money will need to be spent. I disagree with this as I think councils should have their own say in where needs improving. Another reason for is that ~~for~~ the goverment have

Control over the money, the Government have the most power therefore they should be able to handle it however they want. I disagree with this because every council should get a good amount of money for their area.

A argument against this statement is that every working person pays tax so why should some ~~councils~~ councils get their funding cut, they are paying tax to improve also maintain their area therefore councils should be spending as much money as needed for their area. I agree with this point because everyone pays so the councils should not have to be making cuts were money is spent. Another argument against is that areas may get ~~the~~ shut down because the council can not afford to keep places running, this then means that area is loosing out for no reason. I agree with this point because no one should loose out who is contributing to our country. Another reason against is that health care and public services can be cut meaning not a many workers and health care we need, I agree with this point because what if someone worked all their life payed tax and then get ill and do not get the correct health care they need

because ~~the~~ things have had to be cut through central government cutting things for councils.

Overall my opinion is that the central government should not force local councils to cut down on certain things in their area every council should get a set amount of money and be able to spend however much they want of it on whatever they want because people who live/work in that area are paying for their community and money should be spent on what's needed.

Question number	Indicative content	
<b>8</b>	<p><b>Marking instructions</b></p> <p>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.</p> <p><b>Indicative content guidance</b></p> <p>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.</p> <p>Arguments to support the statement may include:</p> <ul style="list-style-type: none"> <li>• In many cases, it is necessary services that are being cut – for example providing social care for those who need help dressing and washing.</li> <li>• 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.</li> <li>• 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).</li> <li>• Making it difficult for local councils to do what residents want is in conflict with ideas such as community and/or localism.</li> </ul> <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Even though local residents may not wish to lose services they understand the need to cut government spending.</li> <li>• 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.</li> <li>• It could be argued that not all services that local authorities provide are essential, or necessarily even popular.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• A simple or generalised answer, showing little analysis of relevant viewpoints.</li> <li>• The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.</li> <li>• An overall judgement is missing or asserted.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• Some analysis of relevant viewpoints, but this is focused on one side of the argument.</li> <li>• The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth.</li> <li>• An overall judgement is given, but with limited substantiation.</li> </ul>
<b>3</b>	<b>8–11</b>	<ul style="list-style-type: none"> <li>• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable.</li> <li>• The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.</li> <li>• An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.</li> </ul>
<b>4</b>	<b>12–15</b>	<ul style="list-style-type: none"> <li>• Convincing and sustained analysis of relevant viewpoints on both sides of the argument.</li> <li>• The evaluation contains reasoned, coherent arguments, showing good breadth and depth.</li> <li>• An overall judgement is given which is well substantiated through the evidence provided.</li> </ul>

**Examiner Comment**

Generally relevant but lacks depth and breadth. Makes interesting points but apparently has little idea of the relationship between local and central government spending and the needs of the economy.

5 marks (Level 2)

## Exemplar 24

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.

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

### Examiner Comment

MC question correct – 1 mark

(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.

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

### Examiner Comment

MC question correct – 1 mark

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

(2)

- 1 That the HRA was badly written and does not display what it needs to, such as limits and benefits.
- 2 That we do still need the HRA. It just needs to be re-written.

Question number	Answer	Mark
7 (c)	<p>In each case, award 1 mark for analysing the source to identify points of agreement (AO3), e.g.:</p> <ul style="list-style-type: none"><li>• They agree that rights / freedoms need to be protected. <b>(1)</b></li><li>• They agree that the Human Rights Act has had a big impact on Britain. <b>(1)</b></li><li>• They think it is better for decisions about justice to be made in Britain. <b>(1)</b></li></ul> <p>Accept any other valid points of agreement.</p>	<b>(2)</b>

**Examiner Comment**

Cash thinks HRA needs to be re-written and Huppert wants the benefits to be clearly stated but these are not the same points – they do not agree on these points.

0 marks

(d) Which writer do you agree with more?

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

(12)

Julian Huppert<sup>MP</sup> believes we should keep the Human Rights Act because she said "it would send a terrible message to our European allies and to the rest of the world if we withdrew from it" saying it would be a bad influence if they did so. I think this is a good point because many other countries still need to know the human rights so if we repeal the Act they won't try and people will keep suffering. On the other hand Bill Cash MP believes if we scrap the Act we can govern the British people on our own terms, he believes this because he thinks "the HRA undermines the best traditions of British freedoms where parliament was in charge". I feel this is a weak point because more people could be exploited if we do this. Julian disagrees because it was created to be a "practical piece of legislation", she says this because it was created to stop the costly trips to Strasbourg everytime someone challenged

a law they felt were damaging their rights. So she feels taking the Act away will bring back the cost and result in more decisions about Britain being made in Strasbourg.

This is a good point because the prices may discourage people from then using their human rights. But Bill thinks that the Act is being misused by people such as prisoners. He feels certain parts such as the human right to a family life in Britain is being misused. He says "300 foreign prisoners avoided being sent back to their home countries" this was because they used that right. I think this is a good point because the act needs to clarify if it can be used that way.

In conclusion I agree with Julian Huppert, because I also believe that removing the act will harm the progress in other countries. Also I do feel it should've been written more specifically.

but is still needed, it shows us how far we have come from 100 years ago and we should be proud of it not repeat it.

Question number	Indicative content		
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**Examiner Comment**

Some analysis evident but evaluation lacks depth or breadth. Seems to believe 'Julian' is a female name. Referring to the writers by first names is not a good idea. However, the answer does highlight key differences and does offer a simple preference.

8 marks (Level 3)

More - key  
for x3  
against x3  
conclusion  
opinion

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.

- In your answer, you could consider:
- central government and the funding of local councils
  - the services that local councils provide.

V - viewpoint  
A - analysis  
E - evidence

(15)

In this essay we will be discussing whether it was wrong to cut funding to local councils or not, and to see if it has affected popular services. This is a form of devolution, the sharing of power but in this case it has been taken away.

Some people may agree with this statement because, it would put people out of work, then making that area very poor and in need, a family could lose its home because the parents lost their jobs due to cuts, such as ~~cafes~~ cafes or pubs.

I think this is a good point because it shows that even the little businesses are needed, and should be acknowledged.

Others may disagree because they feel it could help something more serious such as hospitals. Instead of having pubs open we could be giving more

money to local schools or hospitals, the people losing their jobs can find new ones in more practical work places. I think this is an OK point because schools and hospitals do need more money but the jobless people might not find work.

Some may agree with the statement because, popular service could be anything to a café or a petrol station,

Some of these popular services will be necessary like a petrol station, there might not be another one for miles, and we don't have the funds to keep it going. This means people are going to stop coming to that area, possibly losing money all that and, some citizens may leave. I think this is a good point ~~because~~ because it shows the council how much these services are needed.

Others may disagree because they feel that the money could go towards prisons, to keep them running and to bring down the amount of tax needed.

to fund them. This would yes put people out of jobs but they will save in taxes, I think this is a good point that if we fund the prisons, the less tax payed, and so by finding a new job, you will have more than normal.

In conclusion I believe that it was wrong to cut funding, they would've put people out of jobs causing issues in that area, also they could've taken that money from the wealthier members of society by upping their tax, instead of damaging peoples lives. I also feel that these services are necessary for a local area.

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#### Examiner Commentary

Lacks depth and breadth. There is no sense here of either why national government may favour cuts or what services are provided by local authorities.

6 marks (Level 2)