



GCSE (9-1) Citizenship Studies

Exemplars

Paper 2

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Introduction

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

This pack of exemplars provides some examples and guidance for each of the question types from paper 2 from GCSE (9-1) Citizenship studies. It shows real student responses to questions from the Specimen paper which can be found on the Pearson website.

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.

Section A

Exemplar 1

SECTION A: Own citizenship action

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

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

Student Response

Raising awareness about homelessness. This links to theme A.

Examiner Comment

This is too vague a description of the action undertaken. Whose awareness is being raised? Precisely which elements of Theme A provide the basis for the action? Respect and understanding?

Question 1a

1 (a) Explain **one** factor that caused a problem for your group in carrying out your citizenship action.

(2)

Question Number	Answer	Marks
1 (a)	<p>Award 1 mark for describing the factor, and the second mark for developing how this caused a problem for the citizenship action (AO2), e.g.:</p> <ul style="list-style-type: none">• Gathering enough support from my team for my chosen action (1) caused a problem because we needed a large group of people to complete the action. (1)• The cost of running my chosen action (1) caused a problem because we had to also consider how to raise money/gather donations/convince school to give us a budget so we could carry out our chosen action (1)• Choosing an action that we could realistically achieve in the time allocated (1) caused a problem because we wanted to run a campaign that would affect a large local/national/global area so needed to be ambitious in scale (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'Time/money/people'</p>	(2)

Student Response

One factor that caused a problem for our group in carrying out our citizenship action is not meeting the deadline of tasks. This caused our schedule to move backwards and replacing that person with someone else that can complete that task and try to meet the deadlines.

Examiner Comment

This identifies time as a problem (not meeting deadline and having to change schedule and replace team member) but was that because the schedule was unrealistic from the start or because the team were not sufficiently committed to the action?

2 marks

Question 1b

(b) Explain **two** reasons why it was important to allocate specific roles to members of the group when planning your citizenship action. (4)

1

2

Question Number	Answer	Marks
1 (b)	<p>In each case, award 1 mark for the reason given for allocating specific roles to members of the group during planning (AO2) up to a maximum of 2 marks, with the additional marks for further development e.g.:</p> <p>Giving specific roles to members of the group is important because:</p> <ul style="list-style-type: none">• It means that everyone shares responsibility for planning the action (1) and makes it more likely to be successful because everyone understands what they need to do to contribute (1)• It makes everyone feel like a valued member of the team (1) and so leads to more active involvement by everyone (1)• The work can be shared more equally and fairly (1) which can allow your action to be more ambitious/carried out on a larger scale because an organised group can achieve more (1)• to take advantage of the strengths or interests of individual team members (1) for example, some members may have practical skills, others research or accounting skills' (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'everyone can join in' or 'everyone has something to do'.</p>	(4)

Student Response

It was important to allocate specific roles to members of the group when planning our citizenship action because people were able to be active in the group. This is important because people wouldn't be left out and everyone would have an equal say on their roles. This is a democratic approach. Another reason is our schedule will move forwards as everyone has a role to complete. This is important because we will have enough time to evaluate the success of our citizenship action.

Examiner Comment

The first point about 'getting everyone involved' is a democratic way forward but the second point does not fully/effectively answer the question set
2 marks

Question 1c

(c) Explain **one** of the criteria you chose to evaluate the success of your citizenship action.

(2)

Question Number	Answer	Marks
1 (c)	<p>Award 1 mark for describing the criteria, and the second mark for developing how this helped evaluate the success of the citizenship action (AO2), e.g.:</p> <ul style="list-style-type: none">• We chose a specific area/group of people that we wanted to deliver change for (1) and planned to measure the impact after our action through surveys/interviews (1)• We aimed to raise awareness/persuade our target audience about [describes/names the chosen issue/change desired] (1) and would research how much attendance/media coverage of our event we had to check our impact (1)• Throughout the planning stages we had a checklist of goals we wanted to achieve (1) that we discussed regularly and amended to make sure our overall action actually took place (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'money raised/people knew more about it'</p>	(2)

Student Response

One of the criteria we chose to evaluate the success of our citizenship action is our powerpoint presentation that we presented to our target audience. We chose this because we got feedback on whether our target audience views has changed on homelessness. For example; a student in our target audience said before she thought people were homeless because of drugs, alcohol etc, but now she realises there's different reasons to why people are homeless.

Examiner Comment

Feedback can earn one mark but this response is much too vague - does not say how.
1 mark

Question 1d

(d) Explain **two** ways in which the need to consider different points of view affected your choice of citizenship action.

(4)

1

2

Question Number	Answer	Marks
1 (d)	<p>Award 1 mark for the reason for considering different points of view up to a maximum of 2 marks, with the additional marks for developing how this affected the choice of citizenship action (AO2), e.g.:</p> <ul style="list-style-type: none">• Our chosen action aimed to affect [relevant people/area] but might also have had an impact on [other people] (1) and so we had to carry out interviews/surveys/research based on a wider group of people to make sure we did not cause offence/more problems/divisions in the community (1)• We wanted to raise awareness of [chosen issue] but we only had one person in our group that had been affected by this issue (1) so we had to carry out additional research to make sure that we gave out the correct information about [the chosen issue'] (1)• We wanted to make a change for [chosen issue/groups of people] because we had read about it/had lessons on it but we had to find out whether or not our chosen campaign could realistically lead to change because of the costs involved/we couldn't do it alone/we needed permission (1) and so we had to check whether or not we could do this campaign and if the people affected wanted our help/to be involved (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'other opinions are important too/we asked other people what they thought/we thought about different things'</p>	(4)

Student response

The need to consider different points of view affected our choice of citizenship action because people were left out in our group which make them not complete their tasks on time. For example: the team leader didn't consider a member point so she found it difficult to complete the task. Another reason is not everyone had the equal say to their roles and not everyone completed their task. For example: we gave a role to a member but she didn't complete it because she found it difficult. This is a undemocratic approach.

Examiner Comment

Not sure this candidate understands the question being asked. Doesn't seem to recognise the need for finding a range of opinions from outside the team; did not consider members' views so she found task difficult. This response bears no resemblance to the requirements of the mark scheme.

0 marks

Question 1e

(e) 'Thorough research is just as important when planning citizenship action as the choice of the action itself.'

How far do you agree with this view?

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

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

(12)

Question number	Indicative content
1 (e)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 and AO3 below. These two assessment objectives should be considered together; the general marking guidance shows how to deal with answers that demonstrate abilities at different levels for each assessment objective.</p> <p>No marks may be awarded for answers that do not relate specifically to the candidate's own citizenship action (i.e. a complete absence of AO2). AO2 and AO3 are equally weighted: answers that do not display any qualities associated with AO3 cannot be awarded more than 6 marks.</p> <p>Indicative content guidance</p> <p>Candidates must consider the statement in the light of experiences and knowledge gained during their own citizenship activity. Points made will depend to a great extent on the candidate's own experiences, but might include some of ideas below. Other relevant ideas must also be credited.</p> <p>Points in support may include:</p> <ul style="list-style-type: none"> • Research means that you know your chosen issue well and can plan an appropriate/relevant/realistic action/goal • Research means you can find out what campaign method would have the maximum impact/most likely lead to the desired outcome • Research means you are more likely to target the correct audience and/or person of authority who can help raise awareness/help make the change desired • Research will allow you to create a detailed plan of who/what/when/where you need to be/have to carry out an effective action <p>Counter points may include:</p> <ul style="list-style-type: none"> • Thorough research will not necessarily lead to an effective action if your action is not appropriate to your goal e.g. raising awareness in a school assembly will not directly pressure local council/government to make a change in law • Choosing an appropriate action may lead to increased media coverage of your chosen issue and put more direct pressure on the person in authority who can make the desired change • Choosing certain actions may gain more supporters than others e.g. people are more likely to join a social media campaign than go on a physical demonstration • Knowing a lot about your chosen issue may not translate into effective action if you have not chosen an action that gains support from your team/school e.g. you cannot get permission from school for your campaign

Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the citizenship action. [AO2] Little analysis of relevant viewpoints. The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. An overall judgement is missing or asserted. [AO3]
2	5-8	<ul style="list-style-type: none"> Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the citizenship action. [AO2] Some analysis of relevant viewpoints, but unsustainable and focused mainly on one side of the argument. The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and/or depth. An overall judgement is given, but with limited substantiation. [AO3]
3	9-12	<ul style="list-style-type: none"> Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Effective and sustained comment is made, which shows good understanding of how these apply to the citizenship action. [AO2] A convincing and sustained analysis of relevant viewpoints on both sides of the argument. The evaluation contains reasoned, coherent arguments, showing good breadth and depth. An overall judgement is given which is well substantiated through the evidence provided. [AO3]

Student Response

Research is important because you gather relevant information to strengthen your campaign message. For example: we used our secondary source to create a PowerPoint to influence our target audience views on homelessness. Another reason is research provides you with more viewpoints which helped us with our primary source. For example: we researched, before creating a survey to include different viewpoints to work out what people thinks about homelessness. Another reason is you gain more knowledge when you research. When we researched, we gained facts which improved our ability to influence others. For example: We used statistics in our leaflets to give out to people.

Someone might disagree with this statement and think planning our citizenship action in a democratic way is more important. For example: our group chose our citizenship action in a demographic way by discussing the action as a group and deciding to vote either for or against it. This is democratic because everyone had a equal say on what we should and the decision was made a team vote.

I agree with this statement because research strengthens your campaign message as you more knowledge. For example; our group researched about homelessness locally, nationally and globally and this confirmed that homelessness is a big issue all over the world so we decided to raise awareness and advocate about it so we can influence our target views on homelessness.

Examiner Comment

The idea that this action was going to have an impact nationally or globally is unrealistic. The impact which the team were seeking to make needs to have been defined much more closely and realistically.

This answer would have been improved by greater clarity and detail over the primary and secondary research undertaken. More developed answer required.

5 marks

Exemplar 2

SECTION A: Own citizenship action

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

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

Student Response

Raising awareness of the dangers of knife crime. This links to theme C.

Examiner Comment

This is too vague a description of the action undertaken. Whose awareness is being raised? Precisely which elements of Theme C provide the basis for the action? Role of law in everyday life?

Question 1a

1 (a) Explain **one** factor that caused a problem for your group in carrying out your citizenship action.

(2)

Question Number	Answer	Marks
1 (a)	<p>Award 1 mark for describing the factor, and the second mark for developing how this caused a problem for the citizenship action (AO2), e.g.:</p> <ul style="list-style-type: none">• Gathering enough support from my team for my chosen action (1) caused a problem because we needed a large group of people to complete the action. (1)• The cost of running my chosen action (1) caused a problem because we had to also consider how to raise money/gather donations/convince school to give us a budget so we could carry out our chosen action (1)• Choosing an action that we could realistically achieve in the time allocated (1) caused a problem because we wanted to run a campaign that would affect a large local/national/global area so needed to be ambitious in scale (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'Time/money/people'</p>	(2)

Student Response

In our group interview dates were arranged but one member of our group couldn't make the interview so me and our other team members had to go to the interview ourselves meaning I had to ask the questions.

Examiner Comment

This answer is not easy to understand. It identifies time as a problem but offers no clear development - was time the problem because the schedule was unrealistic from the start or because the team were not sufficiently committed to the action?

1 mark

Question 1b

(b) Explain **two** reasons why it was important to allocate specific roles to members of the group when planning your citizenship action. (4)

1 _____

2 _____

Question Number	Answer	Marks
1 (b)	<p>In each case, award 1 mark for the reason given for allocating specific roles to members of the group during planning (AO2) up to a maximum of 2 marks, with the additional marks for further development e.g.:</p> <p>Giving specific roles to members of the group is important because:</p> <ul style="list-style-type: none"> • It means that everyone shares responsibility for planning the action (1) and makes it more likely to be successful because everyone understands what they need to do to contribute (1) • It makes everyone feel like a valued member of the team (1) and so leads to more active involvement by everyone (1) • The work can be shared more equally and fairly (1) which can allow your action to be more ambitious/carried out on a larger scale because an organised group can achieve more (1) • to take advantage of the strengths or interests of individual team members (1) for example, some members may have practical skills, others research or accounting skills' (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'everyone can join in' or 'everyone has something to do'.</p>	(4)

Student Response

One reason why it is important to allocate specific roles to members of the group is because team members will feel involved which will lead to active participation. Another reason why it is important to allocate specific roles to members of the group is because it means work will be spread out equally.

Examiner Comment

First part is better than the second. Makes the point that work is shared equally but not how or why such participation is important - eg: more people means more work can be done.
3 marks

Question 1c

(c) Explain **one** of the criteria you chose to evaluate the success of your citizenship action.

(2)

Question Number	Answer	Marks
1 (c)	<p>Award 1 mark for describing the criteria, and the second mark for developing how this helped evaluate the success of the citizenship action (AO2), e.g.:</p> <ul style="list-style-type: none">• We chose a specific area/group of people that we wanted to deliver change for (1) and planned to measure the impact after our action through surveys/interviews (1)• We aimed to raise awareness/persuade our target audience about [describes/names the chosen issue/change desired] (1) and would research how much attendance/media coverage of our event we had to check our impact (1)• Throughout the planning stages we had a checklist of goals we wanted to achieve (1) that we discussed regularly and amended to make sure our overall action actually took place (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'money raised/people knew more about it'</p>	(2)

Student Response

I chose the questionnaires to evaluate the success of my citizenship action because I could then go on and make pie charts which gave me clear results of my success.

Examiner Comment

This answer doesn't clearly indicate what the questionnaires were about or who answered them or what they showed.

1 mark

Question 1e

- (e) 'Thorough research is just as important when planning citizenship action as the choice of the action itself.'

How far do you agree with this view?

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

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

(12)

Question number	Indicative content
1 (e)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 and AO3 below. These two assessment objectives should be considered together; the general marking guidance shows how to deal with answers that demonstrate abilities at different levels for each assessment objective.</p> <p>No marks may be awarded for answers that do not relate specifically to the candidate's own citizenship action (i.e. a complete absence of AO2). AO2 and AO3 are equally weighted: answers that do not display any qualities associated with AO3 cannot be awarded more than 6 marks.</p> <p>Indicative content guidance</p> <p>Candidates must consider the statement in the light of experiences and knowledge gained during their own citizenship activity. Points made will depend to a great extent on the candidate's own experiences, but might include some of ideas below. Other relevant ideas must also be credited.</p> <p>Points in support may include:</p> <ul style="list-style-type: none">• Research means that you know your chosen issue well and can plan an appropriate/relevant/realistic action/goal• Research means you can find out what campaign method would have the maximum impact/most likely lead to the desired outcome• Research means you are more likely to target the correct audience and/or person of authority who can help raise awareness/help make the change desired• Research will allow you to create a detailed plan of who/what/when/where you need to be/have to carry out an effective action <p>Counter points may include:</p> <ul style="list-style-type: none">• Thorough research will not necessarily lead to an effective action if your action is not appropriate to your goal e.g. raising awareness in a school assembly will not directly pressure local council/government to make a change in law• Choosing an appropriate action may lead to increased media coverage of your chosen issue and put more direct pressure on the person in authority who can make the desired change• Choosing certain actions may gain more supporters than others e.g. people are more likely to join a social media campaign than go on a physical demonstration• Knowing a lot about your chosen issue may not translate into effective action if you have not chosen an action that gains support from your team/school e.g. you cannot get permission from school for your campaign

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the citizenship action. [AO2] Little analysis of relevant viewpoints. The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. An overall judgement is missing or asserted. [AO3]
2	5–8	<ul style="list-style-type: none"> Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the citizenship action. [AO2] Some analysis of relevant viewpoints, but unsustainable and focused mainly on one side of the argument. The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and/or depth. An overall judgement is given, but with limited substantiation. [AO3]
3	9–12	<ul style="list-style-type: none"> Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Effective and sustained comment is made, which shows good understanding of how these apply to the citizenship action. [AO2] A convincing and sustained analysis of relevant viewpoints on both sides of the argument. The evaluation contains reasoned, coherent arguments, showing good breadth and depth. An overall judgement is given which is well substantiated through the evidence provided. [AO3]

Student Response

Thorough research is when you do a little research based on your topic.

Someone might agree with this statement because you need to have an idea of what you will be doing because in our group we found out that it would be hard to base our action just on crime. It has to be a specific crime which is why we chose knife crime.

Someone might also agree with this statement because when planning your citizenship action you will struggle to set members roles because you don't know what you need to do to raise awareness on your action. For example in my group we tried to plan our citizenship action but this was hard as we didn't know relevant knowledge on our action.

Someone might disagree with this statement because choosing your action means that issue which you felt like needed to be raised awareness of so thorough research is not that important.

Someone might also disagree because in citizenship you already have the relevant knowledge.

In conclusion, I agree with this statement because in my group we felt the need to research as it made our action easier to work with.

Examiner Comment

This answer would have been improved by greater clarity and detail over the primary and secondary research undertaken and the results the research yielded. Little specific detail has been added from own action.

4 marks

Exemplar 3

SECTION A: Own citizenship action

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

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

Student Response

Tackling and raising awareness for homelessness. I want to advocate and change attitudes within London, Peckham.

Examiner Comment

No explicit indication here of the citizenship theme on which the action was based; title is not very informative - something about homelessness in Peckham.

Question 1a

1 (a) Explain **one** factor that caused a problem for your group in carrying out your citizenship action.

(2)

Question Number	Answer	Marks
1 (a)	<p>Award 1 mark for describing the factor, and the second mark for developing how this caused a problem for the citizenship action (AO2), e.g.:</p> <ul style="list-style-type: none"> • Gathering enough support from my team for my chosen action (1) caused a problem because we needed a large group of people to complete the action. (1) • The cost of running my chosen action (1) caused a problem because we had to also consider how to raise money/gather donations/convince school to give us a budget so we could carry out our chosen action (1) • Choosing an action that we could realistically achieve in the time allocated (1) caused a problem because we wanted to run a campaign that would affect a large local/national/global area so needed to be ambitious in scale (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'Time/money/people'</p>	(2)

Student response

When carrying out our citizenship action my group and I faced an issue where one of our team members constantly failed to bring in the material we asked for. This set our group behind.

Examiner Comment

Someone failed to bring in their work so the action was delayed. To gain 2 marks further explicit detail and development would have been required.

1 mark

Question 1b

(b) Explain **two** reasons why it was important to allocate specific roles to members of the group when planning your citizenship action. (4)

1

2

Question Number	Answer	Marks
1 (b)	<p>In each case, award 1 mark for the reason given for allocating specific roles to members of the group during planning (AO2) up to a maximum of 2 marks, with the additional marks for further development e.g.:</p> <p>Giving specific roles to members of the group is important because:</p> <ul style="list-style-type: none"> • It means that everyone shares responsibility for planning the action (1) and makes it more likely to be successful because everyone understands what they need to do to contribute (1) • It makes everyone feel like a valued member of the team (1) and so leads to more active involvement by everyone (1) • The work can be shared more equally and fairly (1) which can allow your action to be more ambitious/carried out on a larger scale because an organised group can achieve more (1) • to take advantage of the strengths or interests of individual team members (1) for example, some members may have practical skills, others research or accounting skills' (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'everyone can join in' or 'everyone has something to do'.</p>	(4)

Student Response

It is important to allocate specific roles to members so that everyone feel as if they are important and they are a part of the group. This will create a more democratic living society because everyone has an equal say and position within the group. Another reason why allocating specific roles holds importance is because it takes off the stress for the team leader and also all the participants all work towards the goal equally.

Examiner Comment

The first point is reasonable but the second is weaker; further development is needed for a higher mark to be awarded.
3 marks

Question 1C

(c) Explain **one** of the criteria you chose to evaluate the success of your citizenship action.

(2)

Question Number	Answer	Marks
1 (c)	<p>Award 1 mark for describing the criteria, and the second mark for developing how this helped evaluate the success of the citizenship action (AO2), e.g.:</p> <ul style="list-style-type: none">• We chose a specific area/group of people that we wanted to deliver change for (1) and planned to measure the impact after our action through surveys/interviews (1)• We aimed to raise awareness/persuade our target audience about [describes/names the chosen issue/change desired] (1) and would research how much attendance/media coverage of our event we had to check our impact (1)• Throughout the planning stages we had a checklist of goals we wanted to achieve (1) that we discussed regularly and amended to make sure our overall action actually took place (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'money raised/people knew more about it'</p>	(2)

Student Response

We used our PowerPoints to evaluate the success of our citizenship action, within our PowerPoints we asked questions that helped my group get a general idea on how well we impacted our society, one of the core question we asked was "how has our campaign changed your view on the homeless"? and we received positive feedback.

Examiner Comment

This answer needed to be explained more clearly; we are told questions were asked but not about the impact of the answers.

2 marks

Question 1D

(d) Explain **two** ways in which the need to consider different points of view affected your choice of citizenship action.

(4)

1

2

Question Number	Answer	Marks
1 (d)	<p>Award 1 mark for the reason for considering different points of view up to a maximum of 2 marks, with the additional marks for developing how this affected the choice of citizenship action (AO2), e.g.:</p> <ul style="list-style-type: none">• Our chosen action aimed to affect [relevant people/area] but might also have had an impact on [other people] (1) and so we had to carry out interviews/surveys/research based on a wider group of people to make sure we did not cause offence/more problems/divisions in the community (1)• We wanted to raise awareness of [chosen issue] but we only had one person in our group that had been affected by this issue (1) so we had to carry out additional research to make sure that we gave out the correct information about [the chosen issue'] (1)• We wanted to make a change for [chosen issue/groups of people] because we had read about it/had lessons on it but we had to find out whether or not our chosen campaign could realistically lead to change because of the costs involved/we couldn't do it alone/we needed permission (1) and so we had to check whether or not we could do this campaign and if the people affected wanted our help/to be involved (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'other opinions are important too/we asked other people what they thought/we thought about different things'</p>	(4)

Student Response

When picking my citizenship action, I had to research about my topic very well in order to see if it held enough value within peoples mind sets/point of view. This is because of the kind of society we live in.

Examiner Comment

For an action about homelessness, it should have been easy enough to find different people - landlord, homeless person, other members of society - with different opinions to inform the action. But such a dimension is completely missing from this answer which contains no relevant points.

0 marks

Question 1e

(e) 'Thorough research is just as important when planning citizenship action as the choice of the action itself.'

How far do you agree with this view?

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

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

(12)

Question number	Indicative content
1 (e)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 and AO3 below. These two assessment objectives should be considered together; the general marking guidance shows how to deal with answers that demonstrate abilities at different levels for each assessment objective.</p> <p>No marks may be awarded for answers that do not relate specifically to the candidate's own citizenship action (i.e. a complete absence of AO2). AO2 and AO3 are equally weighted: answers that do not display any qualities associated with AO3 cannot be awarded more than 6 marks.</p> <p>Indicative content guidance</p> <p>Candidates must consider the statement in the light of experiences and knowledge gained during their own citizenship activity. Points made will depend to a great extent on the candidate's own experiences, but might include some of ideas below. Other relevant ideas must also be credited.</p> <p>Points in support may include:</p> <ul style="list-style-type: none"> • Research means that you know your chosen issue well and can plan an appropriate/relevant/realistic action/goal • Research means you can find out what campaign method would have the maximum impact/most likely lead to the desired outcome • Research means you are more likely to target the correct audience and/or person of authority who can help raise awareness/help make the change desired • Research will allow you to create a detailed plan of who/what/when/where you need to be/have to carry out an effective action <p>Counter points may include:</p> <ul style="list-style-type: none"> • Thorough research will not necessarily lead to an effective action if your action is not appropriate to your goal e.g. raising awareness in a school assembly will not directly pressure local council/government to make a change in law • Choosing an appropriate action may lead to increased media coverage of your chosen issue and put more direct pressure on the person in authority who can make the desired change • Choosing certain actions may gain more supporters than others e.g. people are more likely to join a social media campaign than go on a physical demonstration • Knowing a lot about your chosen issue may not translate into effective action if you have not chosen an action that gains support from your team/school e.g. you cannot get permission from school for your campaign

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the citizenship action. [AO2] Little analysis of relevant viewpoints. The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. An overall judgement is missing or asserted. [AO3]
2	5–8	<ul style="list-style-type: none"> Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the citizenship action. [AO2] Some analysis of relevant viewpoints, but unsustainable and focused mainly on one side of the argument. The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and/or depth. An overall judgement is given, but with limited substantiation. [AO3]
3	9–12	<ul style="list-style-type: none"> Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Effective and sustained comment is made, which shows good understanding of how these apply to the citizenship action. [AO2] A convincing and sustained analysis of relevant viewpoints on both sides of the argument. The evaluation contains reasoned, coherent arguments, showing good breadth and depth. An overall judgement is given which is well substantiated through the evidence provided. [AO3]

Student Response

Personally, I agree with this statement to an extent. I believe that researching about your citizenship action holds a great amount of value and importance. This is because without researching your campaign, your group will lack the knowledge and understanding of your topic nationally, locally and globally. Within my group, I allocated a member of my team to go and get solid data on “homelessness”. With that data, my group was able to already see how much of a problem homelessness is. The research allowed my group to conduct interviews with good statistics.

On the other hand, I think that also choosing an action that society is not worried about would lead to your action failing. I believe the way you conduct and choice your citizenship action will determine the success of your action. As team leader making sure my action suited everyone within my group was important, I went about this by using a democratic voting system which allowed me to see the passionate members of my group and who really wanted to advocate for the homeless. Choosing my topic was very important because I needed a topic that would catch society attention and make people want to change. Personally I can say that I picked the correct action as even the mayor of London is setting up more organisation in aid of homelessness.

However someone might believe that there is other factors that determine/holds more importance for example organisation and timing skills, because without these, your group would be successful. I believe organisation helped my group to be successful as we meet deadlines and knew where gaps in our action lacked. Therefore research isn’t as important.

Examiner Comment

The answer refers to the problem ‘nationally, locally, globally’. To have any chance of making an impact, the focus should have been explicitly local. It is a pity this candidate did not say more about the primary and secondary research undertaken
Level 3 – 9 marks

Exemplar 4

SECTION A: Own citizenship action

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

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

Student Response

Prevention of acid attacks within our areas by raising awareness in our school and local communities by specifically targeting the youth (gang members) who may be at risk or influenced to commit this crime.

Examiner Comment

No explicit indication here of the citizenship theme on which the action was based; title is needs to be more explicit - such as 'Awareness-raising in our school and community of issues relating to acid attacks'

Question 1a

- 1 (a) Explain **one** factor that caused a problem for your group in carrying out your citizenship action.

(2)

Question Number	Answer	Marks
1 (a)	<p>Award 1 mark for describing the factor, and the second mark for developing how this caused a problem for the citizenship action (AO2), e.g.:</p> <ul style="list-style-type: none">• Gathering enough support from my team for my chosen action (1) caused a problem because we needed a large group of people to complete the action. (1)• The cost of running my chosen action (1) caused a problem because we had to also consider how to raise money/gather donations/convince school to give us a budget so we could carry out our chosen action (1)• Choosing an action that we could realistically achieve in the time allocated (1) caused a problem because we wanted to run a campaign that would affect a large local/national/global area so needed to be ambitious in scale (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'Time/money/people'</p>	(2)

Student Response

We couldn't get interviews with people in high authority like an MP as they were very busy and could only do the interview at a late time so we had to interview a teacher instead last minute to ensure we got an interview done for our action. Questions were hard to formulate to get the answers we wanted.

Examiner Comment

When only one factor is requested, you must only give one answer otherwise you may lose marks if one of your answers is incorrect.

2 marks

Question 1b

(b) Explain **two** reasons why it was important to allocate specific roles to members of the group when planning your citizenship action.

(4)

1

2

Question Number	Answer	Marks
1 (b)	<p>In each case, award 1 mark for the reason given for allocating specific roles to members of the group during planning (AO2) up to a maximum of 2 marks, with the additional marks for further development e.g.:</p> <p>Giving specific roles to members of the group is important because:</p> <ul style="list-style-type: none">• It means that everyone shares responsibility for planning the action (1) and makes it more likely to be successful because everyone understands what they need to do to contribute (1)• It makes everyone feel like a valued member of the team (1) and so leads to more active involvement by everyone (1)• The work can be shared more equally and fairly (1) which can allow your action to be more ambitious/carried out on a larger scale because an organised group can achieve more (1)• to take advantage of the strengths or interests of individual team members (1) for example, some members may have practical skills, others research or accounting skills' (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'everyone can join in' or 'everyone has something to do'.</p>	(4)

Student Response

Some people had strengths and skills for certain areas. Someone might be good at researching so they would provide secondary information for the group. Someone else may be good at writing and be a scribe for the group during things like interviews.

Not fair to put all the work on one person, the work load has to be balanced and include everyone and will stress the person out. In order to get it done quickly, each person needs to be given a role so it will be more efficient.

Examiner Comment

Simple straightforward reasons offered.

4 marks

Question 1C

(c) Explain **one** of the criteria you chose to evaluate the success of your citizenship action.

(2)

Question Number	Answer	Marks
1 (c)	<p>Award 1 mark for describing the criteria, and the second mark for developing how this helped evaluate the success of the citizenship action (AO2), e.g.:</p> <ul style="list-style-type: none">• We chose a specific area/group of people that we wanted to deliver change for (1) and planned to measure the impact after our action through surveys/interviews (1)• We aimed to raise awareness/persuade our target audience about [describes/names the chosen issue/change desired] (1) and would research how much attendance/media coverage of our event we had to check our impact (1)• Throughout the planning stages we had a checklist of goals we wanted to achieve (1) that we discussed regularly and amended to make sure our overall action actually took place (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'money raised/people knew more about it'</p>	(2)

Student Response

We used questionnaires, surveys and polls to see if we had raised awareness during things like presentations/assemblies. Interviews to get an opinion of someone in authority and their suggestion.

Examiner Comment

Two marks awarded for 'surveys and polls to see if we had raised awareness'. Reference to interviews not relevant.

2 marks

Question 1d

(d) Explain **two** ways in which the need to consider different points of view affected your choice of citizenship action.

(4)

1

2

Question Number	Answer	Marks
1 (d)	<p>Award 1 mark for the reason for considering different points of view up to a maximum of 2 marks, with the additional marks for developing how this affected the choice of citizenship action (AO2), e.g.:</p> <ul style="list-style-type: none">• Our chosen action aimed to affect [relevant people/area] but might also have had an impact on [other people] (1) and so we had to carry out interviews/surveys/research based on a wider group of people to make sure we did not cause offence/more problems/divisions in the community (1)• We wanted to raise awareness of [chosen issue] but we only had one person in our group that had been affected by this issue (1) so we had to carry out additional research to make sure that we gave out the correct information about [the chosen issue] (1)• We wanted to make a change for [chosen issue/groups of people] because we had read about it/had lessons on it but we had to find out whether or not our chosen campaign could realistically lead to change because of the costs involved/we couldn't do it alone/we needed permission (1) and so we had to check whether or not we could do this campaign and if the people affected wanted our help/to be involved (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'other opinions are important too/we asked other people what they thought/we thought about different things'</p>	(4)

Student Response

It created disagreements between group members and created friction as people's needs weren't met due to a majority decision/vote so they felt left out and disrespected.

It made us more respectful and consider peoples thoughts and feelings. So people had to co-operate, collaborate and compromise to keep everyone on the same track and satisfied to make sure we succeeded.

Examiner Comment

The answer needs to refer more specifically to the topic on which the action was based. While acid attacks are bad, there should have been considerable debate about matter such as why they happen and how such attackers should be punished.

2 marks

Question 1e

(e) 'Thorough research is just as important when planning citizenship action as the choice of the action itself.'

How far do you agree with this view?

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

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

(12)

Question number	Indicative content
1 (e)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 and AO3 below. These two assessment objectives should be considered together; the general marking guidance shows how to deal with answers that demonstrate abilities at different levels for each assessment objective.</p> <p>No marks may be awarded for answers that do not relate specifically to the candidate's own citizenship action (i.e. a complete absence of AO2). AO2 and AO3 are equally weighted: answers that do not display any qualities associated with AO3 cannot be awarded more than 6 marks.</p> <p>Indicative content guidance</p> <p>Candidates must consider the statement in the light of experiences and knowledge gained during their own citizenship activity. Points made will depend to a great extent on the candidate's own experiences, but might include some of ideas below. Other relevant ideas must also be credited.</p> <p>Points in support may include:</p> <ul style="list-style-type: none"> • Research means that you know your chosen issue well and can plan an appropriate/relevant/realistic action/goal • Research means you can find out what campaign method would have the maximum impact/most likely lead to the desired outcome • Research means you are more likely to target the correct audience and/or person of authority who can help raise awareness/help make the change desired • Research will allow you to create a detailed plan of who/what/when/where you need to be/have to carry out an effective action <p>Counter points may include:</p> <ul style="list-style-type: none"> • Thorough research will not necessarily lead to an effective action if your action is not appropriate to your goal e.g. raising awareness in a school assembly will not directly pressure local council/government to make a change in law • Choosing an appropriate action may lead to increased media coverage of your chosen issue and put more direct pressure on the person in authority who can make the desired change • Choosing certain actions may gain more supporters than others e.g. people are more likely to join a social media campaign than go on a physical demonstration • Knowing a lot about your chosen issue may not translate into effective action if you have not chosen an action that gains support from your team/school e.g. you cannot get permission from school for your campaign

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the citizenship action. [AO2] Little analysis of relevant viewpoints. The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. An overall judgement is missing or asserted. [AO3]
2	5–8	<ul style="list-style-type: none"> Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the citizenship action. [AO2] Some analysis of relevant viewpoints, but unsustainable and focused mainly on one side of the argument. The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and/or depth. An overall judgement is given, but with limited substantiation. [AO3]
3	9–12	<ul style="list-style-type: none"> Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Effective and sustained comment is made, which shows good understanding of how these apply to the citizenship action. [AO2] A convincing and sustained analysis of relevant viewpoints on both sides of the argument. The evaluation contains reasoned, coherent arguments, showing good breadth and depth. An overall judgement is given which is well substantiated through the evidence provided. [AO3]

Student Response

Research helps you both planning an action and choose an action. Research can help you and your group formulate a plan of action. This helped our group make sure things were running smoothly and was a checklist to make sure everything is completed to ensure our action succeeded.

Someone may disagree and say the action itself is more important as the plan will always change as problems may occur and the team must be adaptable. They may believe a plan is also restrictive.

Research may be important for an action as you will need to know everything about your action as you will be asked questions by public or whoever your audience may be. You also need to know if the action is what you want, it may be a new issue so it may be difficult as there isn't a lot of sources and information for you. It also may not be interesting or relate to many people making it less likely to succeed, won't raise as much awareness.

Examiner Comment

Relatively little knowledge is shown of concepts, terms and issues relevant to the question. It is a pity this candidate did not say more about the primary and secondary research undertaken
5 marks

Section B

Exemplar 1 - Question 2a

2 Study Source A in the Source Booklet about the BMA strike action before you answer this question.

(a) The source refers to the BMA, an example of a trade union.

Explain **two** ways in which membership of a trade union can help protect the rights of workers.

(4)

1 _____

2 _____

Question number	Answer	Mark
2 (a)	<p>In each case, award 1 mark for each suggested way, and award the second mark for further development (AO2) up to a maximum of 2 marks e.g.</p> <ul style="list-style-type: none"> • Trade unions provide a collective voice for workers (1) which can make employers more likely to listen to/act upon concerns raised (1) • Trade unions can provide legal advice/representation for workers (1) which can help resolve conflicts with employers/help workers who cannot afford representation/give workers trained representation at tribunals (1) • Trade unions can campaign locally or nationally through a variety of methods to improve rights/working conditions (1) in a range of workplaces/organisations, including public service organisations as demonstrated in Source A (1) <p>Accept other valid responses.</p>	(4)

Student Response

1. Trade union looks after the interest of a group of employee's. Trade union can help protect the rights of workers by contacting ACAS which would help resolve the issue.
2. If you've been discriminated at work you can contact employment tribunal which helps resolve work-based issues. As the equality acts states that you shouldn't be discriminated because of your skin etc.

Examiner Comment

This answer is poorly expressed and does not relate closely enough to the question; the references to ACAS, tribunals and the Equality Act are not really the answer to a question about how trade union membership furthers the rights of workers.

1 mark

Question 2b

(b) Junior doctors who are members of the BMA went on strike to try to influence the government.

Give **two** other ways the BMA could have campaigned to achieve its aims.

(2)

1 _____

2 _____

Question number	Answer	Mark
2 (b)	<p>Award 1 mark for each developed reason for choosing an alternative method of campaigning identified:</p> <ul style="list-style-type: none">• The BMA could have entered additional talks with the government (Source A) to try to reach a compromise and find an agreement that would prevent a strike (1)• The BMA could have organised a demonstration so that there was less impact on ordinary people (1)• The BMA could have lobbied the government to try to influence them more directly (1)• The BMA could have created e-petitions/used social media to gain more public support and show the government that there was more support for their demands (1)• The BMA could have asked celebrities or MPs to publicly support their cause as a means of influencing public opinion and the government (1) <p>Do not credit responses where the candidate simply identifies an alternative method of campaigning rather than a reason for alternative methods.</p> <p>Accept other valid responses</p>	(2)

Student Response

The BMA could have campaigned to achieve its aims by lobbying to get the government attention.
The BMA could have campaign to achieve its aims by starting a petition, which would attract the public.

Examiner Comment

This answer matches the third and fourth bullet points (lobbying and petition) in the mark scheme and therefore receives 2 marks.

2 marks

Question 2c

(c) According to the source, the striking junior doctors believe that 'it's everyone's fight'.

Using the source, analyse why this viewpoint might be right.

(2)

Question number	Answer	Mark
2 (c)	<p>Award up to 2 marks for a reason derived from analysing (AO3) why the viewpoint given might be right.</p> <p>The first mark is for providing a valid reason, and the second mark is for developing this into an explanation that relates to evidence found in the source, e.g.:</p> <ul style="list-style-type: none">• So far opinion polls show that there is a great deal of public support for the junior doctors' strike (1) which suggests that there is a lot of public sympathy for their campaign (1)• Despite criticisms of the potential impact of the strikes by the government (1) the strikes have been organised in such a way to ensure that the campaign is putting pressure on the government rather than patients (emergency care by senior medics) (1)• The people involved in the strike feel like they have no other valid campaign methods left to try (1) and so must go on strike to protect the rights of their members (1) <p>Accept any other valid answer.</p>	(2)

Student Response

This viewpoint might be right because everyone uses the NHS service so if the junior doctors strike it would cause disruption in people lives for example: doctor is an important job so you shouldn't miss a day because you don't agree with the terms of your new contract. Doctors are accountable to help people. Also it would be difficult for people to get to work as their would be a (illegible)

Examiner Comment

Recognises that the junior doctors' strike causes widespread disruption but misses the point that senior doctors are trying to keep an effective service running.
1 mark.

Question 2d

(d) Explain how the BMA could use the media in different ways to gain support for its campaign.

(6)

Question number	Indicative content	
2 (d)	<p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • Use social media to raise awareness of the reasons for the campaign rather than just their actions • Use social media to gain supporters to demonstrate the strength of support for their campaign rather than relying on opinion polls (as referenced in the source) e.g. e-petitions, 'Twitterstorms', blogging. This could lead to additional pressure on individual MPs who may then campaign within parliament • Contact the traditional media directly to explain why the campaign is taking place e.g. letters to editors, radio/TV interviews, press conferences • Take account of the audiences in various media outlets and adjust the message e.g. in interviews, reports, advertisements accordingly e.g. tabloids and broadsheets have different readership • Use celebrity endorsement to gain additional media coverage and potentially further public support to pressurise the government 	
Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> • Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about actions in the source context.
2	3–4	<ul style="list-style-type: none"> • Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about actions in the source context.
3	5–6	<ul style="list-style-type: none"> • Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about actions in the source context.

Student Response

BMA could use the media in different ways to gain support for its campaign. For example: They could start an online petition which would attract the public and gain support from them. They could also start a public survey where they can work out people's thoughts in NHS. They could use this as their primary source which would strengthen their message and they would gain support from the public. They could create a website/social media where they can unite with different doctors around the world that would join their campaign. This is good because when the campaign is worldwide, you'll gain support from people around the world which would improve their ability to influence others. Another reason is you can contact journalists through media. BMA promotes good healthcare all over the world. Journalists would talk about their campaign which would make them gain support for its campaign. BMA helps people human rights be respected. For example: less developed countries don't have good healthcare so if they have a website/social they would be able to help the less fortunate people which would make them gain support for its campaign.

Examiner Comment

The answer mentions setting up an online petition, a public survey using a website/ social media and speaking to journalists; its proposal to seek a global response does not seem to be a realistic answer to this particular question. The reasons for taking the steps suggested (as in the mark scheme) are largely missing.

3 marks

Exemplar 2 - Question 2a

2 Study Source A in the Source Booklet about the BMA strike action before you answer this question.

(a) The source refers to the BMA, an example of a trade union.

Explain **two** ways in which membership of a trade union can help protect the rights of workers. (4)

1 _____

2 _____

Question number	Answer	Mark
2 (a)	<p>In each case, award 1 mark for each suggested way, and award the second mark for further development (AO2) up to a maximum of 2 marks e.g.</p> <ul style="list-style-type: none"> • Trade unions provide a collective voice for workers (1) which can make employers more likely to listen to/act upon concerns raised (1) • Trade unions can provide legal advice/representation for workers (1) which can help resolve conflicts with employers/help workers who cannot afford representation/give workers trained representation at tribunals (1) • Trade unions can campaign locally or nationally through a variety of methods to improve rights/working conditions (1) in a range of workplaces/organisations, including public service organisations as demonstrated in Source A (1) <p>Accept other valid responses.</p>	(4)

Student response

Trade unions can raise awareness to the government and public of the unresolved issue at heart.
Trade unions can help protect the right of workers because they (incomplete sentence).

Examiner Comment

There is nothing here which is sufficiently specific to be awarded a mark - the answer bears no resemblance to the points in the mark scheme. The point about raising awareness might have been mark-worthy if there had been an example to support it.

0 marks

Question 2b

(b) Junior doctors who are members of the BMA went on strike to try to influence the government.

Give **two** other ways the BMA could have campaigned to achieve its aims.

(2)

1 _____

2 _____

Question number	Answer	Mark
2 (b)	<p>Award 1 mark for each developed reason for choosing an alternative method of campaigning identified:</p> <ul style="list-style-type: none">• The BMA could have entered additional talks with the government (Source A) to try to reach a compromise and find an agreement that would prevent a strike (1)• The BMA could have organised a demonstration so that there was less impact on ordinary people (1)• The BMA could have lobbied the government to try to influence them more directly (1)• The BMA could have created e-petitions/used social media to gain more public support and show the government that there was more support for their demands (1)• The BMA could have asked celebrities or MPs to publicly support their cause as a means of influencing public opinion and the government (1) <p>Do not credit responses where the candidate simply identifies an alternative method of campaigning rather than a reason for alternative methods. Accept other valid responses</p>	(2)

Student Response

Another way BMA could have campaigned to achieve its aims is protesting. Another way is lobbying which the BMA could have campaigned to achieve its aims.

Examiner Comment

One mark is awarded for the reference to lobbying. The BMA (British Medical Association) is already protesting and campaigning so these are not really 'other ways' in which they could have campaigned.

1 mark

Question 2c

(c) According to the source, the striking junior doctors believe that 'it's everyone's fight'.

Using the source, analyse why this viewpoint might be right.

(2)

Question number	Answer	Mark
2 (c)	<p>Award up to 2 marks for a reason derived from analysing (AO3) why the viewpoint given might be right.</p> <p>The first mark is for providing a valid reason, and the second mark is for developing this into an explanation that relates to evidence found in the source, e.g.:</p> <ul style="list-style-type: none">• So far opinion polls show that there is a great deal of public support for the junior doctors' strike (1) which suggests that there is a lot of public sympathy for their campaign (1)• Despite criticisms of the potential impact of the strikes by the government (1) the strikes have been organised in such a way to ensure that the campaign is putting pressure on the government rather than patients (emergency care by senior medics) (1)• The people involved in the strike feel like they have no other valid campaign methods left to try (1) and so must go on strike to protect the rights of their members (1) <p>Accept any other valid answer.</p>	(2)

Student Response

This viewpoint might be right because everyone will be affected by this strike including NHS, government and patients.

Examiner Comment

Recognises the basic point that everyone will be affected but this answer bears little resemblance to the points in the mark scheme.
1 mark

Question 2d

(d) Explain how the BMA could use the media in different ways to gain support for its campaign.

(6)

Question number	Indicative content	
2 (d)	<p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • Use social media to raise awareness of the reasons for the campaign rather than just their actions • Use social media to gain supporters to demonstrate the strength of support for their campaign rather than relying on opinion polls (as referenced in the source) e.g. e-petitions, 'Twitterstorms', blogging. This could lead to additional pressure on individual MPs who may then campaign within parliament • Contact the traditional media directly to explain why the campaign is taking place e.g. letters to editors, radio/TV interviews, press conferences • Take account of the audiences in various media outlets and adjust the message e.g. in interviews, reports, advertisements accordingly e.g. tabloids and broadsheets have different readership • Use celebrity endorsement to gain additional media coverage and potentially further public support to pressurise the government 	
Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> • Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about actions in the source context.
2	3–4	<ul style="list-style-type: none"> • Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about actions in the source context.
3	5–6	<ul style="list-style-type: none"> • Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about actions in the source context.

Student Response

The BMA could use the media to gain support for its campaign. The BMA could raise awareness by making an online petition whereby the BMA ask the public to sign or fund their issue. This would mean that the government will be pressured to make change as so many people are in support of this issue. The BMA could also protest meaning that they would go on the news and therefore spread the issue nationally.

Examiner Comment

One developed point on petitions. More specific points such as those listed in mark scheme need to be provided as answers for higher marks to be awarded.

3 marks

Exemplar 3 - Question 2a

2 Study Source A in the Source Booklet about the BMA strike action before you answer this question.

(a) The source refers to the BMA, an example of a trade union.

Explain **two** ways in which membership of a trade union can help protect the rights of workers.

(4)

1 _____

2 _____

Question number	Answer	Mark
2 (a)	<p>In each case, award 1 mark for each suggested way, and award the second mark for further development (AO2) up to a maximum of 2 marks e.g.</p> <ul style="list-style-type: none"> • Trade unions provide a collective voice for workers (1) which can make employers more likely to listen to/act upon concerns raised (1) • Trade unions can provide legal advice/representation for workers (1) which can help resolve conflicts with employers/help workers who cannot afford representation/give workers trained representation at tribunals (1) • Trade unions can campaign locally or nationally through a variety of methods to improve rights/working conditions (1) in a range of workplaces/organisations, including public service organisations as demonstrated in Source A (1) <p>Accept other valid responses.</p>	(4)

Student Response

Trade union protects the rights of workers by listening to both sides of the argument and attempt to solve the dispute by giving educated ideas best suiting the situation. Trade union also makes sure that the works human rights and workers contract was not breeched and if it is the workers have the right to take it to a court that will resolve it.

Examiner Comment

The first part of the answer gains 2 marks but the second only 1; if there are breaches of contract or rights, the union would be more likely to try to solve the dispute by negotiating with the employer or maybe taking collective action (such as a work-to-rule or going on strike) before going to court
3 marks

Question 2b

(b) Junior doctors who are members of the BMA went on strike to try to influence the government.

Give **two** other ways the BMA could have campaigned to achieve its aims.

(2)

1 _____

2 _____

Question number	Answer	Mark
2 (b)	<p>Award 1 mark for each developed reason for choosing an alternative method of campaigning identified:</p> <ul style="list-style-type: none"> • The BMA could have entered additional talks with the government (Source A) to try to reach a compromise and find an agreement that would prevent a strike (1) • The BMA could have organised a demonstration so that there was less impact on ordinary people (1) • The BMA could have lobbied the government to try to influence them more directly (1) • The BMA could have created e-petitions/used social media to gain more public support and show the government that there was more support for their demands (1) • The BMA could have asked celebrities or MPs to publicly support their cause as a means of influencing public opinion and the government (1) <p>Do not credit responses where the candidate simply identifies an alternative method of campaigning rather than a reason for alternative methods.</p> <p>Accept other valid responses</p>	(2)

Student Response

Friendly protesting outside the government officer. Lobbying.

Examiner Comment

1 mark for lobbying - since they are already demonstrating outside hospitals, the other point offered is not significantly different

Question 2c

(c) According to the source, the striking junior doctors believe that 'it's everyone's fight'.

Using the source, analyse why this viewpoint might be right.

(2)

Question number	Answer	Mark
2 (c)	<p>Award up to 2 marks for a reason derived from analysing (AO3) why the viewpoint given might be right.</p> <p>The first mark is for providing a valid reason, and the second mark is for developing this into an explanation that relates to evidence found in the source, e.g.:</p> <ul style="list-style-type: none">• So far opinion polls show that there is a great deal of public support for the junior doctors' strike (1) which suggests that there is a lot of public sympathy for their campaign (1)• Despite criticisms of the potential impact of the strikes by the government (1) the strikes have been organised in such a way to ensure that the campaign is putting pressure on the government rather than patients (emergency care by senior medics) (1)• The people involved in the strike feel like they have no other valid campaign methods left to try (1) and so must go on strike to protect the rights of their members (1) <p>Accept any other valid answer.</p>	(2)

Student Response

The pie graph is an solid example of how "it's everyone fight", 58% of society are in favour of this and only less the 26 disagree. This shows that majority of society are in favour.

Examiner Comment

This answer closely matches the first bullet point (about public support) in the mark scheme.
2 marks

Exemplar 4 - Question 2a

2 Study Source A in the Source Booklet about the BMA strike action before you answer this question.

(a) The source refers to the BMA, an example of a trade union.

Explain **two** ways in which membership of a trade union can help protect the rights of workers. (4)

1

2

Question number	Answer	Mark
2 (a)	<p>In each case, award 1 mark for each suggested way, and award the second mark for further development (AO2) up to a maximum of 2 marks e.g.</p> <ul style="list-style-type: none"> • Trade unions provide a collective voice for workers (1) which can make employers more likely to listen to/act upon concerns raised (1) • Trade unions can provide legal advice/representation for workers (1) which can help resolve conflicts with employers/help workers who cannot afford representation/give workers trained representation at tribunals (1) • Trade unions can campaign locally or nationally through a variety of methods to improve rights/working conditions (1) in a range of workplaces/organisations, including public service organisations as demonstrated in Source A (1) <p>Accept other valid responses.</p>	(4)

Student Response

Trade unions try to arrange agreements between employees to employers. When they don't come to an agreement with the NHS (employer) or in this case, the contract is unjust, they can call a strike, all members of the BMA must vote, if a majority believes there should be a strike, the strike goes ahead.

Use opinion polls to show the views of the public to back their statements, claims. Petitions to show the amount of support they receive. Trade unions make sure the rights of the employees are not being breached.

Examiner Comment

It is good that the answer tries to use the source. However, the second point is weaker than the first.
3 marks

Question 2b

(b) Junior doctors who are members of the BMA went on strike to try to influence the government.

Give **two** other ways the BMA could have campaigned to achieve its aims.

(2)

1 _____

2 _____

Question number	Answer	Mark
2 (b)	<p>Award 1 mark for each developed reason for choosing an alternative method of campaigning identified:</p> <ul style="list-style-type: none">• The BMA could have entered additional talks with the government (Source A) to try to reach a compromise and find an agreement that would prevent a strike (1)• The BMA could have organised a demonstration so that there was less impact on ordinary people (1)• The BMA could have lobbied the government to try to influence them more directly (1)• The BMA could have created e-petitions/used social media to gain more public support and show the government that there was more support for their demands (1)• The BMA could have asked celebrities or MPs to publicly support their cause as a means of influencing public opinion and the government (1) <p>Do not credit responses where the candidate simply identifies an alternative method of campaigning rather than a reason for alternative methods.</p> <p>Accept other valid responses</p>	(2)

Student Response

Lobbying. Petition.

Examiner Comment

One-word answers are undesirable at all times. However these answers do match the third and fourth bullet points of the mark scheme.
2 marks

Question 2c

(c) According to the source, the striking junior doctors believe that 'it's everyone's fight'.

Using the source, analyse why this viewpoint might be right.

(2)

Question number	Answer	Mark
2 (c)	<p>Award up to 2 marks for a reason derived from analysing (AO3) why the viewpoint given might be right.</p> <p>The first mark is for providing a valid reason, and the second mark is for developing this into an explanation that relates to evidence found in the source, e.g.:</p> <ul style="list-style-type: none">• So far opinion polls show that there is a great deal of public support for the junior doctors' strike (1) which suggests that there is a lot of public sympathy for their campaign (1)• Despite criticisms of the potential impact of the strikes by the government (1) the strikes have been organised in such a way to ensure that the campaign is putting pressure on the government rather than patients (emergency care by senior medics) (1)• The people involved in the strike feel like they have no other valid campaign methods left to try (1) and so must go on strike to protect the rights of their members (1) <p>Accept any other valid answer.</p>	(2)

Student Response

It affects patients as there are no doctors to care for them if they need emergency aid. Junior doctors have 'no choice' in whether they want to strike. These contracts 'may lead to future generations of junior doctors abandoning the NHS' leading to a decline in services/healthcare which is already suffering due to the growing population, also leading to higher taxes as the government will decrease funding and will need more money to pay for the sector.

Examiner Comment

This response quotes the source but is not an answer to the question asked.
0 marks.

Question 2d

(d) Explain how the BMA could use the media in different ways to gain support for its campaign.

(6)

Question number	Indicative content	
2 (d)	<p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • Use social media to raise awareness of the reasons for the campaign rather than just their actions • Use social media to gain supporters to demonstrate the strength of support for their campaign rather than relying on opinion polls (as referenced in the source) e.g. e-petitions, 'Twitterstorms', blogging. This could lead to additional pressure on individual MPs who may then campaign within parliament • Contact the traditional media directly to explain why the campaign is taking place e.g. letters to editors, radio/TV interviews, press conferences • Take account of the audiences in various media outlets and adjust the message e.g. in interviews, reports, advertisements accordingly e.g. tabloids and broadsheets have different readership • Use celebrity endorsement to gain additional media coverage and potentially further public support to pressurise the government 	
Level	Mark	Descriptor
	0	No rewardable material
1	1–2	• Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about actions in the source context.
2	3–4	• Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about actions in the source context.
3	5–6	• Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about actions in the source context.

Student response

The BMA could use media to advocate to the public about this issue and encouraging them to support it. The more support they get, the more likely someone in authority, like an MP can forward it, debate in House of Lords, leading to it being raised nationally and a new contract/act could be passed.

They could use it as a platform which may lead to an organisation/charity being built, donations, to help this situation. They could gain a mass of followers by posting about this campaign. They can start an NGO (non governmental organisation) or a pressure group online attracting people. They could sell bracelets and headbands to further boost their campaign and fund it. They could arrange meetings, strikes and public speeches (advocacy). They could create posters or adverts to make the public aware if they currently weren't further boosting their awareness.

Examiner Comment

Much of this answer strays away from how the BMA could use the media in different ways, becoming a general discussion of campaigning methods; the type of points required are listed in the mark scheme.

3 marks

Section C

Exemplar 1 – Section C

Question 3

3 Two criteria you must meet to be a candidate in a UK General Election are to:

- A be aged over 18
- B live in that constituency
- C be nominated by local people
- D be a member of a political party
- E have a university degree
- F be in employment

Examiner Comment

Multiple choice question A is correct; D is incorrect - second answer is C
1 mark

Question 4

4 The UK is a member of the World Trade Organisation (WTO). The WTO exists to:

- A promote the establishment of a global government
- B set taxes on trade
- C debate world issues and suggest solutions
- D promote international commerce

(Total for Question 4 =

Examiner Comment

Multiple choice question – correct
1 mark

Question 5

5 One method of participating in politics is through advocacy.

Advocacy is:

- A when citizens are asked to vote on a particular cause or policy
- B giving support to a particular cause or policy
- C a type of voting system used in the UK
- D an organisation set up to protect the rights of workers

(Total for Question 5 =

Examiner Comment

Multiple choice question – correct
1 mark

Question 6

6 Give **two** reasons to show why advocacy may be an effective way of participating in politics.

1 _____

2 _____

(Total for Question 6 = 2 marks)

Question number	Answer	Mark
6	<p>In each case, award 1 mark for one reason why advocacy may be an effective of participating (AO1) with the second mark awarded for developing the reason (AO1)</p> <ul style="list-style-type: none">• Advocacy can be carried out at any time (1) unlike waiting to make a change by voting in elections-Westminster elections which are only every 5 years (1)• Advocacy can lead to more direct contact with local councillors/MPs/other elected representatives (1) whereas other methods like protests or demonstrations may be more easily ignored/dismissed by politicians/the government (1)• Advocacy can directly explain to people in authority of all political persuasions why the campaign issue is important and why change needs to be made (1) whereas more direct action can be seen as simple protest (1) <p>Accept any other valid reason why advocacy may be more effective than voting.</p>	(2)

Student Response

It may influence the public views in participating in politics. This would increase the turnout. It encourages the government to listen. This is why political parties uses the media to provide information and organise online survey's of public opinion.

Examiner Comment

Loosely matches bullet point 3 in mark scheme.
1 mark

Question 7

7 Identify **one** method that has been suggested to improve voter engagement.

Question number	Answer	Mark
7	<p>In each case, award 1 mark for knowledge (AO1) of a suggested measure to improve voter engagement:</p> <ul style="list-style-type: none">• Online/text voting (1)• Automatic registration (1)• Electoral reform (1)• Compulsory voting (1)• Weekend voting (1) <p>Accept any other valid answer which could improve voter engagement.</p>	(1)

Student Response

One method that has been suggested to improve voter engagement is online surveys of public opinion.

Examiner Comment

This answer is very vague and not listed in the mark scheme but it gains one mark because it is a credible approach to 'engagement'.

1 mark

Question 8

8 Explain **two** ways in which the media holds the government to account.

1 _____

2 _____

Question number	Answer	Mark
8	<p>Award 1 mark for a valid way in which the media can hold the government to account (up to a maximum of 2 marks) and the second mark for developing the reason into an explanation (AO1), e.g.:</p> <ul style="list-style-type: none"> • A free and independent press protected by law (1) can report on/scrutinise/criticise/comment upon government action/inaction without fear of censorship, so making a government more responsive to media coverage. (1) • The media can carry out in-depth investigations on a wide range of issues (1) that the government may not be addressing/planning to address- this can pressure the government into action (1) • Media investigations/reporting on problematic areas in government/corruption/bureaucracy (1) can lead to government inquiry/action into alleged scandals or corruption e.g. the Leveson inquiry, elections expenses scandal after the 2015 general election (1) • The media reports on the work of parliament and government e.g. legislative process/question time/committees (1) raising awareness of current issues and potentially leading to more accountability between elections (1) • increasingly social media such as 38 degrees mobilize support for or against government proposals (1) which can pressurise the government into considering taking action on an issue (1) <p>Accept any other valid way that shows relevant knowledge and understanding of how the media can hold the government to account.</p>	(4)

Student Response

They provide information for the public, so they would have enough information to select the right representative. This would increase the turnout. The Media can be bias and twist up stories to manipulate the public to vote for a representative that they favour. This is bad because if a newspaper, or TV publish incorrect information about someone, they can be on court and face a libel and slander case.

Examiner Comment

This answer refers to the media but it does not focus on holding government to account
0 marks

Question 9

9 Explain the roles of the United Nations and the European Union.

Question number	Indicative content	
9	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO1 below.</p> <p>Answers that do not attempt to deal with both the United Nations and the European Union must be limited to a maximum of 3 marks.</p> <p>Indicative content guidance</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 regarding the role of the United Nations may include:</p> <ul style="list-style-type: none"> • To maintain international peace and security • To promote sustainable development • To protect human rights • To uphold international law • To deliver humanitarian aid <p>Relevant points regarding the role of the European Union may include:</p> <ul style="list-style-type: none"> • To maintain a single market amongst member states • To promote the free movement of people, goods, services and capital • To establish common policies on agriculture, fisheries, trade and regional development • To develop an international role in diplomacy and security 	
On	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> • Limited knowledge and understanding is shown of concepts, terms and issues relevant to the question. <p>OR</p> <ul style="list-style-type: none"> • Answer shows some knowledge and understanding relating solely to one organisation named in the question.
2	3–4	<ul style="list-style-type: none"> • Some knowledge and understanding is shown of concepts, terms and issues relevant to the organisations named in the question. <p>OR</p> <ul style="list-style-type: none"> • Answer shows detailed knowledge and understanding relating solely to one organisation named in the question.
3	5–6	<ul style="list-style-type: none"> • Detailed knowledge and understanding is shown of concepts, terms and issues relevant to <i>both</i> organisations named in the question.

Student Response

The United Nations resolves international conflict and make policies on matters affecting us. If a war break out and people are suffering, the UN councillor discusses what to do. Members of the UN has to contribute to the budget. Richer countries contribute more money than poorer countries. Richer countries promises to provide troop if they are called upon to help poorer countries in disasters. For example: when Sierra Leone had a Ebola outbreak, USA sent troops to help those suffering with ebola because they didn't have hospitals that provided the essential help because they didn't have the equipment. Here they are creating peace. The UN has assisted an estimate of 50 million refugees to restart their lives. The EU members have to agree with freedom of movement. This is why British Citizens can work and live anywhere in the EU.

Examiner Comment

Focus is almost wholly on UN; virtually nothing on EU.
4 marks

Question 11

11 'The work of charities and voluntary groups is more likely to succeed in tackling the causes of crime than government action alone.'

How far do you agree with this view?

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

In your answer, you could consider:

- factors affecting crime rates in society
- the role of charities and voluntary groups.

(15)

Question number	Indicative content
11	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p>Indicative content guidance</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"> • Charities and voluntary groups can be more flexible in targeting different groups of people who may commit crime or reoffend e.g. geographical areas where there is more crime, recently released prisoners, young people addicts • Charities and voluntary groups can campaign to try to change attitudes that contribute to the causes of crime, particularly re-offending e.g. convincing businesses to employ former prisoners • Charities and voluntary groups can work with prisoners' families directly to encourage family units to stay together and work with recently released prisoners • Charities and voluntary groups can run schemes to help people at risk of offending/reoffending with volunteering work and training to gain work experience <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> • Governments have more influence over the economy of a country, and so can target the economic causes of crime • The government is responsible for law and order and so have a duty to prevent crime through legislation that may deter possible offenders e.g. prisons or restorative justice • Governments have more financial clout to tackle the social causes of crime e.g. investing in areas of social deprivation or more funding for projects to tackle addiction • Governments influence the education agenda so can teach young people from a young age about how to avoid causing crime/deterrence

Level	Mark	Descriptor
	0	No rewardable material
1	1–3	<ul style="list-style-type: none"> • A simple or generalised answer, showing little analysis of relevant viewpoints. • The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. • An overall judgement is missing or asserted.
2	4–7	<ul style="list-style-type: none"> • Some analysis of relevant viewpoints, but this is focused on one side of the argument. • The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth. • An overall judgement is given, but with limited substantiation.
3	8–11	<ul style="list-style-type: none"> • Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable. • The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth. • An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.
4	12–15	<ul style="list-style-type: none"> • Convincing and sustained analysis of relevant viewpoints on both sides of the argument. • The evaluation contains reasoned, coherent arguments, showing good breadth and depth. • An overall judgement is given which is well substantiated through the evidence provided.

Student Response

Voluntary organisation is run by people who have a mission to change something. For example: crisis. They advocate to decrease the number of homeless. Voluntary organisation is similar to pressure group because they both want to change the aspect of life and they work hard to influence the government to make a change to accept their proposal. Charities helps those in need and raises money for them. people volunteer in voluntary organisation and charities because they want to make a difference in somebody else life and develop a skill. The work done by volunteers would cost £50 billion if they were paid. Volunteering makes the community sustainable.

A active citizen would agree with this statement because people commit crime in society for various reasons. For example: upbringing. Upbringing is a main reason why people commit crime because a child might be brought up in a violent home and they are not told what is right or wrong so they are influenced to commit crime. For example: a child watches his father constantly abuse his mum. When he goes to school, he slaps his classmate because he thinks this is the right thing to do. This shows that children can easily be influenced by a family member. However, someone might disagree with this because you might not be told what is right and wrong at home but there's teachers at school that tells you so upbringing is not a factor why people commit crimes. Volunteering organisation can help children that has a bad upbringing because they could encourage them to do the right thing e.g. charities could help because they could raise awareness about this by creating a page where people can donate. This would create a bigger impact on the public and encourage the government to listen

Politicians might disagree with this statement because it is their job to create a safe environment for everyone. Also the government provides public institutions such as school used by the public and public services used by people so they are accountable to tackle this issue.

In conclusion, I agree with this statement because volunteering creates a sustainable community however charities and volunteering organisation rely's on donation to complete the work so it is a long process to tackle the issue whilst the government has lots of money from taxes to complete the work in a short period of time.

Examiner Comment

Greater focus is required on the question itself. A considerable part of the answer concerning charities and voluntary groups is effectively irrelevant because it is not directly related to the question. The kinds of points listed in the mark scheme are largely missing.

5 marks

Exemplar 2 - Question 3

SECTION C: Power and influence

3 Two criteria you must meet to be a candidate in a UK General Election are to:

- A be aged over 18
- B live in that constituency
- C be nominated by local people
- D be a member of a political party
- E have a university degree
- F be in employment

(Total for Question 3 = 2 marks)

Examiner Comment

Multiple choice questions A is correct; other correct answer is C, not E.
1 mark

Question 4

(Total for Question 3 = 2 marks)

4 The UK is a member of the World Trade Organisation (WTO). The WTO exists to:

- A promote the establishment of a global government
- B set taxes on trade
- C debate world issues and suggest solutions
- D promote international commerce

(Total for Question 4 = 1 mark)

Examiner Comment

Multiple choice question - D is correct answer, not C
0 marks

Question 5

5 One method of participating in politics is through advocacy.
Advocacy is:

- A when citizens are asked to vote on a particular cause or policy
- B giving support to a particular cause or policy
- C a type of voting system used in the UK
- D an organisation set up to protect the rights of workers

(Total for Question 5 = 1 mark)

Examiner Comment

Multiple Choice question B is correct.
1 mark

Question 6

6 Give **two** reasons to show why advocacy may be an effective way of participating in politics.

1 _____

2 _____

(Total for Question 6 = 2 marks)

Question number	Answer	Mark
6	<p>In each case, award 1 mark for one reason why advocacy may be an effective of participating (AO1) with the second mark awarded for developing the reason (AO1)</p> <ul style="list-style-type: none"> • Advocacy can be carried out at any time (1) unlike waiting to make a change by voting in elections-Westminster elections which are only every 5 years (1) • Advocacy can lead to more direct contact with local councillors/MPs/other elected representatives (1) whereas other methods like protests or demonstrations may be more easily ignored/dismissed by politicians/the government (1) • Advocacy can directly explain to people in authority of all political persuasions why the campaign issue is important and why change needs to be made (1) whereas more direct action can be seen as simple protest (1) <p>Accept any other valid reason why advocacy may be more effective than voting.</p>	(2)

Student Response

One reason why advocacy may be an effective way of participating in politics you are giving support of a particular cause you feel needs to be fixed. Another reason why advocacy may be an effective way of participating in politics is because you are contributing to make change which is for the better.

Examiner Comment

The first point is very simple and does not resemble mark scheme points in either content or detail.
1 mark

Question 7

7 Identify **one** method that has been suggested to improve voter engagement.

Question number	Answer	Mark
7	<p>In each case, award 1 mark for knowledge (AO1) of a suggested measure to improve voter engagement:</p> <ul style="list-style-type: none">• Online/text voting (1)• Automatic registration (1)• Electoral reform (1)• Compulsory voting (1)• Weekend voting (1) <p>Accept any other valid answer which could improve voter engagement.</p>	(1)

Student Response

One method that has been suggested to improve voter engagement is voting online. This is when you vote online.

Examiner Comment

Online voting is an acceptable answer.
1 mark

Question 9

9 Explain the roles of the United Nations and the European Union.

Question number	Indicative content	
9	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO1 below.</p> <p>Answers that do not attempt to deal with both the United Nations and the European Union must be limited to a maximum of 3 marks.</p> <p>Indicative content guidance</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 regarding the role of the United Nations may include:</p> <ul style="list-style-type: none"> • To maintain international peace and security • To promote sustainable development • To protest human rights • To uphold international law • To deliver humanitarian aid <p>Relevant points regarding the role of the European Union may include:</p> <ul style="list-style-type: none"> • To maintain a single market amongst member states • To promote the free movement of people, goods, services and capital • To establish common policies on agriculture, fisheries, trade and regional development • To develop an international role in diplomacy and security 	
On	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> • Limited knowledge and understanding is shown of concepts, terms and issues relevant to the question. <p>OR</p> <ul style="list-style-type: none"> • Answer shows some knowledge and understanding relating solely to one organisation named in the question.
2	3–4	<ul style="list-style-type: none"> • Some knowledge and understanding is shown of concepts, terms and issues relevant to the organisations named in the question. <p>OR</p> <ul style="list-style-type: none"> • Answer shows detailed knowledge and understanding relating solely to one organisation named in the question.
3	5–6	<ul style="list-style-type: none"> • Detailed knowledge and understanding is shown of concepts, terms and issues relevant to <i>both</i> organisations named in the question.

Student Response

The European Union have 753 members. They are countries in the continent of Europe and the UK were part of the European Union until we voted to leave it. The European Union discuss world issues and vote on what they could do about it. The united nations also do the same, they discuss worldwide issues.

Examiner Comment

Very limited content which focuses mainly on EU; answer largely ignores 'roles'.
1 mark

Question 10

10 'Public opinion should determine UK government policy on global concerns such as refugee crises.'

Develop reasoned arguments to support and oppose this statement.

(10)

Question number	Indicative content
10	<p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Arguments to support the statement may include:</p> <ul style="list-style-type: none"> • We live in a representative democracy, so the government should follow public opinion as far as possible • The government has a duty to tackle global crises, especially on ethical issues like the refugee crisis e.g. in Syria • Governments can always have a manifesto/set of policies designed to tackle crises that may arise over time, so should take account of public opinion • Pressure groups and other organisations exist to make the government aware of public opinion, and so the government should take account of this • Actions to tackle global issues will most likely require financial expenditure, so the government has the responsibility to take account of public opinion as we pay taxes to fund such actions <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> • Governments are elected to make the decisions- they cannot consult the public on every issue so need to make decisions alone • Some global issues may be too complex for ordinary citizens to make a decision on quickly to allow effective government action • Some decisions need to be made at a wider level e.g. EU or UN level, so public opinion may have to be ignored to fit in with the UK's commitments to international bodies • Actions that require financial expenditure will most likely divide public opinion e.g. accepting refugees has an associated economic cost- so the government must make its own decision e.g. on accepting unaccompanied child refugees in 2016 • The issue at stake may draw the UK deeper into an international issue that could have longer-term implications e.g. international conflict- the government has the expert knowledge required to make such decisions

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> • A simple or generalised answer, showing little analysis of relevant viewpoints. • The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.
2	3–5	<ul style="list-style-type: none"> • Some analysis of relevant viewpoints, but this is focused on one side of the argument. • The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth.
3	6–8	<ul style="list-style-type: none"> • Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable. • The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.
4	9–10	<ul style="list-style-type: none"> • Convincing and sustained analysis of relevant viewpoints on both sides of the argument. • The evaluation contains reasoned, coherent arguments, showing good breadth and depth.

Student Response

Public opinion is the public's thoughts based on a topic.

Someone might agree with this statement because the UK is a democratic country meaning the country is ruled by the people. In the UK, we vote on who we want to represent us and some votes are held on major decisions for example last year, in the UK we held a vote on if we should leave the EU or if we should stay and the majority of citizens voted to leave the EU. The public should be allowed to determine UK government policy on global concerns e.g. refugee crises because the UK is a democratic country.

Someone might also agree with this statement because the public should have a say in worldwide concerns because it will affect their lives.

Someone might disagree with this statement because worldwide concerns should be left for the authority to decide what happens.

Someone might also disagree because the government knows what to do the best.

In conclusion, I agree with this statement because it will affect our lives and we should have a say on what happens.

Examiner Comment

Vague and generalised response with limited range and detail - for a higher mark, the answer would need to make more specific points
4 marks – Level 2

Question 11

11 'The work of charities and voluntary groups is more likely to succeed in tackling the causes of crime than government action alone.'

How far do you agree with this view?

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

In your answer, you could consider:

- factors affecting crime rates in society
- the role of charities and voluntary groups.

(15)

Question number	Indicative content
11	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p>Indicative content guidance</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"> • Charities and voluntary groups can be more flexible in targeting different groups of people who may commit crime or reoffend e.g. geographical areas where there is more crime, recently released prisoners, young people addicts • Charities and voluntary groups can campaign to try to change attitudes that contribute to the causes of crime, particularly re-offending e.g. convincing businesses to employ former prisoners • Charities and voluntary groups can work with prisoners' families directly to encourage family units to stay together and work with recently released prisoners • Charities and voluntary groups can run schemes to help people at risk of offending/reoffending with volunteering work and training to gain work experience <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> • Governments have more influence over the economy of a country, and so can target the economic causes of crime • The government is responsible for law and order and so have a duty to prevent crime through legislation that may deter possible offenders e.g. prisons or restorative justice • Governments have more financial clout to tackle the social causes of crime e.g. investing in areas of social deprivation or more funding for projects to tackle addiction • Governments influence the education agenda so can teach young people from a young age about how to avoid causing crime/deterrence

Level	Mark	Descriptor
	0	No rewardable material
1	1–3	<ul style="list-style-type: none"> • A simple or generalised answer, showing little analysis of relevant viewpoints. • The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. • An overall judgement is missing or asserted.
2	4–7	<ul style="list-style-type: none"> • Some analysis of relevant viewpoints, but this is focused on one side of the argument. • The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth. • An overall judgement is given, but with limited substantiation.
3	8–11	<ul style="list-style-type: none"> • Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable. • The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth. • An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.
4	12–15	<ul style="list-style-type: none"> • Convincing and sustained analysis of relevant viewpoints on both sides of the argument. • The evaluation contains reasoned, coherent arguments, showing good breadth and depth. • An overall judgement is given which is well substantiated through the evidence provided.

Student Response

Charities and voluntary groups are groups of people who raise money to help those in need. There are many types of charities.

Someone might agree with this statement because there are many reasons for crime and one of them is poverty. Poverty can lead to theft. For example if a mother is homeless and she has children, she needs to feed them because they are hungry. She has no money and therefore she has to steal to feed her children. The charities help poor people and feed them so they wouldn't have to steal. For example Crisis, the shelter, help homeless people. This is why the work of charities and voluntary group is more likely to succeed in tackling the cause of crime than the government alone.

Someone might also agree with this statement because the government has loads of areas which they have to invest in to improve it. For example the government spends £118 million and more on education and that's a lot of money. This goes to show that government will eventually tackle the cause of crime but it will take a long time which is why charities and voluntary groups are more likely to tackle the cause of crime than the government alone.

Someone might disagree with this statement because the government knows what issue needs to be tackled. The government was elected by the people so the people should trust the government because the government is tackling the cause of crime slowly.

Someone might also disagree with this statement because the government has more power and they can tackle the cause of crime better than charities and voluntary groups. Also the government has more money and so the cause of crime will be tackled at a wider range.

In conclusion, I agree with this statement because charities and voluntary groups provide help that is needed in a nicer condition. The government has had many years to tackle crime like knife crime which is why I tried to raise awareness of the dangers of knife crime. We tried to email our local mayor about this issue but he didn't get back to us which goes to show how busy he is so the government is more busy and they cannot tackle the cause of knife crime so the charities tackle the cause of crime.

Examiner Comment

Simple response - better on charities than the role of government; there is some sense of 'for' and 'against' but little evidence - would have been improved with better, more specific examples.

8 marks – Level 3

Exemplar 3 – Question 3

3 Two criteria you must meet to be a candidate in a UK General Election are to:

- A be aged over 18
- B live in that constituency
- C be nominated by local people
- D be a member of a political party
- E have a university degree
- F be in employment

(Total for Question 3 = 2 marks)

Examiner Comment

Multiple choice question - A is correct but the second correct answer is C, not B.
1 mark

Question 4

4 The UK is a member of the World Trade Organisation (WTO). The WTO exists to:

- A promote the establishment of a global government
- B set taxes on trade
- C debate world issues and suggest solutions
- D promote international commerce

(Total for Question 4 = 1 mark)

Examiner Comment

Multiple choice question - D is correct
1 mark

Question 5

5 One method of participating in politics is through advocacy.
Advocacy is:

- A when citizens are asked to vote on a particular cause or policy
- B giving support to a particular cause or policy
- C a type of voting system used in the UK
- D an organisation set up to protect the rights of workers

(Total for Question 5 = 1 mark)

Examiner Comment

No choice is made - as a matter of exam technique it is always better to guess than not choose one of the options
0 marks

Question 6

6 Give **two** reasons to show why advocacy may be an effective way of participating in politics.

1 _____

2 _____

(Total for Question 6 = 2 marks)

Question number	Answer	Mark
6	<p>In each case, award 1 mark for one reason why advocacy may be an effective of participating (AO1) with the second mark awarded for developing the reason (AO1)</p> <ul style="list-style-type: none">• Advocacy can be carried out at any time (1) unlike waiting to make a change by voting in elections-Westminster elections which are only every 5 years (1)• Advocacy can lead to more direct contact with local councillors/MPs/other elected representatives (1) whereas other methods like protests or demonstrations may be more easily ignored/dismissed by politicians/the government (1)• Advocacy can directly explain to people in authority of all political persuasions why the campaign issue is important and why change needs to be made (1) whereas more direct action can be seen as simple protest (1) <p>Accept any other valid reason why advocacy may be more effective than voting.</p>	(2)

Student Response

Advocacy is an effective way of participating in politics as all the people in belief of that issue come together and advocate about the issue. It shows the amounts of people wanting a change in politics.

Examiner Comment

Incoherent, irrelevant response. See mark scheme for the type of response sought.
0 marks

Question 7

7 Identify **one** method that has been suggested to improve voter engagement.

Question number	Answer	Mark
7	<p>In each case, award 1 mark for knowledge (AO1) of a suggested measure to improve voter engagement:</p> <ul style="list-style-type: none">• Online/text voting (1)• Automatic registration (1)• Electoral reform (1)• Compulsory voting (1)• Weekend voting (1) <p>Accept any other valid answer which could improve voter engagement.</p>	(1)

Student Response

More ways of voting for example voting online or in the supermarket.

Examiner Comment

Voting online or in a supermarket are both acceptable answers
1 mark

Question 8

8 Explain **two** ways in which the media holds the government to account.

1 _____

2 _____

Question number	Answer	Mark
8	<p>Award 1 mark for a valid way in which the media can hold the government to account (up to a maximum of 2 marks) and the second mark for developing the reason into an explanation (AO1), e.g.:</p> <ul style="list-style-type: none"> • A free and independent press protected by law (1) can report on/scrutinise/criticise/comment upon government action/inaction without fear of censorship, so making a government more responsive to media coverage. (1) • The media can carry out in-depth investigations on a wide range of issues (1) that the government may not be addressing/planning to address- this can pressure the government into action (1) • Media investigations/reporting on problematic areas in government/corruption/bureaucracy (1) can lead to government inquiry/action into alleged scandals or corruption e.g. the Leveson inquiry, elections expenses scandal after the 2015 general election (1) • The media reports on the work of parliament and government e.g. legislative process/question time/committees (1) raising awareness of current issues and potentially leading to more accountability between elections (1) • Increasingly social media such as 38 degrees mobilize support for or against government proposals (1) which can pressurise the government into considering taking action on an issue (1) <p>Accept any other valid way that shows relevant knowledge and understanding of how the media can hold the government to account.</p>	(4)

Student Response

The media holds the government to account by not using censorship to hide information they don't want the public to see.

Examiner Comment

Effectively, no answer - ideally the answer needed to say that media reports can make government justify its actions or tackle problems which it has previously ignored.
0 marks

Question 9

9 Explain the roles of the United Nations and the European Union.

Question number	Indicative content	
9	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO1 below.</p> <p>Answers that do not attempt to deal with both the United Nations and the European Union must be limited to a maximum of 3 marks.</p> <p>Indicative content guidance</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 regarding the role of the United Nations may include:</p> <ul style="list-style-type: none"> • To maintain international peace and security • To promote sustainable development • To protect human rights • To uphold international law • To deliver humanitarian aid <p>Relevant points regarding the role of the European Union may include:</p> <ul style="list-style-type: none"> • To maintain a single market amongst member states • To promote the free movement of people, goods, services and capital • To establish common policies on agriculture, fisheries, trade and regional development • To develop an international role in diplomacy and security 	
On	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> • Limited knowledge and understanding is shown of concepts, terms and issues relevant to the question. <p>OR</p> <ul style="list-style-type: none"> • Answer shows some knowledge and understanding relating solely to <i>one</i> organisation named in the question.
2	3–4	<ul style="list-style-type: none"> • Some knowledge and understanding is shown of concepts, terms and issues relevant to the organisations named in the question. <p>OR</p> <ul style="list-style-type: none"> • Answer shows detailed knowledge and understanding relating solely to <i>one</i> organisation named in the question.
3	5–6	<ul style="list-style-type: none"> • Detailed knowledge and understanding is shown of concepts, terms and issues relevant to <i>both</i> organisations named in the question.

Student Response

The European Union was set in place in order to keep everything running smoothly within countries linked to the European Union. The European Unions solve disputes within countries and also they sort out transactions and aids. The European Union is a group of people working together to achieve the same goal.

On the other hand, the united nation is a broad group that focus on countries within the United States the UN also works to achieve the same goal.

Examiner Comment

This answer is vague and superficial - limited detail on EU, no clear points on UN. It fails to make the kind of specific points listed in the mark scheme.

1 mark

Question 10

10 'Public opinion should determine UK government policy on global concerns such as refugee crises.'

Develop reasoned arguments to support and oppose this statement.

(10)

Question number	Indicative content
10	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p>Indicative content guidance</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"> • We live in a representative democracy, so the government should follow public opinion as far as possible • The government has a duty to tackle global crises, especially on ethical issues like the refugee crisis e.g. in Syria • Governments can always have a manifesto/set of policies designed to tackle crises that may arise over time, so should take account of public opinion • Pressure groups and other organisations exist to make the government aware of public opinion, and so the government should take account of this • Actions to tackle global issues will most likely require financial expenditure, so the government has the responsibility to take account of public opinion as we pay taxes to fund such actions <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> • Governments are elected to make the decisions- they cannot consult the public on every issue so need to make decisions alone • Some global issues may be too complex for ordinary citizens to make a decision on quickly to allow effective government action • Some decisions need to be made at a wider level e.g. EU or UN level, so public opinion may have to be ignored to fit in with the UK's commitments to international bodies • Actions that require financial expenditure will most likely divide public opinion e.g. accepting refugees has an associated economic cost- so the government must make its own decision e.g. on accepting unaccompanied child refugees in 2016 • The issue at stake may draw the UK deeper into an international issue that could have longer-term implications e.g. international conflict- the government has the expert knowledge required to make such decisions

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> A simple or generalised answer, showing little analysis of relevant viewpoints. The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.
2	3–5	<ul style="list-style-type: none"> Some analysis of relevant viewpoints, but this is focused on one side of the argument. The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth.
3	6–8	<ul style="list-style-type: none"> Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable. The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.
4	9–10	<ul style="list-style-type: none"> Convincing and sustained analysis of relevant viewpoints on both sides of the argument. The evaluation contains reasoned, coherent arguments, showing good breadth and depth.

Student Response

I agree to an extent. Within the UK we follow a democratic lifestyle which means that everyone's says matters. With the UK, choosing this lifestyle enhances the importance of public opinion. Global concerns such as refugee's crises is a serious topic, and needs to be thought properly. Refugees decide to migrate to the UK because of war and need a better living standard and hospital care. Public opinion will determine if the public wants them to live within their country.

Someone might argue that public opinions should determine the UK government because the UK is ran by the people and we all should have equal say in what is going on within our country as refugees for example could bring dangers to not only citizens but to the country therefore public opinion should be heard.

Also someone in agreements with this statement might say that the UK is a diverse country where our communities are multicultural and welcoming however communities in London which are quite packed already and we struggle with problems such as bin collection services or higher rent. On the other hand, someone who disagrees with this statement will say that society is not qualified enough to make important choices on global concerns. The government is set in place to deal with issues like this so let them deal with it.

Another reason why public opinion shouldn't determine UK government policy is because the government knows what right and know what is best for us and plus they have a duty of care they will never allow/make a decision that's not good for us.

Examiner Comment

Points made with very little development. This answer needs to be expressed more clearly and answer needs to focus more on specific ideas.

5 marks – Level 2

Question 11

11 'The work of charities and voluntary groups is more likely to succeed in tackling the causes of crime than government action alone.'

How far do you agree with this view?

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

In your answer, you could consider:

- factors affecting crime rates in society
- the role of charities and voluntary groups.

(15)

Question number	Indicative content
11	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p>Indicative content guidance</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"> • Charities and voluntary groups can be more flexible in targeting different groups of people who may commit crime or reoffend e.g. geographical areas where there is more crime, recently released prisoners, young people addicts • Charities and voluntary groups can campaign to try to change attitudes that contribute to the causes of crime, particularly re-offending e.g. convincing businesses to employ former prisoners • Charities and voluntary groups can work with prisoners' families directly to encourage family units to stay together and work with recently released prisoners • Charities and voluntary groups can run schemes to help people at risk of offending/reoffending with volunteering work and training to gain work experience <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> • Governments have more influence over the economy of a country, and so can target the economic causes of crime • The government is responsible for law and order and so have a duty to prevent crime through legislation that may deter possible offenders e.g. prisons or restorative justice • Governments have more financial clout to tackle the social causes of crime e.g. investing in areas of social deprivation or more funding for projects to tackle addiction • Governments influence the education agenda so can teach young people from a young age about how to avoid causing crime/deterrence

Level	Mark	Descriptor
	0	No rewardable material
1	1–3	<ul style="list-style-type: none"> • A simple or generalised answer, showing little analysis of relevant viewpoints. • The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. • An overall judgement is missing or asserted.
2	4–7	<ul style="list-style-type: none"> • Some analysis of relevant viewpoints, but this is focused on one side of the argument. • The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth. • An overall judgement is given, but with limited substantiation.
3	8–11	<ul style="list-style-type: none"> • Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable. • The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth. • An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.
4	12–15	<ul style="list-style-type: none"> • Convincing and sustained analysis of relevant viewpoints on both sides of the argument. • The evaluation contains reasoned, coherent arguments, showing good breadth and depth. • An overall judgement is given which is well substantiated through the evidence provided.

Student Response

Personally, I fully agree with this statement. Organisation and voluntary groups are more likely to succeed in lacking causes or crime because organisations and charities all come together and focus on that one issue whereas the government has multiple things to attempt to tackle.

People commit crimes for multiple reasons such as not enough youth centres open or the influence of gangs within our society many people commit crimes for multiple reasons which increase crime rates. Youths who commit crime are often having personal issues so the result to crime. There are less and less police on the street doing stop and search which allow crime to happen more frequently as there is no one in authority to stop it. Another cause affecting in increase in crime is more and more victims are becoming scared to report the crimes therefore there is no raise in the issue and people who commit the crime are more likely to get away with it.

Charities are set in place in order to tackle issues that they are passionate about and as a group of people they will be more likely to bring the issue to an end.

Examiner Comment

This answer makes valid and interesting points but needs to focus more on the specific question asked.

4 marks – Level 2

Exemplar 4 - Question 3

- 3 Two criteria you must meet to be a candidate in a UK General Election are to:
- A be aged over 18
 - B live in that constituency
 - C be nominated by local people
 - D be a member of a political party
 - E have a university degree
 - F be in employment
- (Total for Question 3 = 2 marks)

Examiner Comment

Multiple choice question - A is correct but second correct answer is C not D
1 mark

Question 4

- 4 The UK is a member of the World Trade Organisation (WTO). The WTO exists to:
- A promote the establishment of a global government
 - B set taxes on trade
 - C debate world issues and suggest solutions
 - D promote international commerce
- (Total for Question 4 = 1 mark)

Examiner Comment

Multiple choice answer – correct
1 mark

Question 5

- 5 One method of participating in politics is through advocacy.
Advocacy is:
- A when citizens are asked to vote on a particular cause or policy
 - B giving support to a particular cause or policy
 - C a type of voting system used in the UK
 - D an organisation set up to protect the rights of workers
- (Total for Question 5 = 1 mark)

Examiner Comment

Multiple choice answer – correct
1 mark

Question 6

6 Give **two** reasons to show why advocacy may be an effective way of participating in politics.

1 _____

2 _____

(Total for Question 6 = 2 marks)

Question number	Answer	Mark
6	<p>In each case, award 1 mark for one reason why advocacy may be an effective of participating (AO1) with the second mark awarded for developing the reason (AO1)</p> <ul style="list-style-type: none"> • Advocacy can be carried out at any time (1) unlike waiting to make a change by voting in elections-Westminster elections which are only every 5 years (1) • Advocacy can lead to more direct contact with local councillors/MPs/other elected representatives (1) whereas other methods like protests or demonstrations may be more easily ignored/dismissed by politicians/the government (1) • Advocacy can directly explain to people in authority of all political persuasions why the campaign issue is important and why change needs to be made (1) whereas more direct action can be seen as simple protest (1) <p>Accept any other valid reason why advocacy may be more effective than voting.</p>	(2)

Student Response

It makes the public aware and increases the support system which may lead to those in higher authority (MP) considering their campaign and debating it (may become a law). Voices your opinion, makes you an active citizen in citizenship.

Examiner Comment

Answer needs to focus more on who is being spoken to.

1 mark

Question 7

7 Identify **one** method that has been suggested to improve voter engagement.

Question number	Answer	Mark
7	<p>In each case, award 1 mark for knowledge (AO1) of a suggested measure to improve voter engagement:</p> <ul style="list-style-type: none">• Online/text voting (1)• Automatic registration (1)• Electoral reform (1)• Compulsory voting (1)• Weekend voting (1) <p>Accept any other valid answer which could improve voter engagement.</p>	(1)

Student Response

Campaigning, advertising with the use of social media, leaflets providing information, sessions in schools to educate children, they encourage their parents to vote.

Examiner Comment

When only one method is required, candidates should not offer several otherwise you may lose marks if one of your answers is incorrect
1 mark

Question 8

8 Explain **two** ways in which the media holds the government to account.

1 _____

2 _____

Question number	Answer	Mark
8	<p>Award 1 mark for a valid way in which the media can hold the government to account (up to a maximum of 2 marks) and the second mark for developing the reason into an explanation (AO1), e.g.:</p> <ul style="list-style-type: none">• A free and independent press protected by law (1) can report on/scrutinise/criticise/comment upon government action/inaction without fear of censorship, so making a government more responsive to media coverage. (1)• The media can carry out in-depth investigations on a wide range of issues (1) that the government may not be addressing/planning to address- this can pressure the government into action (1)• Media investigations/reporting on problematic areas in government/corruption/bureaucracy (1) can lead to government inquiry/action into alleged scandals or corruption e.g. the Leveson inquiry, elections expenses scandal after the 2015 general election (1)• The media reports on the work of parliament and government e.g. legislative process/question time/committees (1) raising awareness of current issues and potentially leading to more accountability between elections (1)• increasingly social media such as 38 degrees mobilize support for or against government proposals (1) which can pressurise the government into considering taking action on an issue (1) <p>Accept any other valid way that shows relevant knowledge and understanding of how the media can hold the government to account.</p>	(4)

Student Response

They can receive information from investigations leading to them receiving scrutiny. This scrutiny encourages them to change what they've done wrong to satisfy the majority (population).

They have freedom to show information so they aren't biased. All their statements have been recorded so if they for example wanted more votes and promised a certain thing and they don't do it, they will receive backlash from the public for lying as their previous statements would be brought to light.

Examiner Comment

Not sure this candidate understands the idea of the media 'holding government to account' and the answer is not at all clear - needs to refer to points such as making government justify its actions or tackle problems which it has previously ignored - gains one mark for partly meeting bullet point 2 in the mark scheme

1 mark

Question 9

9 Explain the roles of the United Nations and the European Union.

Question number	Indicative content	
9	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO1 below.</p> <p>Answers that do not attempt to deal with both the United Nations and the European Union must be limited to a maximum of 3 marks.</p> <p>Indicative content guidance</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 regarding the role of the United Nations may include:</p> <ul style="list-style-type: none"> • To maintain international peace and security • To promote sustainable development • To protect human rights • To uphold international law • To deliver humanitarian aid <p>Relevant points regarding the role of the European Union may include:</p> <ul style="list-style-type: none"> • To maintain a single market amongst member states • To promote the free movement of people, goods, services and capital • To establish common policies on agriculture, fisheries, trade and regional development • To develop an international role in diplomacy and security 	
On	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> • Limited knowledge and understanding is shown of concepts, terms and issues relevant to the question. <p>OR</p> <ul style="list-style-type: none"> • Answer shows some knowledge and understanding relating solely to one organisation named in the question.
2	3–4	<ul style="list-style-type: none"> • Some knowledge and understanding is shown of concepts, terms and issues relevant to the organisations named in the question. <p>OR</p> <ul style="list-style-type: none"> • Answer shows detailed knowledge and understanding relating solely to one organisation named in the question.
3	5–6	<ul style="list-style-type: none"> • Detailed knowledge and understanding is shown of concepts, terms and issues relevant to <i>both</i> organisations named in the question.

Student Response

The United Nations is an organisation striving to bring nations together. They have many organisations like UNICEF (United Nations Children Fund) and UNIFEM (United Nations Development for Women). They strive to end poverty and world hunger, child soldiers, sex trafficking, send children to school. The European Union aim to control and watch how money is being dealt with from the EU in countries; spending. The UN and EU both encourage Human Rights and their significance. The EU deals with case of Human Rights being breached.

Examiner Comment

Answer is stronger in dealing with UN than EU but is more about aims than roles.

3 marks

Question 10

10 'Public opinion should determine UK government policy on global concerns such as refugee crises.'

Develop reasoned arguments to support and oppose this statement.

(10)

Question number	Indicative content
10	<p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Arguments to support the statement may include:</p> <ul style="list-style-type: none"> • We live in a representative democracy, so the government should follow public opinion as far as possible • The government has a duty to tackle global crises, especially on ethical issues like the refugee crisis e.g. in Syria • Governments can always have a manifesto/set of policies designed to tackle crises that may arise over time, so should take account of public opinion • Pressure groups and other organisations exist to make the government aware of public opinion, and so the government should take account of this • Actions to tackle global issues will most likely require financial expenditure, so the government has the responsibility to take account of public opinion as we pay taxes to fund such actions <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> • Governments are elected to make the decisions- they cannot consult the public on every issue so need to make decisions alone • Some global issues may be too complex for ordinary citizens to make a decision on quickly to allow effective government action • Some decisions need to be made at a wider level e.g. EU or UN level, so public opinion may have to be ignored to fit in with the UK's commitments to international bodies • Actions that require financial expenditure will most likely divide public opinion e.g. accepting refugees has an associated economic cost- so the government must make its own decision e.g. on accepting unaccompanied child refugees in 2016 • The issue at stake may draw the UK deeper into an international issue that could have longer-term implications e.g. international conflict- the government has the expert knowledge required to make such decisions

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> • A simple or generalised answer, showing little analysis of relevant viewpoints. • The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.
2	3–5	<ul style="list-style-type: none"> • Some analysis of relevant viewpoints, but this is focused on one side of the argument. • The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth.
3	6–8	<ul style="list-style-type: none"> • Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable. • The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth.
4	9–10	<ul style="list-style-type: none"> • Convincing and sustained analysis of relevant viewpoints on both sides of the argument. • The evaluation contains reasoned, coherent arguments, showing good breadth and depth.

Student Response

Public opinion should determine UK government policies as the UK is a democracy meaning ruled by the people. However people may disagree as they believe people aren't educated well enough or aware enough to make decisions. They don't know enough on a global scale to make decisions so it should be up to some citizens in that country. They believe people may make decisions based on emotions instead of logic so we should leave to those in power as they know more and know what they're doing to make decisions.

The public have many opinions on the refugee crisis whether positive or negative. Decisions made about the crisis will concern them as it will affect them socially, environmentally and economically. Therefore they believe they have the political right to make a decision. They also have the freedom of right and expression of their opinions.

In conclusion, I think there should be a vote to get the public's opinion as their views do matter and if they find policies unjust and don't satisfy them there will be rebellion, strikes, and riots.

Examiner Comment

The points in this answer are simplistic and lack development compared to the mark scheme points and lack the required detail
4 marks

Question 11

11 'The work of charities and voluntary groups is more likely to succeed in tackling the causes of crime than government action alone.'

How far do you agree with this view?

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

In your answer, you could consider:

- factors affecting crime rates in society
- the role of charities and voluntary groups.

(15)

Question number	Indicative content
11	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p>Indicative content guidance</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"> • Charities and voluntary groups can be more flexible in targeting different groups of people who may commit crime or reoffend e.g. geographical areas where there is more crime, recently released prisoners, young people addicts • Charities and voluntary groups can campaign to try to change attitudes that contribute to the causes of crime, particularly re-offending e.g. convincing businesses to employ former prisoners • Charities and voluntary groups can work with prisoners' families directly to encourage family units to stay together and work with recently released prisoners • Charities and voluntary groups can run schemes to help people at risk of offending/reoffending with volunteering work and training to gain work experience <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> • Governments have more influence over the economy of a country, and so can target the economic causes of crime • The government is responsible for law and order and so have a duty to prevent crime through legislation that may deter possible offenders e.g. prisons or restorative justice • Governments have more financial clout to tackle the social causes of crime e.g. investing in areas of social deprivation or more funding for projects to tackle addiction • Governments influence the education agenda so can teach young people from a young age about how to avoid causing crime/deterrence

Level	Mark	Descriptor
	0	No rewardable material
1	1–3	<ul style="list-style-type: none"> • A simple or generalised answer, showing little analysis of relevant viewpoints. • The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. • An overall judgement is missing or asserted.
2	4–7	<ul style="list-style-type: none"> • Some analysis of relevant viewpoints, but this is focused on one side of the argument. • The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth. • An overall judgement is given, but with limited substantiation.
3	8–11	<ul style="list-style-type: none"> • Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable. • The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth. • An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.
4	12–15	<ul style="list-style-type: none"> • Convincing and sustained analysis of relevant viewpoints on both sides of the argument. • The evaluation contains reasoned, coherent arguments, showing good breadth and depth. • An overall judgement is given which is well substantiated through the evidence provided.

Student Response

I agree with this statement as crime rates in society can be caused by reasons like upbringing, opposition to unjust laws and poverty. Charities and voluntary groups work within society making their impact/solution more direct when offering support whereas the government do not focus on directly supporting people but just provide funding and watch where the money goes.

However, a government is able to provide funding meaning much more facilities are accessible in comparison to NGOs (Non governmental organisations) like charities and voluntary groups who rely on the public to make donations to have a fund.

On the other the government do not address the underlying issue/cause of the rise in crimes. One of the reasons for crime was poverty. The government do not address this issue or help by providing people with things they need like; food, water and shelter. Whereas charities provide donations to help people, clothes for a low price or free. They can also refer people to shelters and courses to build them up to find a job.

In conclusion, I believe the government need the help of charities and voluntary groups to make more of an impact which is long lasting and effective. Charities and voluntary groups reach the root of the problem whereas the government do not making their attempt to reduce the causes of crime ineffective.

Examiner Comment

Uses a limited range of material to focus on the question, albeit in a very generalised manner. Offers multiple reasons for crime, says charities can help directly but govt just provide money; govt don't always address causes of crime e.g. poverty; more development needed for a higher mark.

7 marks