

Examiners' Report

June 2024

GCSE Citizenship Studies 1CS0 01

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Introduction

Candidates and centres once again deserve credit for their performance in this exam series. There are areas which are worth celebrating but as in all series, there still remains notable areas where improvements can be made:

- Theme B, and to an extent Theme C, sections continue to be the most challenging.
- A need to plan or to have a clear approach to areas where both sides of a contested debate are required.
- In Theme B there is a need to be aware of key personnel in public and political life.
- A significant minority still tend to repeat the knowledge presented in the 6 mark source question as opposed to applying this knowledge to show a working appreciation of its context. This fact is often exemplified on the 6 mark question which contains an international example. Here the task is not to repeat the context of the example but show how this compares to aspects of citizenship in the UK

Multiple Choice Questions – Q1(a) and (b), Q04(a), (b) and (c), Q06(a) and Q07(a) and (b)

The overwhelming majority supplied the correct answer to Q01(b) but by contrast it was a minority who could do the same on Q01(a). The other questions proved to be fully effective and worked as intended.

Question 1 (c)

Democracy is one of the most important elements of UK Citizenship as it runs through all the sections of Paper 1. A title heading in Theme A, core to Theme B and crucial to Theme C as we live in a rule-based society where law is based on democratic values and principles. Given its prominence it is a topic that has to be mastered in terms of a concept but also its operative elements.

Most candidates could explain two principles or rights but often failed to capitalise on extracting a full explanation as demanded by the question's command word. To exemplify this contrast in outcomes, look at the range of selected responses below.

(c) Explain **two** principles or rights which support democracy in the UK.

(4)

1 One right that supports democracy in the UK is the right to vote. For example, you are able to express your thoughts, views and opinions and can choose the party in power.

2 Another right that supports democracy in the UK is freedom of speech. For example, if you don't like the party in power or what the government are doing you can change it by emailing/petitioning voting etc.



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Examiner Comments

Here we have a response which provides two principles and supports each with a clear example by way of explanation.

(c) Explain **two** principles or rights which support democracy in the UK.

(4)

1 The rule of law which means that no one is above the law, even the lawmakers, everyone has a free access to justice and a fair trial, right to participate in peaceful associations such as protests (non-violent)

2 Mutual understand / respect and tolerance - where you accept other people's views even if you don't agree with them and you respect their beliefs, Right to participate in political democracy i.e. right to vote for someone to represent you in Parliament



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Examiner Comments

Here is another example of full marks – included to illustrate how two different content structure can achieve the same score.

(c) Explain **two** principles or rights which support democracy in the UK.

(4)

1 ~~Human rights act~~ which The UK has a referendum once in a while which is a ~~form~~ form of direct democracy and allows everyone (who is eligible to vote) to vote on a specific issue.

2 The UK has a new vote ~~for~~ for ~~the~~ for Parties (election) which takes place every 5 years allowing everyone to vote on who they want to win - another form of democracy.



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Examiner Comments

Here this response earns 2 marks, and in some ways in an odd fashion. We have referendums and voting both connected but overall we have a definition and an explanation.

(c) Explain **two** principles or rights which support democracy in the UK.

(4)

1 You have to be 18 or over to vote

2 Everyone gets a choice



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Examiner Comments

This just attains 1 mark as it is very skeletal.

Question 1 (d)

This was done really well by the vast majority of candidates. There was a huge array of correct responses which in some senses is only partially exemplified in the mark scheme. It was common to see community cohesion developed in schools and also in celebrating different cultural events and festivals. At the same time others took the opportunity to show how the law, for example in terms of the Equality Act, ensures the legal aspect of community cohesion.

(d) Suggest **two** examples of how community cohesion is promoted in UK society.

(2)

1 to support ~~one~~ each other

2 to help others if needed and make each other safe



ResultsPlus
Examiner Comments

This response fails to gain any credit. It makes no meaningful comments surrounding community cohesion.

(d) Suggest **two** examples of how community cohesion is promoted in UK society.

(2)

1 Community cohesion is promoted in UK through annual festival such as the Nottingham Hill Carnival where communities of different people come together.

2 Community cohesion is also promoted in UK society through laws such as the UDA and HRA (1998) that state discrimination is not allowed - by these laws remove discrimination and therefore society will be more cohesive without problems.



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This clearly provides two examples and gains full marks.

Question 1 (e)

This question proved to be very accessible for the vast majority. It was common to see restrictions on free speech in times of war but also to prevent the occurrence of 'hate crime' and the danger which that poses to communities and wider society.

(e) Explain **one** reason why a government may need to temporarily restrict citizens' freedom of speech.

(2)

One reason why government may cancel out freedom of speech is because it may interrupt their action or argument the government may have a different view could be bias.



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Examiner Comments

This is not fully clear but earns 1 mark – just.

(e) Explain **one** reason why a government may need to temporarily restrict citizens' freedom of speech.

(2)

~~If they are harming someone else's rights with their speech,~~
~~then the government~~
when getting arrested, everything they say is used against ~~them~~ ^{them}
in court



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Examiner Comments

This is off course and fails to gain any marks

(e) Explain **one** reason why a government may need to temporarily restrict citizens' freedom of speech.

(2)

to stop the propagation of extremist ideas and parties and also not to divulge national secrets and to prevent discrimination by banning/making it illegal to promote racism/discriminatory/extremist ideas which may cause conflict and reduce community cohesion



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This is an extensive response for full marks.

Question 2

The core purpose of all 6 mark questions in the source is to provide a context or a stimulus. It is never intended as a base for a comprehension exercise where the facts are simply returned to the marker in a slightly different format. It is acceptable and indeed encouraged that candidates bring in how they can apply and connect to the facts which are presented. It is to be welcomed if candidates bring in their working or applied knowledge in the response by providing examples of how identities and acceptance of new ones encourage diversity in the UK alongside the rejection of discrimination and the damage that may be caused by stereotyping others. This could be in the context of unfairness in school or the wider community. If this can be shown to how society is now more tolerant and progressive then the response is all the better for this.

2 Study Source A below and then answer the question below.

Source A: How our identities change

In 2020 the London *Evening Standard* highlighted how many residents in London identified as natives of the city of London before any other form of identity. Londoners see themselves as citizens of the city where they live more than as English, British or European.

London, like other regions of the UK, is a place of amazingly diverse communities. However, a strong sense of belonging to the city is something that most Londoners have in common, regardless of age, class, colour or political views. Most Londoners see themselves as having multiple identities. This is true if we look at footballers who change allegiance to clubs and take on loyalty to a new club, with fans readily accepting new players to their team. The same happens when we move from job to job or school to school.

Diversity is no longer a problem for any individual for they can choose identities when they discover how they relate to them. In the past our image of others was influenced by stereotypes; however, this labelling is now a thing of the past.

(Source based on <https://www.standard.co.uk/news/london/londoners-identify-as-citizens-of-city-first-before-british-english-or-european-poll-finds-a3654936.html>)

Explain how people's identities have now become more varied and widely accepted by society.

(6)

People's identities have now come widely accepted. For example, 'there are amazingly diverse communities' meaning that citizens can feel safe and not targeted and can ~~share the~~ express their views and opinions.

People's identities have become widely accepted. For example, Londoners have things in common no matter of age class and colour meaning that the UK has gradually developed because people don't feel left out as they used to.

Peoples identities have become widely accepted
for example, Diversity is no longer a problem
because theres lots of cultures and
different people who have immigrated
to the UK and London has demonstrated
their friendliness towards them.



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Examiner Comments

This just attains level 2 – it does not really apply full knowledge and tends to rely heavily on the source.

Explain how people's identities have now become more varied and widely accepted by society.

(6)

London is the capital city of England and is arguably one of the most significant cities in the world. It has a huge population, and due to this there is lots of religious and cultural diversity making people accept each others' identities more readily. This huge population has come from immigration, whether it be from ~~EU~~ the EU or British Empire.

One ~~identity~~ group of people that came into Britain were the Irish migrants, who came ~~into the~~ here after the Potato Famine in ~~1840s~~ the 1840s. Another group of people that migrated to Britain were citizens from Uganda, after the Ugandan Expulsion in 1970.

Another group of people that came into Britain were Jews and Poles as refugees after World War Two. They came to seek shelter here as asylum seekers. There was also migration from the Commonwealth countries, notably

after World War Two to help Britain to become ~~stable~~ stable again.

All these migrations to Britain have caused society to become more diverse, and seeing more diversity encourages ethnic minorities to integrate into society, and everyone accepts each other for who they are. Lately, acts have been passed, such as Equality Act 2010, which allows people to identify how they wish without being discriminated for it. Over time, this has made different people become accepted in society.

(Total for Question 2 = 6 marks)



This clearly is a much more informed response and achieves level 3.

Question 3 (a)

In some ways the mark here was a binary outcome in that a candidate could or could not name a role carried out by the Chancellor of the Exchequer. The mark scheme is flexible and would accept any aspect of the role – in a narrow field such as the spending in a single Department of Government or the wider Government's spending. Also acceptable was the role of the Chancellor in setting taxation levels. What was not creditable were instances which fitted the role of any government minister or MP – the response had to be specific to the Chancellor's role.

3 (a) Name **one** of the principal roles of the Chancellor of the Exchequer.

(1)

one role is to pass the bill/law



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Examiner Comments

There is no connection here to the role of the Chancellor – this can apply to anyone in Parliament.

3 (a) Name **one** of the principal roles of the Chancellor of the Exchequer.

(1)

The chancellor has to keep everything in order to avoid unnecessary conflict.



ResultsPlus
Examiner Comments

Once again this does not relate to the role of the Chancellor. It gains no credit.

3 (a) Name **one** of the principal roles of the Chancellor of the Exchequer.

(1)

to manage the governments spending and income by cutting costs and reducing spending.



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Examiner Comments

Here the role is correctly identified.

3 (a) Name **one** of the principal roles of the Chancellor of the Exchequer.

(1)

The chancellor is the person who looks after the public treasury and is in charge of the money the country spends and owes.



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Examiner Comments

Here again is clear synergy with the role of the Chancellor.

Question 3 (b)

The mark scheme indicates the wide field from which we accepted answers here – which considered all the scope of section 6 of Theme B, plus aspects of citizen's rights defined by the Constitution covering various Acts of Parliament. The challenge for many was to embellish the example given rather than to just name it. Many examiners noted a small minority mixed up the constitution with constituencies – thus limiting their score.

(b) Explain **two** of the main features of the UK's constitution.

(4)

1 Safety - things may get changed or put in place to protect people from injury or death.

2 Order - to make sure everything is getting done correctly and efficiently



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Examiner Comments

No material available here to credit as no connection to the UK's constitution.

(b) Explain **two** of the main features of the UK's constitution.

(4)

1 There is the house of commons. The mp's and pm are all voted for. This is done by a democratic process called an election.

2 The ~~Lord~~ of house of Lords. This is actually not a democratic process as the citizens don't get to vote on who the Lords are, rather it is hereditary.



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Examiner Comments

This gains 2 marks for the combined example of our Parliamentary system.

(b) Explain **two** of the main features of the UK's constitution.

(4)

- 1 The UK constitution is not written, unlike countries like America which means that they cannot easily change it themselves, ~~but~~ however because the UK constitution is not written, it can be changed, if the need arises.
- 2 Another one is that the UK constitution gives all British citizens the right to vote which means that they can decide how their country is run.



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Examiner Comments

Two clear aspects of the UK's constitution here for full marks.

(b) Explain **two** of the main features of the UK's constitution.

(4)

1 Un codified nature - The UK constitution is not written in a single, consolidated document yet, it has various sources like the Statute law, common law, conventions etc.

2 Parliamentary sovereignty is a core principle of the UK constitution, meaning that Parliament is the Supreme legal authority.



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This is another example of full marks – two very clear features.

Question 3 (c)

Surprisingly many struggled to give three clear areas of disagreement between the UK's major political parties. Here there was no need for explanation as in Q03(b) – just one of identification. Many failed to do this by giving vague or unclear issues as can be seen in the examples.

(c) Identify **three** issues on which the UK's major political parties often disagree.

(3)

- 1 How much the taxes should be depending on each citizen.
Should be less for some people and more for others or the
same for everyone.
- 2 The could often disagree on what changes should be made
around the country.
- 3 They could disagree on when political event should take place.



ResultsPlus
Examiner Comments

Only one point to credit here – the others are too vague and lack precision.

(c) Identify **three** issues on which the UK's major political parties often disagree.

(3)

- 1 Taxation law, as for example, the conservatives believe tax must be low but Labour believe it must be high for the rich.
- 2 ~~The conservatives believe the monarch is and a British tradition is important in the monarchy, while Labour believe the monarch is not as important.~~
- 3 Conservatives wanted to leave the EU and were for Brexit, while Labour felt the EU laws were beneficial to Britain.

(Total for Question 3 = 8 marks)

2. Conservatives believe that privately - owned businesses should be free to use the money how they wish, while Labour believe all businesses must be owned by the government.



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Examiner Comments

Three clear and defined areas of disagreement provided.

(c) Identify **three** issues on which the UK's major political parties often disagree.

(3)

- 1 ~~Devolving their power to~~ The England Parliament, not allowed to set laws for others
- 2 Nations outside England in UK having less power (Devolution)
- 3 Taxation laws



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Examiner Comments

Nothing here to credit – no link to major political party areas of disagreement.

Question 4 (d)

For the vast majority here, candidates could use the stimulus in how things operated in North Korea and make a comparison with the UK, as such the source was very accessible. A significant minority continue to largely feedback the content of the source and, as often stated, this is the repetition of knowledge and secures little to no reward as the task is to apply the facts as they exist in North Korea to the situation in the UK and draw out the comparison in systems.

Study Source B below and then answer part (d).

Source B: Selecting a government and officials in North Korea

Forming a government and selecting people for political office in North Korea is unique. Rather than the executive, legislature and judiciary being separate, they overlap. However, all three remain under the control of the Workers' Party of Korea (WPK). The party has been in power since 1948 and there is no opposition. The party has been run by one family with power passing down the male line. Power is concentrated in the leader Kim Jong-un. Purges or removals of office-holders are common and frequent. Executions occur of political office-holders and Kim Jong-un has executed his uncle and also his brother. The leader instils those in office around him with fear. All policy and new legislation originate with Kim Jong-un. The country is poor but has a small selection of elites who are wealthy and loyal to Kim Jong-un. The Army also has considerable political power.

(Source from: <https://www.cfr.org/background/north-koreas-power-structure>)

(d) Compare how the UK and North Korea differ in forming and selecting governments.

(6)

- North Korea have one party with no opposition.
- ~~England has no~~
- The UK has many parties.
- In North Korea, the executive, legislature and judiciary are overlapping roles whereas in the UK, they're separate roles.
- North Korea - King Kim Jong-un instils those in office around him with fear. but in the UK, people are encouraged to have political views.



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This is a level 1 response. It shows very little application of knowledge from the source.

(d) Compare how the UK and North Korea differ in forming and selecting governments.

(6)

The UK are a democracy so the people can choose who they want vote ~~for~~ for and who they want to be in power while North Korea is a dictatorship and is more like the British monarchy, where the leaders are the children of the current leaders. This is how governments are selected. Forming governments in the UK is very rare but it still occurs unlike in North Korea where there is only one government. And if anyone opposes the leader, they would probably be dead like the Jang Ung's uncle and brother who he killed. In the UK, people can be individual parties by

if they dare that in North Korea they would probably be killed.



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This is a limited response. It fails to connect fully with how the UK operates, the application of knowledge is restricted.

(d) Compare how the UK and North Korea differ in forming and selecting governments.

(6)

The UK's government is democratically formed through representative democracy - candidates are elected in 650 constituencies and stand in Parliament to democratically help debate new policies and laws. In North Korea, there is no sense of election or democracy as the government is formed by one single party ~~with~~ (WPK) and the role of the leader is passed down generations of the same family. This is unique compared to the variety of political parties in Parliament UK and how the leader of the party which wins the majority (and the leader of ~~for~~ the House of Commons) is chosen by the party rather than being a hereditary role.

While the dictator Kim Jong-un cannot be challenged by his government - as he has concentrated power with all new legislation starting from him - in Parliament, a vote of no confidence can be used to undermine the authority of the Prime Minister if needed and an ineffective leader.

While the idea of ^{the} opposition party holding shadow cabinet positions to scrutinise the work of the majority party is vital to UK's democracy, North Korean government is formed with no opposition.



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This is a level 3 response. It fully connects to the topic and makes an effective comparison to the UK.

(d) Compare how the UK and North Korea differ in forming and selecting governments.

(6)

The main difference between the way the UK forms and selects governments and North Korea's method is that the UK has a democratic and fair process while North Korea, being a dictatorship, does not allow ordinary citizens to have a say. In stark contrasts to the right of a UK citizen to vote, all the power in North Korea is the leader, Kim Jong-un's and the WPK which is run by "one family," which means the rest of the public do not get to contribute their opinion.

North Korea seems to be widely ruled with fear, as "executions of political office-holders" occur and seems common. In the UK, although office-holders can be removed through democratic methods such as citizens voting out a member of the government or forcing checks to be done on them and not in the manner in which they are removed by in North Korea (by the leader's orders) they are never executed. The

death penalty is banned in the UK. North Korea is "poor" but has a small section of "elites" who are loyal to the leader. In the UK, the government provides for every citizen's basic necessities and ^{it} does not require loyalty to the PM or monarch to be wealthy. (Total for Question 4 = 9 marks)



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This is another example of a level 3 response that gains full marks.

Question 5 (a)

There is an improved awareness in recent series of the type of work and cases which are dealt with by the civil courts. The only error was in some instances where candidates referred to the criminal law.

5 (a) Suggest **two** types of case which a civil court will deal with.

(2)

1 marriage (divorce)

2 theft (minor cases)



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One of the examples deals with the criminal law, that of theft. It thus earns only 1 mark.

5 (a) Suggest **two** types of case which a civil court will deal with.

(2)

1: The custody of a child after a divorce has been issued with the parents.

2 When a consumer is unhappy with a product.



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Examiner Comments

Two clear examples of civil cases here.

Question 5 (b)

The vast majority of candidates found this question very accessible and gained full marks. Mistakes came in two main forms: candidates who wished to provide *theories* of punishment as opposed to *methods* of punishment and 'house arrest' as a method of punishment – this does not exist in the UK legal system.

(b) Suggest **three** different methods used to punish offenders as a means of reducing crime.

1. Rehabilitation - change the individual / help them (3)
2. ~~incarceration~~ Execution - ~~to~~ to deter others and prevent it in the first place.
3. life sentence - to ~~scare~~ scare people



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Examiner Comments

Here the response gains just 1 mark. We have not credited execution as the death penalty no longer applies in UK law and we have one theory as opposed to a method.

(b) Suggest **three** different methods used to punish offenders as a means of reducing crime.

(3)

- 1 Prison, so the criminal can change, or to protect the society from them.
- 2 Fine, so the person is punished so they do not commit the offence again. The fine depends on the seriousness of the crime.
- 3 Community work, that is unpaid. This makes the person learn how to treat and help people so they learn from their mistakes.



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Three relevant methods here and 3 marks awarded.

Question 5 (c)

Again, this proved a very accessible question, and the vast majority of candidates were well aware of how Youth Courts operate and how they treat young people accused of a crime in a less formal manner than an adult court.

(c) Explain **one** way by which Youth Courts differ from other courts.

(2)

Youth courts are for children
not as dangerous nor as big in a
youth court they are more likely
to get away with a less severe
punishment depending on the crime.



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This response fails to gain any credit. It lacks any real connection to the manner in which Youth Courts operate in the UK.

Question 6 (b)

Few candidates had a problem with this question, and we accepted a wide range of responses. One thing which did provide some confusion was that the question demanded a focus on the period around the arrest and possible charge. Of less central focus was the right to a fair trial; the concern was not on the aftermath of the possible charge/release or trial but what rights does a person have when held in custody by the police.

(b) Identify **two** rights of a person when placed under arrest.

1 Freedom of Speech

2 Right to a lawyer



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Examiner Comments

This response only gains 1 mark – the concept of the freedom of speech is not creditworthy as it is not connected to the situation when held under arrest.

(b) Identify **two** rights of a person when placed under arrest.

- 1 They must be allowed to inform someone of their arrest
- 2 They must be given a reason for why they are being arrested



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Examiner Comments

Two clear rights identified here for 2 marks.

Question 6 (c)

On this source question candidates did not always fully develop their knowledge on the magistrates and tended to rely heavily on the source. Given the dominant role which magistrates have in the justice system they are a key element. A minority did confuse magistrates with members of a jury – but this was not prevalent.

Study Source C below and then answer part (c).

Source C: About magistrates

The roles of magistrates (or Justices of the Peace) have been in existence for over 650 years and remain at the heart of our justice system. They number over 14,000 and form 85% of the judiciary; they deal with 95% of all criminal cases. They are central to Family Law and Youth Courts with their expertise. When a new magistrate joins the service, they invariably do not have a legal qualification – but are given training to fulfil their role. The fact that the magistrates are local adds to their value – alongside this, they are cheap to operate as they do not receive pay for the work as they are volunteers. Three magistrates sit on a case to give a wider perspective of justice. Furthermore, they come from a diverse background in the local community to ensure that the law and its application reflect ordinary people and deal with common issues which the public face. This reflects in the huge trust which the public have in the magistrates.

(Source from: <https://www.magistrates-association.org.uk/about-magistrates>)

(c) Using the source, explain the benefits that magistrates bring to our legal system.

(6)

Benefits the magistrates bring are they number 14,000 / 85% of judiciary they deal with 95% of criminal cases showing the closeness and they are committed. They also have expertise with family law and youth courts meaning people will have a fair treatment due to the magistrates experience. They are also unpaid as they're volunteers and are cheap to operate meaning it's easy and affordable. They come from a diverse background making allegations fair / better opinion and mind.



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This response fails to move sufficiently away from the source and does not apply knowledge as this type of question seeks to develop.

(c) Using the source, explain the benefits that magistrates bring to our legal system.

The benefits that magistrates bring are they come from a diverse background in the local area making the magistrates understand why they done the crime. also another benefit is they are volunteers making them cheap to operate because they receive no pay. there are 3 magistrates sit on one case which gives a wider perspective on the case.



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This is a level 1 response and fails to develop any applied knowledge from the candidate.

(c) Using the source, explain the benefits that magistrates bring to our legal system.

(6)

The benefit of magistrates is that they are cheap to operate as they do not receive pay for the work as they are volunteers from the public. This means that the government can ~~prioritise~~ prioritise the money to more important things like increasing pay and the public transport etc.

Another benefit is that they when a new magistrate joins the service, they do not have legal qualification but are given training to fulfill their role meaning that they understand the law and what they are doing. This means that they won't make wrong decisions as they will be fully trained.

Another benefit is that they are from the public meaning that it's not biased and also that they come from a diverse background to ensure the law reflects ordinary people and deal with the common issues which the public face. This proves that there is no bias.

Another benefit is that there are 3 magistrates meaning that they can all work with each other and ensure that they get the best possible decision to make it fair.



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This is a much better response and gains level 3.

Question 7 (c)

It was the norm to see candidates just gaining 1 mark as opposed to 2 on this question. The most common agreement being noted was that devolution has allowed new policies to be created in the devolved regions. The other two areas of agreement were often missing, and, in their place, vastly different suggestions were offered. Performance here dipped below recent series in terms of outcomes.

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

1 one area of agreement is break
up of the UK

2 Welsh appreciated the devolution.



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Examiner Comments

Nothing to credit here as there is no link to points of agreement.

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

(2)

1 Scotland had previously felt let down by the UK governments. Devolution didn't end the desire for independence, 27% before devolution, 45% after.

2 Devolution is uneven in the UK - Wales has fallen behind.



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Examiner Comments

1 mark here for the second point.

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

(2)

- 1 The purpose of devolution to bring about new settlement between the different parts of the UK.
- 2 There are different policies in various regions each with its own government.



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Examiner Comments

This response fully covers two points of agreement with clarity and precision.

Question 7 (d)

As a binary debate, the overwhelming majority of candidates appreciated the divide in opinions surrounding devolution. On this basis the majority gave their verdict on which side of the debate they sided with. The problem of performance was not in an understanding of the progress of devolution but more in the manner of how the response was constructed. Candidates need to be better prepared (and many were well prepared) in how to approach a Q07(d) as it does carry 12 marks so is important in overall performance.

Firstly, a minority gave the view from each side which were devoid of their personal agreement or disagreement and then failed to deliver a conclusion as to which side of the debate they felt was the one with which they could agree with and why they rejected the other side. A second problem of format – an area to improve on for future series – was that many candidates took one side and completely agreed and then took another side and completely agreed. Some offered a conclusion, but many did not. To access top marks a more prepared and nuanced approach is needed, one which perhaps explains each side but then points out the advantages and disadvantages before reaching a verdict.

(d) Which view do you agree with more?

Explain your answer, referring to the differing arguments made in both parts of the source.

(12)

agree	Disagree
Tony	Institute for Government
Culture identity	Dont take as much action
Taking action	

I agree with Tony's view more. ~~because~~
For example, he is going into
depth whether devolution has
a negative or positive impact. He
also says what devolution has
done to the UK and it had
positively impacted the UK creating
a strong sense of culture
identity.

~~I disagree with~~ However some
~~people may~~

I disagree with Tony because
the institute of government says

it had failed and differently in every region meaning it was not a success. For example, it states devolution had delivered in an uneven manner suggesting it was not effective and was not worth introducing.

I agree with Tony's view because we see the positive impact of devolution. For example, it had brought peace, good people in power and more making the society like it.



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Examiner Comments

This is a level 2 response. It lacks detail and essentially only covers one side of the debate.

(d) Which view do you agree with more?

Explain your answer, referring to the differing arguments made in both parts of the source.

(12)

I agree more with the view from the Institute for Government - Devolution was put in place so that different parts of the UK are able to make decisions that are closer to the people. However in the regions in which devolution took place are not satisfied with the changes as devolution it should be ~~re-evaluated~~ ^{re-evaluated}.

Tony Blair's view on devolution states that Scotland were let down by UK and wanted independence. After devolution Scotland still had the desire for independence which means in their region nothing has changed and their want for independence is increasing. On the other hand Scotland were unhappy with the UK government previously so devolution benefitted them by giving them their own government.

Wales never really had support for devolution when it was first introduced so it was almost forced onto them. Due to devolution people aren't getting the health care or education that they need which has affected them as a whole. With these problems ⁱⁿ Wales devolution has failed more than helped them even though their support for it has increased.

In Northern Ireland, although it mentions that after decades of violence, parties have come together problems still remain. The communities may seem to get along, however they are left with more community

problems and remain divided. The "lasting peace" mentioned in Tony Blair's view may seem to be there from the outside, but in local communities these disputes remain strong.

Both views show their case for or against devolution. Tony Blair's view shows the pros of devolution while the view from the Institute for Government shows the cons and downsides of devolution. I agree with the view from the Institute for Government because although it may seem like problems have been solved after devolution, local communities and people still remain with problems.



ResultsPlus
Examiner Comments

Here the response does move up to the top of level 3 but more needs to be developed to attain the next level.

(d) Which view do you agree with more?

Explain your answer, referring to the differing arguments made in both parts of the source.

(12)

Tony Blair's view for devolution is presented as good as it has more targeted law making. This is true as those in power will have been more in common with their subjects such as food, music and costume so will make decisions that will fit the culture; for example Wales and ^{the} Welsh ^{language} being on ^{the} same level as English in courts; while a Westminster will know little about Welsh customs so will make less accepted decisions.

Tony Blair also states that the Northern Ireland devolution increased peace from former violence due to the partition in the 18th century which is true but the ^{NI} Assembly has been suspended 5 times due to things getting out of hand.

Tony Blair states that devolution has resulted in elected mayors which legal powers so will have a more personal connection with their population such as Greater London leading to better decisions.

Tony Blair also says that the Welsh devolution was close with a 50.03% 'yes' vote and their powers have increased so they can control things like leisure, legislation and the environment in their national area. This shows that devolution has helped some places.

The Institute for Government which being

against devolution is shown to increase resentment against the Parliament with an increase of 15% wanting more power through independence as they have been shown a taste of it.

In NI it has shown that devolution has increased enmity as the ~~par~~ Assembly has been suspended 5 times since creation in the nineties since the partition which then being Protestant meaning less community cohesion and conflicting loyalties.

In Wales, ~~at~~ the Institute for Government has shown that without the help of Westminster the development of the country is falling behind and has done nothing as it was not an equal amount so each nation has to figure out its own policies.

Devolution has also caused an imbalance in fairness as Scottish and Welsh students are getting cheaper university which is not fair for the English student especially as they are both part of UK ^{with only certain regions being elected}

Ultimately, I think that devolution has had a negative impact on society as it was too sudden for all the nations and should have been managed better and which would've worked better.



This is a clear level 4. It covers both sides of the debate and reaches a balanced and reasoned verdict.

Question 8

This question really engaged candidates, and a huge number had clear views and opinions on the matter of legal age limits for certain areas in life. What was good to see was that due coverage of both sides of the debate was considered and judged on merit.

Many candidates were well aware of the dangers posed by driving and the statistics for accidents which arose with younger drivers under 21. It was common to see the progress of brain development in how reasoning and judgment increase after the age of 18. The issue of voting resonated with many and the need for votes at 16 came through. The vast majority approved of being able to work at current age levels for clear reasons. One area which was a little clouded was the age to marry as many were not aware of the changes in England and Wales to the age which people can get married. This has been raised, in February 2023, to 18 – so even with parental consent marriage is not possible in England and Wales for 16 and 17 year olds. This does differ in Scotland where the age remains at 16. However, please be assured that this in no way meant a reduction of marks – it is just noted here for reference.

- 8 The ages at which people become legally responsible – such as to drive, to marry, to work and to vote – need to be increased.

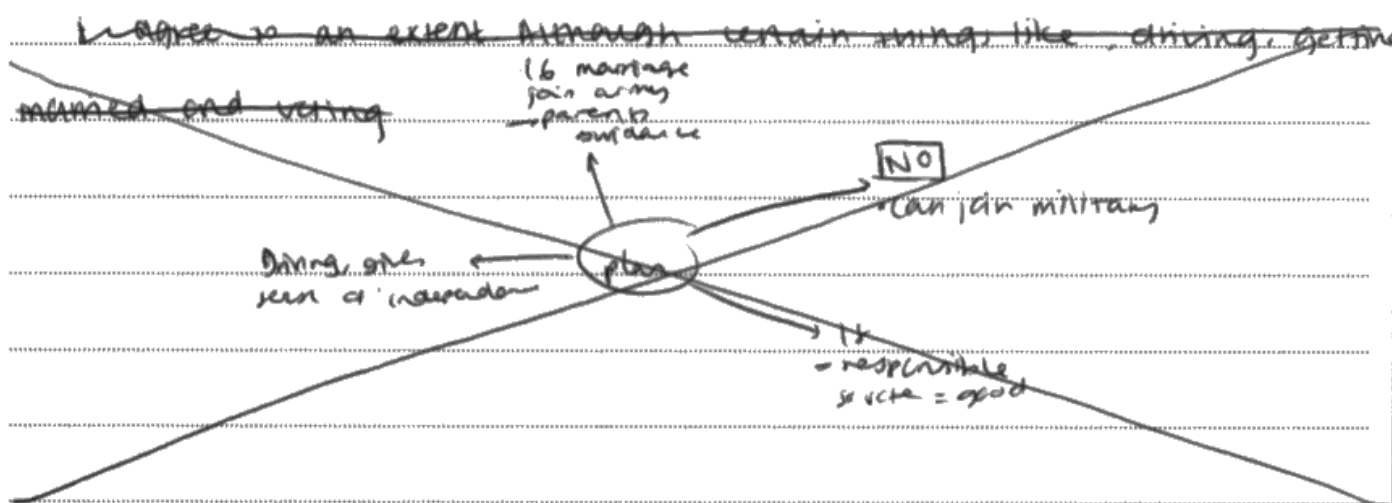
How far do you agree with this view?

Give reasons for your opinion, showing that you have considered different views on the topic.

(15)

In your answer, you could consider:

- rights, duties and values that underpin democracy
- the role of the law in everyday life in dealing with complex problems.



In the UK, there are age limits for certain activities for our safety. Some of these examples are: driving, voting and marriage. Many argue that the age limit should be increased. However it is also argued that it should stay as it is. Why is this?

Majority of the population agree with the ages that the government has set for when you become legally responsible. This is because it gives us a sense of independence and allows us to ~~take~~ increase democracy. For example: the right to vote at the age of 18. If we were to increase the age we become legally responsible, it would hinder the UK's attempts to make Britain more democratic (as not everyone gets a say).

In addition to this, at the age of 18 we are allowed to join the military - this is far more severe than voting or driving. It could result in us ~~fighting~~ ^{fighting} at war, which is a greater responsibility than driving or getting married; if we are allowed to ~~to~~ have such great responsibilities, then why wouldn't we be allowed to drive and vote at the age of 18? Along with this, some may argue that getting married at 16 is irresponsible as we don't fully understand responsibilities yet, however, this is with parental consent which ensures that what happens is best for us as we have guidance from an adult with experience.

However, although, yes, the government has given great responsibilities like joining the military and getting married; it doesn't prove that the age should ~~it is the right~~ ^{the age should} stay the same. 70% of 16 year olds who get married get divorced in less than a year. This causes a hassle for the government as it is taken to court and it is expensive ~~to add~~ ^{to add} ~~for the government~~; furthermore, ~~teenager~~ ^{teenager} individuals who drive from the ages of 17 - 25 are usually found in accidents. Studies show that 1 out of every 3 people (who are aged 17 - 25) get into severe car accidents and die. This increases the difficulties of the NHS and costs a lot more as the environment may also get damaged. 17 year olds who drive and 16 year olds who get married add to the government worries with the budget.

In addition to this, many ~~17~~ ¹⁸ year olds do not care about voting, they also do not understand how it works ~~as~~ ^{nor} who they should vote for. This was combated through education systems, however, most teenagers aged 16 - 18 do not pick these studies due to them being ^{exhaustive} ~~extensive~~ and boring. As a result to this, the votes of 18 year

ads do not make a difference as they are being blindly ignored.

In conclusion, I believe that the ages the government have set for when we become legally responsible ~~to~~ should remain how they are, despite the divorces and accidents. Although people argue that it would cost the government more and risk the ^{individuals} ~~individuals~~ life, at the end of the circumstances, they ~~also~~ ^{can} learn from their mistakes and improve. For example: if an individual got into a car accident and passed away, his friend would not begin doing the actions that individual did, rather he would be cautious and ensure that he stays safe. Along with this, it's not only 16 year olds who get divorced, many middle aged people get divorced in their 30's. This is inevitable as people change and develop as they would progress to a point to divorce, the individuals have time to reflect on their actions and can also improve because of this; hence the reason the age we become legally responsible should not change.



ResultsPlus
Examiner Comments

This is a bottom level 4 response. It is well written, reflective and keenly focused on the question.

- 8 The ages at which people become legally responsible – such as to drive, to marry, to work and to vote – need to be increased.

↳ 13

↳ 18

How far do you agree with this view? → some need to be increased
some don't

Give reasons for your opinion, showing that you have considered different views on the topic.

(15)

In your answer, you could consider:

- rights, duties and values that underpin democracy
- the role of the law in everyday life in dealing with complex problems.

I agree to this statement to an extent that some ages which people become legally responsible should be increased. In my opinion I also think that some of the ages are valid such as driving and voting.

legal

The age for getting married should be changed from age 16 to older because at that age people are still finding themselves and usually still in education. Having the legal age at 16 could lead to some youngsters making rational decisions not knowing the consequences that can be caused because of such decision. At the age of 16, youngsters are still under heavy influence from people around them and social media. Increasing the age to marry should be increased to allow the youth to focus on situations that are more fitting for them and will benefit them in the future.

The age to drive shouldn't be increased because people usually begin to become more responsible at 17. Some people at that age may need to drive for reasons that could benefit them and their family. It is common in some households that the adults

don't drive due to disabilities or health problems. In such cases increasing the age to drive would cause difficulty and hardship to people who need it. It has been recorded that 1 in 3 houses there is no one to drive except for a young 17 year old. However sometimes teenagers get the urge to drive fast but laws have already been put in place to avoid such situations.

The age to vote doesn't need to be changed as at 18 people can start to make their own decisions. At this point maturity levels have increased and people know the difference between right and wrong decisions. Changing the age of voting may decrease the amount of independence a person has in the future.

The legal age for a person finding a job is 18. In some cases people are in desperate need of a job to help them live a stable life. For reasons like this the age to find a job shouldn't be increased as it could help a person that needs it. On the other hand, youngsters may have other ideas on what to do with the money so it should be monitored by a parent or guardian.

Overall I agree to the statement to an extent that not all ages for legal responsibilities should be changed. I think that some should be changed like the age to marry and some should be heavily monitored like the age to work. The legal age of driving and voting are completely reasonable and shouldn't



This is an example of a low level 3 response. It fails to fully develop both sides of the debate to advance further.

8 The ages at which people become legally responsible – such as to drive, to marry, to work and to vote – need to be increased.

How far do you agree with this view?

Give reasons for your opinion, showing that you have considered different views on the topic.

(15)

In your answer, you could consider:

- rights, duties and values that underpin democracy
- the role of the law in everyday life in dealing with complex problems.

Many responsibilities in day to day life have been allocated under an age limit but do these restrictions need to be increased? Or should they be lowered as the generations evolve?

There are various ages which have legally been set where one is able to carry out these responsibilities. At the age of 13 one ~~can~~ can you can work a part time job with under 12 hours a week in term time. At this time age rarely growing teenagers are usually hanging out with their friends. By ~~that~~ ^{the} age limit being this small one may feel pressured to provide for their family who are less fortunate all because it has been made legal at a very young age and one has no excuse if the law agrees. By increasing this age to 16, 17 year olds will not have the opportunity to find work and prevent it hindering them from focusing on their ^{right to} education. Furthermore, the permission to marry has been set to 16 with parental consent.

It could be argued that some may find ^{serious} love and have the maturity but this is a time where their kids are exploring themselves and trying new things. They lack the experience of what will roughly take place in the course of a marriage let alone allow them to marry at such a young age. By slightly increasing this age to 18, individuals will be recognised as adults within society and it will be more appropriate for them to be aware of the ~~expected~~ realities along side the expectations of marriage. Additionally, this ~~it~~ could also allow for the reduction of young child marriage.

However, some exceptions occur where the age limit should be increased. As the world is advancing, so are the younger individuals who prove to possess a considerable amount of understanding more so compared to the elders. Thus many daily responsibilities should be accessible to an even wider range of citizens. In regards to driving, the skills needed are not difficult to comprehend. If 16 year olds are given permission to learn legally, this will ensure them to be able to drive safely. If they are able to learn, then what's the complexity in driving? Moreover the aspect of voting has created an uproar within the young who believe that the voting age should be reduced to 16. As the residents of the future generations they should be able to have a say in their own life - further

education like citizenship can be introduced to families through on the various political parties and all over which relates to their interests but through mutual understanding wars can be possible for 10 years also.

To conclude, I partially agree with the statement, the different ages related to the type of responsibility may be less or more to some or too lenient. While responsibility such as work and marriage need to be increased in age due to the more level of seriousness and interference with their right to education and free will. Although, other fields as driving and voting prove more relevant to those who are younger and allow them to have their knowledge in the world and justify their right to have a say in what goes on in their life.



ResultsPlus
Examiner Comments

This is another example of a level 3 response that is well balanced and informative.

- 8 The ages at which people become legally responsible – such as to drive, to marry, to work and to vote – need to be increased.

How far do you agree with this view?

Give reasons for your opinion, showing that you have considered different views on the topic.

In your answer, you could consider:

- rights, duties and values that underpin democracy
- the role of the law in everyday life in dealing with complex problems.

equality act 2010
(15)

equality before the law
proven until innocence

magna carta

criminal/
civil law

punishments

Law is needed to protect the public from harm and deter crime however many people may think that due to complex problems, legal ages need to be increased.

In my opinion, I ~~disagree~~ agree with the statement because I believe that those legal ages are put in place to stop young people from committing illegal activities. For example if the driving age decreased, they most young people will abuse the power they have and that could result in accidents when driving.

Another reason I agree with the statement is because it ensures fairness as if young people are allowed to work ~~when~~ if the legal age is reduced, they could be exploited by getting wages below the minimum wage due to their age.

The equality act 2010 ensures that everyone should be treated fairly regardless of race, age, gender etc and ageism

is a characteristic of discrimination.

On the other hand, I also disagree with the statement because by the age of 16, most young people are taught citizenship in the UK which means they already know the rules and responsibilities that they have to follow in society so the legal ages should not be increased.

I also disagree with the statement as now-a-days many young people may think the legal system is old fashioned and does not compete with the growing minds of young people.

However, I also agree with the statement because it ensures the law is obeyed. As if young people get into illegal activities by joining gangs they could get in trouble.



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Examiner Comments

This is an example of a level 2 script. It is more a series of statements than a fully joined up response to the question.

Paper Summary

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

- Continue to work with the key terminology contained in the source – confidence here helps with how questions are phrased and structured.
- Create your own ‘personal glossary’ which explains the key terminology and use this in a given example.
- Continue to work on the 6 mark source questions and add your own insight and knowledge of the topic rather than being fully reliant on the source itself. Treat it more as a stimulus than the complete scope for the answer.
- Structure responses in the sense that different types of questions have to be thought through. This can be done in small ‘exam type’ setting in class with your teacher who can help you to structure the longer responses.
- Some elements of GCSE Citizenship are crucial for you to know and understand in depth – especially those which transgress the Themes – and we see that with both devolution and democracy.

Grade boundaries

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

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

