

Examiners' Report

June 2024

GCSE Citizenship Studies 1CS0 02

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Introduction

The most common issue on this paper arose for candidates whose choice of action was not related to citizenship. These candidates found this, and many of the section A questions, very challenging, as their own experiences of taking action were more suitable for PSHE than citizenship or were not related to taking action. Examples of such unsuitable actions included more litter bins in school, the cost of living crisis, corrupt leaders, stopping plastic pollution and police reform.

A further issue arose for candidates when answering section A questions where the action chosen was unlikely to be able to achieve a benefit or change for a particular community or wider society. Candidates with actions such as this found it difficult to analyse and evaluate if their aims had been met or partially met, or in some cases what their aims were. Despite the advice given in the previous examiners' reports, there are still examples of such actions included such as vague references to 'finding out' about an issue – where no evidence of taking action could be demonstrated. This means that some candidates are unable to access full marks on questions where evidence from their own experience of taking action is required.

Question 1 (a)

This question asks candidates to explain why timing is a key consideration for a citizenship action.

The strongest responses were able to identify a reason such as having a specific deadline for preparing their action, with development of this, usually an example, which allowed access to full marks. Examples of development included being given a date by school for teaching the lesson or holding a fundraiser, or the need to complete the action before the GCSE exams, or having chosen a time limit for measuring how many likes/shares/comments a social media post collected.

Weaker responses wrote general answers about what the action involved, often with no reference to timing; such responses gained no credit. Other common mistakes included stating a point with no development eg we had a deadline our teacher gave us. Such responses were limited to 1 mark.

Question 1 (b)

This question asks candidates to explain how considering different viewpoints affects how they organised their citizenship action. This is a 4 mark question, with a clear direction to candidates that two ways are needed to access full marks. A sizeable number of candidates, however, simply repeated point one as their second point, or rephrased the same point, so limiting their mark to 2 maximum.

The strongest responses identified the different viewpoint's impact alongside what was taken into consideration. For example, stating that the group had to consider that their target audience was Year 7 students they were going to teach – which is a point. Then developing this with how their organisation was then affected eg that they had to make the content or their language or their choice of activity suitable for younger students.

Candidates need to make two distinct points, with separate development, to reach maximum marks. These points need to be explicitly linked to different viewpoints **and** how this affected their organisation. Weaker responses tended to rely on stating the viewpoint they considered eg people had negative views; such a generic response would gain no credit.

Question 1 (c)

This question asks candidates to explain why careful research is important when choosing a citizenship action. The majority of candidates were able to successfully give a reason such as to choose a relevant action, to choose an achievable goal, to make sure you target your action at the correct target audience.

However, some candidates were unable to access the second mark for their development, as they did not link the point given to choosing their action. Alternatively, the development was a second reason rather than development of their first point so could only be credited with 1 mark. For example, careful research is important to make sure you choose a relevant action and one that can be achieved in time.

Question 1 (d)

This question asks candidates to explain how methods chosen for the citizenship action helped achieve their goals. This is a 4 mark question, with a clear direction to candidates that two methods are expected to be able to access full marks. Some candidates, however, simply repeated point 1 as their second point, or rephrased the same point, so limiting their mark to 2 maximum.

Another common mistake was to simply describe the method used in detail, rather than identifying a method with a link explaining how it helped achieve the goals set. Alternatively, some candidates stated how they planned their action rather than their methods used. Such responses would gain no credit as no specific method was mentioned. Examples of planning stated instead of a method that gained no credit included allocating roles, choosing a team leader, having good communication, and having a plan of action.

Question 1 (e)

This question asks candidates to write an extended response answer to a given premise. The focus of this is whether a citizenship action can succeed without collaboration.

The extended response question requires candidates to give a balanced response, so to consider the point of view in the question and also argue an alternative point of view. There is no expectation to have completely equal balance, but there must be at least two viewpoints given to access level 3 marks.

It is also a requirement for candidates to explicitly refer to their own experiences of taking action. Responses that fail to do so, and it must be in a more meaningful way than simply stating 'my group worked well as a team,' will be limited to a maximum of 6 marks.

The strongest responses were able to identify reasons why collaboration is essential for success, often relating this well to teamwork, with explanations of those reasons accompanied by examples from their own experience of taking action. This was often balanced with the alternative viewpoint that a successful action can be completed alone. Other creditable alternative viewpoints included contrasting arguments that collaboration may actually hinder a citizenship action eg because of disagreements with the group, or because some group members fail to participate fully. Credit was also given to arguments proposing another factor as being more important than collaboration, such as strong leadership, or careful research, or having a SMART action plan to follow.

Top level responses explained arguments related to collaboration, with an alternative set of arguments, supported by precise evidence from the candidate's own experience of taking action. This would include an overall conclusion with a judgement about the premise so, **is** collaboration the key to a successful citizenship action? To reach full marks, the evidence from the candidate's own experience of taking action needs to be clear and specific enough that you know what their action involved from reading the answer. Generic examples such as 'we allocated roles' or 'we had a timeline and plan of action' is too vague for the top level.

(e) 'Citizenship actions cannot succeed unless you collaborate with other team members.'

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)

Collaboration is where people work together, bringing their individual ideas and work together to create a collective piece of work.

I agree with this view to some extent because when working together as a team, collaboration needs to take place ^{or} the action won't be cohesive and the work and ideas would clash if they aren't discussed with team members. For example, in our citizenship action, two peers had not collaborated with one another and they both researched the same thing, this was unsuccessful because it wasted time and also tension as we had to choose one of the pieces of research. Furthermore, actions can't be successful because working together as a team, needs to be democratic and everyone's views and perspectives should be ~~held~~ ^{heard} because new ideas and ideas discussed can produce better work. For example, we held a meeting to specifically listen to everyone's thoughts and ideas which ensured we had the best research and work possible. Another reason, collaboration is essential is because it is more effective, wasting less time and allows more focus on carrying out the work, for example ^{collaborating} it made sure we had sufficient time for interviews and analysing our

questionnaires we gave to students to include the data in our powerpoint presentation.

however, I also disagree as collaboration may not be successful and can cause team members to drift and create tension if they have different thoughts and ideas which would ^{waste time} ~~make the~~ ^{arguing} ~~action~~ different perspectives rather than completing the action and achieving our goal. For example, it sometimes took us a while to agree on the same methods of organising our action. Furthermore, ~~and~~ individuals can focus on their roles they are assigned, to focus on producing quality work and ensuring it would be enough to persuade young people to vote at sixteen.

In conclusion, it is beneficial to collaborate ideas with team members, however it shouldn't cause a drift and ^{effect} ~~effect~~ the work produced.

(Total for Question 1 = 24 marks)



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Examiner Comments

This is an example of a level 3 response.

This response has a clear focus on the question throughout, gives more than one point of view, and explicitly refers to their own experience of taking action. It is not clear from the answer what the action was about, however, so this does not quite reach full marks.



ResultsPlus
Examiner Tip

Always refer to your own experience of taking action with examples of what you have done.

Question 2 (a)

This question asks candidates to identify two reasons why the named person in the source booklet, Eleanor Horner, might choose to use the media to help promote a campaign. This is a 4 mark question, with a clear direction to candidates that two reasons are expected to be able to access full marks. Some candidates, however, simply repeated point one as their second point, or rephrased the same point, so limiting their mark to 2 maximum.

There was a common misunderstanding on this question and centres are reminded to ensure that candidates can define the difference between **media** and **social media**. A significant number of candidates wrote a response solely based on social media – about posting on specific examples of social media, about shares or likes or going viral – with no link whatsoever to the media. Such responses gained no credit as this was incorrect.

Successful responses were able to give two distinct reasons, with different development.

Question 2 (b)

This question asks candidates to identify reasons why the local council might choose to hold a consultation related to the campaign in source A. Candidates are directed to include two reasons; these needed to be distinct reasons rather than repeating or stating the same point twice in different ways.

For this question, reasons could be taken directly from the source or from the candidates own knowledge. Both would be credited.

Question 2 (c)

This question asked candidates to **use the source** to analyse if the view given in the question may be accurate. The most common mistake on this question was to give points that had no basis in the source booklet. Such responses gained no credit.

Credit would only be given for points that were directly related to the 'huge impact' identified in the source material rather than theoretical points. For example, credit was not awarded for points that made assumptions about how parents would feel about their children walking to school in the future, as this is not mentioned in the source.

Question 2 (d)

This question asks candidates to explain why targeting a campaign at local government may be the most effective way to achieve change.

The most successful responses were able to identify a few reasons, and develop them with an explanation related to local government. Credit was also given for examples related to the campaign in the source as part of the overall answer. However, responses that simply quoted the source with no points or development from the candidate's own knowledge would not be credited.

Responses that did not mention local government, or referred to points related to national government would stay in the bottom level for lack of focus.

(d) Explain why targeting a campaign at local government may be the most effective way to achieve change.

(6)

One reason why targeting the local government may be the most effective for change is because they would be more educated and informed on local issues compared to the central government. This is because the local government work with and around people in the constituency and operates at a local level. This means it is able to carry out more effective actions to tackle local issues. Another reason why targeting the local government may be the most effective to achieve change is because they are more available and easier to get in contact with compared to central government. This is because central government also has to deal with national and international issues which would make them too busy to focus on a relatively small local issue. A final reason why targeting a campaign at local government would be most effective is because local government controls most issues within a constituency and is more likely to ~~respond~~ respond to calls for ~~change~~ change.

(Total for Question 2 = 14 marks)



This response reaches full marks. It includes a range of points and some good explanation of why targeting a campaign at local government is more effective than targeting national (central) government.



Remember to explain your points; listing reasons is not enough for the top level.

Question 6

This question asks candidates to explain why local community groups may find taking action to improve their local area difficult. Candidates are required to identify one reason with development to access both marks. Failing to do so was the most common mistake on this question.

Question 7

This question asks candidates to identify problems that non-governmental organisations (NGOs) may face when involved in challenging global situations. Candidates were directed to include two problems; these needed to be distinct problems rather than repeating or stating the same point twice in different ways. The most common mistake here was to repeat the same point twice, usually ones related to power or funding.

Centres are reminded that candidates should be familiar with and confident with all the key terms on the specification. A significant minority of candidates clearly did not know what an NGO was, and so wrote very general answers about global issues.

Question 8

Candidates were not well prepared for this question. Centres are reminded that candidates should be familiar with and confident with all the key terms on the specification. A significant minority of candidates clearly did not know what sanctions are, and so wrote very general answers about global conflict, or wrote about mediation or military force instead.

The most common mistake was to write the same point twice, usually about funding, or to fail to include development about how sanctions may help to resolve international conflict. Many candidates simply restated the question – that sanctions will help to resolve international conflict – which did not gain any credit.

Question 9

This question always asks candidates to write about two international organisations. This year, candidates were asked to focus on the **functions** of the United Nations and NATO.

The most successful responses wrote about each organisation in turn, clearly identifying a function with some development and examples to reach the top level. Candidates should be reminded that responses that write about the organisations in general will be limited to the bottom of level 2, 3 marks. Similarly, responses that only focus on one organisation cannot reach level 3.

The most common mistake on this question was to write about the organisations in very general terms rather than focusing on the functions. This kept responses either in level 1, or low level 2 at the most, for the lack of focus on the question.

9 Explain the main functions of the United Nations and NATO.

Article 5
troops, spending

The functions of the United Nations is to provide peace and security to its member countries and also allow for collaboration to solve disputes by using diplomacy to reach a settlement. There are 193 member countries who each have an equal vote in a General Assembly to vote on laws. The UN allow for greater solidarity internationally and also has the UN Security Council which the UK is a permanent member of that has various agencies such as UNICEF, UNESCO, UNDP etc. UNICEF especially provides developmental and humanitarian aid to children worldwide and puts pressure on governments to protect the rights of the youth. The UN also has peacekeeping forces to stop international disputes from escalating and also put an end to global conflict in a fair way. NATO is a formal military alliance which stands for the North Atlantic Treaty Organisation and promotes freedom and security politically as well as militarily by using diplomacy to settle disputes. If that fails, they do have military capacity to undergo crisis management. Article 5 of NATO

says "an attack on one is an attack" (Total for Question 9 = 6 marks)

on all" meaning any of the 30 member countries who are attacked will have support from the other countries which helps reduce the risk of international conflict. This support includes the countries such as the UK must having their troops available for the other countries as well as each country having to spend a set budget on defence which the UK spends 2% of its overall budget on NATO.



This response reaches full marks. The range of points and evidence is excellent for both organisations, especially the United Nations, and indeed there is more detail here than needed for 6 marks.



Talk about each institution separately to access the top level.

Question 10

This extended response question always asks candidates to write reasoned arguments for and against a given premise in the question. This time, the focus of the question is whether press regulation is unnecessary. Candidates should be reminded that there is no requirement to include an introduction or a conclusion. Many candidates waste time writing quite lengthy paragraphs at the beginning and/or the end of their response that gain no credit.

Candidates are expected to write a balanced response to move beyond level 2, 5 marks. There is no expectation to have completely equal balance, but there must be at least one point giving the opposite argument to access level 3.

The most successful responses identified points with explanation and some evidence to reach the top levels.

Only a very small number of candidates did not understand what is meant by press regulation. Centres are reminded that the full range of topics and key terms on the specification can and will be examined, so should cover all content with their cohort to ensure their candidates are not disadvantaged.

the world
• Brexit bus - business agenda
10 'Press regulation in the UK is unnecessary.'

UPHR freedom of
expression
human rights
press
censorship
horea dictator (10)

Write reasoned arguments to support and oppose this statement.

Interestingly, press regulation may be viewed as ~~unnecessary~~ ^{vital} through the media as an individual body that abuses the power they are entitled to, highlighted through News of the world which disrupted the police investigation of missing Billy Power due to the phone hacking scandal. Therefore this is an epitomised example of the exploitation of the media and the dire need for a regulatory body, echoed through the Leveson Inquiry which introduced IPSO to underpin the rights and regulation of media publishing. In addition, this exploitative image of the media is echoed through the Brexit Bus gaining media coverage and advocating for Brexit to send 3 billion pounds to the NHS which doesn't seem to have happened. Primarily, press regulation is vital evidently through its absence where the media will air out of its own political agenda to influence the susceptible minds of the public.

Contrastingly, press regulation may be viewed as

unnecessary through it undermining the rights that we should be entitled to within a democracy through the freedom of the press. Particularly, the importance of this freedom is highlighted through the Leveson Inquiry where the Telegraph exposed My's expenses as an example of government scrutiny. Specifically, this plays a part of how the press can act in the public interest rather than for political gain and should not be regulated. In addition, this freedom and opposition to press regulation is emphasised through the importance under the OPHN that freedom of expression is a basic human right. Therefore, the UK is acting as a primary democratic country that if press regulation were to occur would we still be viewed as a democracy or becoming increasingly like North Korea and a censored media?



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Examiner Comments

This response reaches full marks. The candidate explains their arguments with good balance and excellent evidence.



ResultsPlus
Examiner Tip

Include examples to reach full marks.

Question 11

This extended response question requires candidates to write an evaluative essay directly addressing the view given in the question. This time the focus was on whether democratically campaigning to change the law is the most effective way of changing behaviour in society.

Candidates are expected to write a balanced response to move beyond level 2, 6 marks. There is no expectation to have completely equal balance, but there must be at least one point giving the opposite argument to access levels 3 and 4. Candidates are also required to include a substantiated judgement to access level 4 (13-15 marks).

It is pleasing to see that timing has improved; the majority of candidates did attempt an answer to this question.

Most candidates who did directly address the question were able to raise a number of interesting points related to how democratically campaigning can help to change the law, often with good examples, albeit often historical eg the Suffragettes. However, there were often very wide gaps in the knowledge candidates demonstrated in relation to other ways of changing behaviour. Only a minority of candidates were able to raise arguments related to other methods of changing behaviour that may be more effective than democratically campaigning, and a significant number simply ignored this part of the question altogether.

Alternative, credible arguments presented included stating a case that democratically campaigning to change the law is not the most effective way to change behaviour because the government can ignore such campaigns. This often included excellent recent examples, such as Just Stop Oil or Extinction Rebellion, or references to campaigns local to candidates. Such responses often argued that the most effective way to change the law and/or people's behaviour is through non-democratic protest instead.

11 'Democratically campaigning to change the law is the most effective way of changing behaviour in society.'

How far do you agree with this view?

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

(15)

In your answer, you could consider:

- citizen participation in politics and society
- the role of law in everyday life in dealing with complex problems.

There are different ways in which ~~people can~~ ~~draw on~~ and actions people can take which will encourage a change in behaviour within society, for example democratically campaigning. Some may argue that different ways are more effective than others.

On the one hand, some may agree with this statement because campaigning has proven to be ^{very} ~~very~~ effective by promoting change. For example, Marcus Rashford has campaigned to provide free school meals for children and his campaign has brought about change and allowed many struggling children to benefit. The ability to campaign in the UK has given many the opportunity to speak up against issues and thus bring about change. Without ~~this~~, ~~maybe~~ the ability to campaign, many would not be successful in bringing about change as

They wouldn't have had the opportunity to speak up on particular issues. Campaigns allow people to gain ~~more support~~ raise awareness and gain public support for their campaigns. As a result, the government can clearly see what issues people want the government to act on.

On the other hand however some may argue that campaigning is not that effective. This is because although it allows people to speak on particular issues, it ~~always~~ relies ~~heavily~~ heavily on public support and its popularity. If a campaign is unpopular and lacks ~~government~~ public support, the government will not see the need to ~~listen~~ hear out the campaign and therefore making it unsuccessful.

Furthermore, some may argue that there are other things that can be done which are more effective than campaigning. This includes pressure groups. Pressure groups actively pressure the government into ~~and~~ bringing about ~~with~~ change. For example Amnesty International has pressured the government into taking action in places where human rights are violated. ~~It can be argued that pressure groups~~ Another way a ~~person~~ ~~can~~ which can bring about change in

Society is by working for a nongovernment organisation. Charities are an example of this. There are many charities such as ~~Save~~ ^{Save} the Children that help those, for example, who have suffered natural disasters to help them get back on their feet.

In conclusion, I agree with the statement. This is because campaigning has effectively ~~raised~~ ^{encouraged} the government to make changes that are beneficial to society. Campaigning gives people a voice and ~~allows them~~ raises awareness for issues in society. Campaigning does not only cause the government to bring about change but can encourage people to take action themselves and therefore further benefit society with their actions.



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Examiner Comments

This is a high level 4 response.

Overall, this is a well-reasoned and balanced response, with a substantiated conclusion. The examples of Amnesty International and Save the Children are a little vague; more specific evidence plus some evidence on the 'against' side would have lifted this to full marks.



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Examiner Tip

Essay questions need examples to reach the top levels.

Paper Summary

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

- You need to be able to refer explicitly to your own experiences of taking action throughout section A. Link your responses in section A to your own action to avoid losing marks for generic responses.
- The extended response in section A should be structured around your own experiences of taking action.
- The section B source will be based on an example of campaigning – you will be expected to apply your own knowledge and understanding of the issues related to taking action to the questions in this section, rather than being expected to know about the particular campaign in the source.
- 4 mark questions require development or exemplification to reach full marks.
- 6 mark questions require more than simply identifying points; development is necessary to progress through the levels.
- You need to be able to explain the roles and functions of all the international organisations named in theme D and should be prepared to discuss them individually, in question 9 in particular, as this will always be based on two of those named international organisations.
- You are not required to come to a reasoned conclusion in question 10.
- Progression through the levels on question 11 will be dependent on the attempts to offer a balanced answer, the reasoning given, the degree of evidence included and the strength of the conclusion reached.

Grade boundaries

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

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