

Examiners' Report

June 2025

GCSE Citizenship Studies 1CS0 02

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Introduction

Section A

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, because 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 litter-picking, the cost of living crisis, finding out if people think prisoners should be allowed to vote, stopping plastic pollution, investigating crime and tackling police 'corruption'.

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 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.

The following guidance should be considered by centres when planning how to manage the Citizenship action with their candidates.

Remember that the six stages of the action outlined in Theme E can all be the basis of questions on Paper 2 Section A, so the choice of action must enable all or any of the stages to be exemplified and evaluated in the context of their activity by candidates in the examination.

Rather than large generic topics where the chance of achieving success is, at best, remote, it would be better for candidates to work on objectives that do have a better prospect of being successful, as long as they do also clearly link to themes as the specification requires. Choosing a specific aim or goal, which candidates have a reasonable chance of achieving, is important because there has to be a realistic basis for assessing the success of the Citizenship action in terms of outcome achieved.

Centres should carefully consider the points in the Specification and the Getting Started booklet, particularly in relation to Theme E. It would probably be best for candidates not to commence their action until they have gained sufficient understanding of the themes, so as to be able to identify meaningful links between the specification themes (eg diversity, democracy, power, justice, accountability, equality, participation) and the action.

Whether candidates go down the awareness-raising/opinion-changing route or the social/community activity pathway, the goal must be clearly defined and realistically achievable and, in some way, measurable. It is also essential that the links to themes and citizenship concepts should be explicit and at the heart of the chosen project.

Chosen candidate actions require a specific goal and participants need to be able to demonstrate that they have achieved it (or not). If the goal was only partially achieved, candidates will need to be able to explain why this was the case; this must link back to chosen specification themes.

Although the specification makes it clear that candidates will be not penalised if an action did not go to plan, this would not necessarily excuse an unsuccessful activity that was poorly-conceived and ill-matched to resources available such as commitment, time, funding, skills or expertise.

As long as specification themes are clearly and explicitly linked to the action, the focus could be within the school. This could relate to themes of democracy and participation: uniform, sports offered, timetable, homework patterns, menus offered, charitable projects undertaken.

Alternatively, the target could be within the community, identifying problems, publicising them and trying to get local councils or other bodies or voluntary organisations to remedy them. These might include road safety/pedestrian crossings, leisure facilities/opening times, times/routes of local bus services/location of bus stops, openness of council meetings to the public, locations of local courts, opening times and services, police stations or other public bodies, issues involving the elderly, safety issues such as installing sprinklers in blocks of flats. Seeking to engage with local media or to persuade a local council or individual councillors to support a cause could all be part of an excellent plan.

If the action chosen by candidates seeks to change opinions or to undertake an awareness-raising action over bigger issues such as types of government or punishment or human practices or activities in different parts of the world, they will need to establish a clear baseline of how much their audience knew or what they believed at the start and end of the action. Much realism will be required in stating the goal clearly in terms that can be measured, tested and evidenced with confidence.

The easiest way to be sure a possible action meets all the requirements is to test it against these six questions and to be confident that the answer to all the questions is an unmistakeable **yes**. Even if there is a single no, it would be best to amend the proposed action and eliminate the **no**.

The six questions are:

1. Does the proposed action have a clear goal (whether in terms of awareness-raising or social/community action)?
2. Is the topic listed in one of the four themes on the specification or very closely related to such a theme?
3. Is the proposed action likely to make an impact or difference locally, nationally or globally?
4. Does the team have sufficient time or other resources to carry out such an action?
5. Will the proposed topic link closely to the concepts and terms which apply to the theme on which the proposed action will be based?
6. Will it be possible to measure in a precise and reliable way how successful or unsuccessful the action has been in terms of achieving its goal?

Centres may find it helpful to access the Citizenship Action Guidance on the Pearson website. This can be found in Teaching and Learning Materials>Guide>GCSE Citizenship Studies: Guide to

Citizenship Action.

Question 1(a)

This question required candidates to explain the reason for the goal they chose for the action.

However, a number of candidates chose simply to state their goal instead. Others described what they attempted to achieve in their action, which did not always address the question specifically enough to gain any credit.

The strongest responses linked the identified goal explicitly for the action to their team's reasons, making it clear what the goal was and why it was chosen.

SECTION A: Own citizenship action

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

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

Educate the youth on knife crime in London

- (a) Explain one reason why your group decided on the goal set for your citizenship action.**

(2)

We chose knife crime because it relates to ~~Law~~ Theme C - Law and Justice



This response identifies a reason, but does not give any development (explanation) and so can only be given 1 mark.

If the command word in the question is 'Explain', then the response will always need more detail than just a simple reason, to reach full marks.

SECTION A: Own citizenship action

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

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

How good poverty affects the youth in
London

- (a) Explain **one** reason why your group decided on the goal set for your citizenship action.

(2)

Our group chose our action as it links to theme A as good is something that we all should have access to, therefore we decided to educate younger students at our school.



This is an example of a response that receives full marks. The candidate clearly identifies a reason – that the stated issue relates to Theme A – and explains why that led to the chosen goal for their action.

Question 1(b)

This question was well-answered by many candidates, who could state a problem that may arise with working in a team and link this to a problem they faced themselves.

Weaker responses simply stated the problem in general terms, eg someone might be absent. Candidates should be reminded that 'explain' questions require some development to reach full marks.

(b) Explain **two** problems you might experience when working in a team on a citizenship action.

(4)

1 You might face disagreements, such as disagreeing on what the project should be about. This will cause a minor setback, however can be dealt with democratically by a vote.

2 You might face setbacks such as limited supplies we could use. We were limited on tables and chairs we could use for our project stall which was different to our original expectation, meaning we had to adopt



This response could only be given credit for the first point.

Point 2 is not related to teamwork.

It is important to keep the focus on the key wording of the question. Rather than consider problems in general, this answer needs to be about problems with teamwork.

(b) Explain **two** problems you might experience when working in a team on a citizenship action.

(4)

1 Some people may be less invested into the project resulting in less work done by the deadline

2 There could be multiple people in the group who feel like strong leaders that want to control who does what, which can result in arguments and less work done.



This response gives two clear points with development, so receives full marks.

Question 1(c)

This question required a reason with an explanation for why candidates chose to include different views in their action.

Weaker responses simply identified what the different viewpoints were or answered in very general terms eg 'we wanted to show the opposing view' with no link to their own action. Such responses were not credited because they were too generic.

(c) Explain **one** reason why you selected the different points of view included in your citizenship action.

(2)

Different points of view help to broaden our understanding of the topic and make our Action seem more convincing. By including other perspectives, we show awareness of the issue and how it may be perceived by others, ~~the~~ making our Action seem more realistic and appealing to people with all sorts of views, giving it attention.



This well-developed response receives full marks.

Question 1(d)

This question required candidates to focus on primary research and how it helped their team choose their action.

Unfortunately, there are still significant numbers of candidates who do not understand the difference between primary research and secondary research. Responses focussed on secondary research alone would gain no credit.

Weaker responses that did reference primary research often only identified the primary research carried out, or what they learned from this research. They did not explain how the primary research helped them choose their action. The explanation was needed for each identified point to reach full marks.

(d) Explain **two** ways in which your primary research helped you choose your citizenship action.

(4)

1 one way it helped us chose our action
as it showed us how important
womens history month is

2 Another reason is that we realised
womens need more recognition which
helped us choose our citizenship action.



This response identified two reasons but did not state what type of primary research was used, so could only be given 2 marks.

(d) Explain **two** ways in which your primary research helped you choose your citizenship action.

(4)
1 Primary research like surveys we conducted, helped us design our campaign to carefully educate and influence ~~our~~ members of our year over topics that maybe a wide range was unaware of and something that would affect us directly.

2 ~~Interviews with people~~ ~~Questionnaires~~
Interviews with teachers, and students allowed us to gain further insight over how many ~~people~~ believed ~~that voting as~~ if voting age should be lowered and their reasons behind it, to understand how to develop a personal response to approach this.



Two clear methods of primary research are identified with an explanation of how this research helped choose the action, therefore meriting full marks.

Question 1(e)

This question required candidates to draw on their own experiences of taking action, this time with the focus on whether the choice of methods is the most important factor contributing to failure. Candidates who did not give specific detail from their own action were limited to 6 marks.

Candidates were also required to offer another point of view. There were two alternative approaches to this. Firstly, they could argue that methods are not the main reason for failure.

Secondly, they could argue that a different factor was more important in leading to failure eg teamwork, communication, research and so on. One point of view alone would keep the mark low in Level 2.

(e) 'The main reason a citizenship action could fail is because of the choice of methods.'

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)

I agree with this view because the method we choose to do ~~our~~ research on our action could not be the most effective, for example if we choose to ~~present~~ do interviews for our research, it could give us data that represents only a small minority so the data could not be accurate and the action ~~could~~ ~~not~~ might fail as it ~~isn't~~ ~~is~~ doesn't represent ~~most~~ ~~people~~ a lot of people. ~~is~~ ~~ex~~

However, I disagree because other factors such as ~~ex~~ disagreements on ~~the~~ decisions between group members could lead to conflict within the group, that could ~~lead to~~ ^{lead to} some members not getting on with each other and therefore the ~~g~~ action would fail as tension rises between members of the group.

I think that choice of methods could lead to failure because if the way you choose to present the action isn't suitable or is not the right way, the action ~~might~~ ~~fail~~ will not be effective as it won't benefit many people.

as it is not clear. For example if you choose to act out your action, if it isn't acted properly, the pupils would not get the message and we would fail in raising awareness.

→ Overall, I think that choice of methods is a main ~~was~~ reason for citizenship action failure because if the methods are chosen correctly, then the action ~~for~~ should not struggle to succeed. Planning is a method that should be done by most groups, if the action is planned right it is less likely to fail.

*// I disagree with the statement because other exterior factors could affect the ~~results~~ action. For example if the method is to ask people in public and the weather is really bad, the results wouldn't be accurate and the action is likely to fail because there wouldn't be a lot of people to ask. Even though the method is right, external factors could lead to failure.



This response addresses the question explicitly, with some good development and considers other points of view.

However, because there is no reference to the candidate's own experience of taking action, the mark has been capped at 6.



Always include examples from your own experience of taking action, to achieve more than half-marks.

- (e) 'The main reason a citizenship action could fail is because of the choice of methods.'

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)

I partially agree with the statement.

One reason I agree is because if your methods don't engage with the action it won't help you achieve your goal. For example in our group a few people just wanted to put posters around the school, however we decided not to as this method wouldn't educate people as we hoped. Instead we did a culture day as it brought the school community together encouraging community cohesion. This ensured everyone was learning about each other's cultures while having fun. This method helped our action as every person was engaged and listening to others, meaning everyone was getting educated and being diverse. This really benefited our action as it helped us reach our goal.

Another reason why I agree is because your method has to link to your specific action and make a change but if it doesn't

your action may fail. ~~For~~ For example in our action people wasn't been specific enough about the topic at first. We created a powerpoint we was going to present in front of year 10's but it wasn't or worked as they ~~wanted~~ weren't or engaged, this could or caused our action to fail. However we decided to present a powerpoint in smaller groups whilst having games, food and activities from cultures around the world such as nation cloning and food. This helped us as everyone was listening and even engaging by asking questions.

However one reason I disagree is ~~it~~ because just because the method isn't right doesn't mean it will not work. For example when people wasn't in from our group we had to improvise by making leaflets and posters to hand out to pupils. Even though this method of educating students probably isn't the best it worked as it got everyone talking and spreading awareness of the importance of diversity and community cohesion, even the teachers were talking about it which helped us out as this

was the reason we were allowed to do culture day all due to the poster being spread and the teachers seeing how much the pupils were engaging with our action they gave us permission to have a culture day

In conclusion, I disagree because the choice of method doesn't change the outcome it only helps it get done faster

(Total for Question 1 = 24 marks)

TOTAL FOR SECTION A = 24 MARKS



This is an example of a high Level 3 response.

The candidate addresses the question with well-developed points and examples from their own experiences of taking action.

Question 2(a)

Here, two reasons for the use of an e-petition in a campaign were required, with some development, to reach full marks.

The most successful responses were able to give reasons such as being able to share them on social media, or how easy they are to set up online. However, if this was all a candidate wrote, the mark would be limited to 1 per point, because this is not sufficient development for an explanation. As with the Section A questions, 'explain' requires development of a reason to reach full marks.

One area for centres to consider is how they teach the differences between elections and e-petitions. A very frequent mistake was to refer to voting in e-petitions, or how easy it is to count votes. Such responses gained no credit because this is incorrect.

SECTION B: Power and influence: others' actions

Answer ALL parts of Question 2. Write your answers in the spaces provided.

2 Study Source A in the Source Booklet about the Petition Campaign of the Year Award before you answer this question.

(a) Explain **two** reasons why campaigns like those in Source A might use e-petitions.

(4)

1 e-petitions are easier to access for people so more people can vote and sign to get to the signature goal.

2 e-petitions can make more people notice them and help and give people access to further sharing them on websites. People who aren't local & like professionals can also help and see the petition.



Two clear reasons are identified with development, so meriting full marks.

SECTION B: Power and influence: others' actions

Answer ALL parts of Question 2. Write your answers in the spaces provided.

2 Study Source A in the Source Booklet about the Petition Campaign of the Year Award before you answer this question.

(a) Explain **two** reasons why campaigns like those in Source A might use e-petitions.

(4)

1 To gain a larger audience.

2 To gain ~~from~~ the interest of young people.



Simply stating two reasons like this does gain credit, but it is essential to add development to reach full marks.

2 marks are given.

Question 2(b)

This question required candidates to identify two other methods that the campaign described in the source could have used.

This meant that the methods named needed to be suitable for this campaign, rather than naming any method. Responses such as a charity fun run, surveys, questionnaires, 'culture day' therefore were not credited, because the campaign in the source was specifically about changing the school curriculum. These types of methods would not help to achieve the stated goal.

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 related directly to evidence that the campaign **did** 'raise awareness of issues that might otherwise struggle to be heard in Parliament'. Those points needed to be selected from the source material, rather than theoretical points such as 'more people knew about the issue' or 'schools might change the curriculum now'.

Credit was also **not** awarded for points stating that campaigns struggle to be heard in Parliament, because that was not the focus of the quote that candidates were asked to analyse.

- (c) According to Source A, the campaign was able to 'raise awareness of issues that might otherwise struggle to be heard in Parliament'.

Using Source A, analyse why this viewpoint may be accurate.

(2)

Because the petitions were about minorities history, diversity and racism, and Britain's colonial past. That viewpoint may be accurate because Parliament is not very diverse, and the UK is trying to hide / ignore their past so it likely isn't brought up often.



This response could not be given any credit because the reason given does not answer the question about why the campaign did raise awareness of the issue. Instead, it gives an explanation for why it may not have been heard.

- (c) According to Source A, the campaign was able to 'raise awareness of issues that might otherwise struggle to be heard in Parliament'.

Using Source A, analyse why this viewpoint may be accurate.

(2)

members of parliament may be unaware of the issues of the diverse curriculum and so through this campaign it state
it "led to discussions with the education minister" which
shows that members of parliament were notified and
educated on the matter by the popularity of the petition which
otherwise wouldn't have reached parliament without the signa-
tures



This response takes a reason from the source with some development, so merits full marks.

Question 2(d)

This question asked candidates about why a successful e-petition may not lead to change.

The strongest responses were able to identify a range of reasons, mostly related to Parliament not having the time or money or will to make a change, with some development of those reasons.

Weaker responses made simple statements about Parliament not agreeing, without development. As with earlier questions, it is essential to give development beyond making a point, to access the higher marks on this question.

(d) Explain why having a successful e-petition may not lead to change.

(6)

One way having a successful e-petition may not lead to change is due to the government not doing anything about it. This won't lead to change as the government don't think it's a big enough problem in society and doesn't need to be dealt with. This leads to the matter not being dealt with or benefiting the people. This results in there not being any change.

Another way is it may cost too much money. This can be seen as the government can't afford it as it is over the budget that they have to spend. This leads to the e-petition not leading to change as it may be out of the budget. This results in the e-petition going to waste as the government can't afford it.

A third way is due to it not ~~benefiting~~ ^{benefiting} everyone in society. This can be seen as it may only help a certain group of people and do nothing for anyone else. This leads to no change being made as it isn't for the greater good of the people. This results in the government not dealing with the plan. (Total for Question 2 = 14 marks)

TOTAL FOR SECTION B = 14 MARKS



This response makes a range of points with some good development, and so receives full marks.

(d) Explain why having a successful e-petition may not lead to change.

(6)

It may not lead to change due to the fact that the campaign may be not worth their time or it could be unrealistic or unreasonable like for example making Friday a part of the weekend and not having school that day. Another reason why it may not lead to change is due to the campaign ~~is~~ being too controversial and that many people may oppose the campaign, so the parliament ~~debating~~ debating on the campaign may cause people to dislike the party and make things worse.

(Total for Question 2 = 14 marks)

TOTAL FOR SECTION B = 14 MARKS



This is a top Level 2 response.

The candidate makes two clear points with some brief development.

Question 6

This question asked candidates to compare democratic countries with non-democratic countries.

This is another 'explain' question, where development was required for the second mark. It is not enough simply to state democratic countries **can** do X while non-democratic countries can **not** do X eg vote. A more developed explanation is needed for full marks.

6 Explain **one** difference between a democratic and a non-democratic country.

One difference is that a democratic country has the choice to vote for who they want and decide ~~what~~ if they want a new MP or the same one, whereas, a non-democratic country doesn't have that choice.

(Total for Question 6 = 2 marks)



This response identifies a difference, but because it is a 'mirrored' response ie states that democratic countries can do X but non-democratic countries can not, it can only receive 1 mark.

6 Explain **one** difference between a democratic and a non-democratic country.

In a democratic country people can vote for who they want in charge of their country but in a non-democratic country you don't get to freely vote (there is no election or it is rigged) so the same person is in power.

(Total for Question 6 = 2 marks)



A difference between the two is clearly explained here, and so this response receives full marks.

Question 7

This question reflects the changes introduced to the specification in December 2022.

Many candidates were able to identify successfully two changes in the UK's relationship with the EU post-Brexit, most often related to tariffs and migration.

However, a minority of candidates made very general points about relations worsening, which was not credited because this is so vague, or points not clearly linked to changing relationships, such as the cost of living increasing. Again, such points were not credited.

7 Identify **two** examples of how the UK's relationship with the European Union has changed post-Brexit.

- 1 UKs and other European citizens can no longer freely ~~as before~~ work or study in our country or theirs, we need visas.
- 2 If the UK are under attack, European countries no longer have to protect or help us

(Total for Question 7 = 2 marks)



This is an example of a common misunderstanding on this question, where the candidate includes an example from a different international organisation rather than the EU. This is in point 2, which is related to NATO rather than the EU.

1 mark is given.



Make sure you know the key differences between the individual international organisations. Try making a table comparing each one, eg roles, powers, UK's contribution etc to help you remember them.

7 Identify **two** examples of how the UK's relationship with the European Union has changed post-Brexit. *restricted movement.*

- 1 *The citizens of the UK can no longer easily and freely move and work in EU countries. Same with EU citizens, ^{who can't} move and work here.*
- 2 *There are more trade restrictions. Added tax for goods being transported from the EU. Restricted trade.*

(Total for Question 7 = 2 marks)



Two clear examples are stated, so meriting full marks.

Question 8

This question was generally well-answered, with the majority of candidates able at least to identify two reasons for press censorship.

Where candidates did not gain full marks, this was usually because they did not add an explanation to their identified reason. For example, they simply stated 'for national security', or because they misunderstood what the question required and gave reasons for **not** having press censorship.

8 Explain two reasons for press censorship.

- 1 A press censorship might occur if the country is ruled by dictatorship. The dictator ~~we~~ can control the press and media and show what he wants to show on media.
- 2 Press censorship can also occur during the times of war or conflict. because national security is more important and government might not want the countries secrets to go out of country.

(Total for Question 8 = 4 marks)



Two clear points are identified with development, so meriting full marks.

8 Explain **two** reasons for press censorship.

1 To keep Society calm during national emergency

2 To hide false information and rumors from the public to limit the spread of misinformation.

(Total for Question 8 = 4 marks)



Point 1 identifies a relevant reason, but without development, so can be credited with 1 mark.

However, point 2 is incorrect so gains no credit. This was a common misconception amongst candidates.

Question 9

This question always asks candidates to write about two international organisations. This year, candidates were asked to focus on the **role** of the United Nations (UN) and the World Trade Organisation (WTO).

The most successful responses wrote about each organisation in turn, identifying a role with some development and examples, to reach the top level.

Candidates should be reminded that responses that write about the organisations in general eg the UN and the WTO 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 focussing on the roles. This kept responses either in Level 1 or low Level 2 at most, for the lack of focus on the question.

9 Explain the role of the United Nations and the World Trade Organisation.

The United Nations is an organisation with 193 member states and they work together to maintain peace and to solve disputes diplomatically with each other. It was founded in 1945 ~~in~~ after world war 2 in order to ensure peace ~~on the continent~~ after the failure of the League of Nations. The UN has several divisions such as the Security Council where the five permanent members ~~vote~~ and 10 alternating non-permanent members vote on whether to send peacekeeping forces to a country such as Haiti in 2010 after the earthquake troops were sent to maintain peace. The World Trade Organisation is an organisation with 164 member states and it was founded in 1995. It aims to reduce trade barriers between member nations and to uphold a standard and regulations related to trading that all countries must follow. It also aims. It does this by providing clear legislation countries must follow as well as encouraging non-bias and fair discussions and negotiations regarding trade should disputes arise.

(Total for Question 9 = 6 marks)



This is a top Level 3 response.

A range of points is explained in reference to both of the international organisations, and so the response is given full marks.

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 was on whether international organisations such as the UN should take action to protect human rights.

Candidates should be reminded that there is no requirement to include an introduction or a conclusion. Some candidates waste time including often quite lengthy paragraphs at the beginning and/or the end of their response, that gains 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 and 4 marks. Here, a significant number of candidates only focussed on the 'for' argument and so were unable to access the higher marks.

The most successful responses identified points with explanation and some evidence to reach the top levels. For example, many candidates used examples related to the conflicts in Ukraine and Palestine.

10 'International organisations such as the United Nations should take action to protect human rights.'

Write reasoned arguments to support and oppose this statement.

(10)

I think they should because the UN focuses on human rights and war so they should be able to protect human rights outside times of war as well.

If it is their main focus or at least close to main then they should be able to take action. Furthermore, if they protect human rights they should also need to take action when those rights get violated.

However, it is also not the job or aim of the UN to take action against human rights as they may solely focus on war matters or in conflicts between countries.

International organisations mostly revolve around international problems and issues rather than civil details within one country. ~~The UN~~ An example of an international issue may be a civil war between two

Countries or a war between more.

Another organisation is Wto that mostly focuses on rights on trades and tariffs and is between.

therefore, human rights would be the last focus for such.

Even if an ~~ore~~ international organisation may protect human rights or highlight that as an aim or one type of focus, they do not need to take action.

Organisations that are purely on human rights do and even the government or leaders in that country when a person's rights get violated. or

In conclusion, International organisations such as the UN may focus on protecting human rights but shouldn't take immediate action as their main priority is what the ~~Conven~~ organisation was set up for in the first place, for example, settling wars. But they should as well as it is mostly based on human rights.

(Total for Question 10 = 10 marks)



This is a Level 3 response.

The candidate gives points on both sides, with some development but no evidence to support the arguments made.



To reach the top level, include relevant examples.

10 'International organisations such as the United Nations should take action to protect human rights.'

Write reasoned arguments to support and oppose this statement.

(10)

One reason why organisations such as the UN should take action to protect human rights is because ^{many were} ~~it was~~ set up to promote human rights. ^{For example,} The UN drafted and published the Universal Declaration on human rights in 1948. This means that it should take action to ~~prevent~~ ^{protect} them, as they cannot just expect everyone to follow them ~~without~~ ^{just} because they exist. Therefore, organisations such as the UN should take action to protect human rights.

Another reason why international organisations such as the UN should take action to protect human rights is to hold people in positions of power to account. For example, the UN has specialised judicial branches ^{of} ~~for~~ international criminal courts. ~~They are~~ ^{set up to} ~~for~~ holding people in power to account is important as it protects the rights of their citizens and prevents them from abusing their positions of power. For example, ~~as it is~~ the UN prosecuted government officials in Rwanda following the mass genocide of the Tutsi.

people. Over 800,000 ^{tutsi} men, women and children were murdered. Over $\frac{3}{4}$ of the tutsi population. UN intervention meant that the human rights of the tutsi people were protected. Therefore, action from international organisations like the UN are essential to protect human rights.

However, one person may disagree with this statement as they believe that international organisations like the UN limit individual countries' sovereignty. This is because ~~that~~ ~~law~~ ~~that~~ they may prevent countries from having full control over themselves, and making sovereign decisions. This may limit the control of people in power and prevent them from acting in the best interests of their citizens. Therefore, one person may disagree.

Another reason why a person may disagree with this statement is because they believe that international organisations like the UN ~~should not interfere with~~ ^{are not effective} individual countries. This is because they believe that the UN is corrupt or overly controlled by western countries, as it was created by them, and due to the Security Council. They may feel the Security Council is undemocratic as it only contains rich powerful countries but their power of veto is unfair. Therefore, they may believe that international organisations are undemocratic and corrupt. (Total for Question 10 = 10 marks)



This is an example of a top Level 4 response.

There are several reasoned arguments given, with development, balance and some evidence, thus meriting 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 too much media influence on public opinion is undemocratic.

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 Level 3, 5 marks (7-15). Candidates are also required to include a substantiated judgement to access Level 5 marks (13-15).

It is pleasing to see that timing has improved. The majority of candidates attempted 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 the media influences public opinion. Often, they discussed the need to balance the freedom of the press against censorship.

There were also some answers with very well-integrated examples from recent elections or the Brexit campaign, as well as some insightful comments about the influence of the media on allegation of criminal offences such as the Millie Dowler and Chris Jeffries cases. Such responses often referred to press regulation and how this can affect the influence of the media, such as the Independent Press Standards Organisation (IPSO) and the BBC Charter.

However, some candidates demonstrated only very basic knowledge of the potential to influence of different types of media.

A significant minority focussed their answers solely on social media, with no references to the traditional media. This meant their responses only met the criteria for the lower levels because there was only some analysis of relevant viewpoints and lack of breadth.

11 'Too much media influence on public opinion is undemocratic.'

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:

- the use of the media for influence

$\frac{A}{\text{Influence}}$

- rights, duties and values that underpin democracy.

$\frac{D}{\text{Scrutiny}}$
 $\frac{D}{\text{Regulation}}$

The media has the right to inform, investigate, influence, and scrutinise those in power. ~~Some~~ I believe that media influence ~~is~~ is not undemocratic, and rather necessary for democracy to function.

However, some believe that too much media influence is undemocratic as it can ~~to~~ change and impact people's beliefs. ~~News~~ Newspapers, such as ~~the~~ The Guardian, can post 'opinion pieces' ~~to the~~ online for people to access and read. These articles often revolve around ~~significant~~ relevant issues at the time and offer opinions on such matters. This means that ~~people~~ ^{citizens} can have their own opinions skewed in favour of the beliefs of other people such as journalists or even other citizens online. This makes the media as undemocratic, as when ~~those~~ ^{those} citizens vote in elections to be represented by an MP, ~~it~~ they

may vote in favour of someone else's belief rather than their own. As the UK is a representative democracy, ~~the~~ ^{impo} having a government representative of the ~~country's~~ country's actual views and beliefs is crucial to ensure the country is run in favour of everyone.

Some may also ^{agree} disagree ~~as~~ as the media ~~can~~ and press can produce fake news ~~to order~~ or sensationalise details in search of profit and wealth. An extreme example of this is during the 19th century, where ~~to~~ details from the Jack the Ripper murders were often emphasised in order for London newspapers to sell more copies. This still happens frequently to this day, which may mean ~~people's~~ that citizens' views on the world are unrealistic due to false reports online. This can, again, influence the way citizens may vote in election as fake news is often posted about ~~polit~~ disliked ~~politicians~~ politicians and MPs. This makes the government ~~totally~~ of UK unsuitable for UK citizens, and therefore undemocratic.

~~However~~ On the other hand, some may argue that the media is important for democracy due to its responsibility to investigate and scrutinise. For example,

in 2009 the media found that ~~many~~ ~~MP~~ multiple MPs were claiming unnecessary expenses in the MP expenses scandal. This led to ~~many~~ some MPs being prosecuted for their actions. This means that the media are useful in ensuring Rule of Law, by making it so that no one is above the law and that even those in power can be held accountable for their actions. This is vital for democracy as without it ~~it~~ equality would not be assured in the UK, and there would be less checks and balances for the government's power over citizens.

Another reason ~~some~~ some may disagree that the media is undemocratic as it is ~~not~~ thoroughly regulated to make sure it is democratic. The BBC are an unbiased and unopinionated ~~news~~ example of the press, and are regulated by the Royal Charter. This ensures that the information they present is purely factual + to inform citizens ~~rather than so~~ that they can form their own opinions and beliefs. Another example of press regulation is the Independent Press Standards Organisation, which were formed after the Leveson Inquiry into the media's treatment of the family of a missing student. All the regulation on the press ensures

that it is safe and democratic as it limits the power it has. This means that it cannot be used in order to compromise the UK's ~~value~~ democratic values and interests.

To conclude, I do not agree that the media is undemocratic. ~~rather, I believe that it is necessary to ensure our democracy.~~ I consider the media to be ~~an important~~ a vital way of limiting the power of authorities ^{such as the government to} and ~~in turn preventing~~ possible corruption ~~to our society~~ and ~~gloves of power.~~ ~~the power of society~~ ~~the press and media~~ The ~~power~~ ^{influence} the media has, however, ~~is~~ ~~could~~ could be a concern to our democracy, but the press has different ways to ~~be regulated~~ ^{held to} ensure it does not have too much ^{power} ~~influence~~ over so citizens to ~~keep our democracy work~~ maintain the democracy it ~~supports~~ underpins, ~~and supports~~ both maintain and underpinning ~~the~~ ^{our} democracy.

(Total for Question 11 = 15 marks)

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



This is an example of a Level 4 response.

The candidate addresses the question explicitly throughout, giving arguments on both sides and with some good evidence.

Paper Summary

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

- Candidates need to be able to refer explicitly to their own experiences of taking action throughout Section A
- Candidates should be reminded to link their responses in Section A to their own action, to avoid losing marks for generic responses
- The extended response in Section A should be structured around candidates' own experiences of taking action
- The Section B source will be based on an example of campaigning. Candidates will be expected to apply their 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
- The 4-mark questions require development or exemplification to reach full marks
- The 6-mark questions require more than simply identifying points: development is necessary to progress through the levels
- Candidates need to be able to explain the roles and functions of all the international organisations named in Theme D. They should be prepared to discuss them individually in Q09 in particular, because this will always be based on two of those named international organisations
- Candidates are not required to come to a reasoned conclusion in Q10
- Progression through the levels on Q11 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:
<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

