



Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCSE
In Citizenship Studies (1CS0)
Paper 1

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Summer 2023

Question Paper Log Number P72634A

Publications Code 1CS0_01_2306_MS

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Question number	Answer	Mark
1(a)	<p>B is the correct answer</p> <p>A is incorrect as this is not asylum seeking</p> <p>C is incorrect as this relates to an economic migrant</p> <p>D is incorrect as this is an example of travel</p>	(1)

Question number	Answer	Mark
1(b)	<p>D is the correct answer</p> <p>A is incorrect as the Charter does not make this demand on parents</p> <p>B is incorrect as poverty does not trigger this under the Charter</p> <p>C is incorrect as the Charter does not provide housing</p>	(1)

Question number	Answer	Mark
	Explain two reasons why mutual respect is necessary in society	
1(c)	<p>Mutual respect is necessary in society for the following reasons:</p> <ul style="list-style-type: none"> • In the UK we live in a diverse society with many different customs and traditions (1) We could not live peacefully side by side if there was continued disrespect for other cultural norms (1) • If all citizens are not given and shown mutual respect it could cause sections of society offence (1) This could make them feel undervalued and not part of collective society – their worth being questioned (1) • Not showing equal mutual respect may lead to sections of society being excluded or isolated (1) This exclusion could lead to unacceptable discrimination (1) • Mutual respect develops and encourages freedom in society (1) Is allows different people to make the best choices for themselves (1) • If mutual respect was not in place there would be serious damage to building valuable community cohesion (1) This could lead to breakdown in civil life (1) <p>Accept other valid answers</p>	(4)

Question number	Answer	Mark
1(d)	<p>Local councils are democratic by the following means:</p> <ul style="list-style-type: none"> • Local councillors are elected by the local community (1) in free and fair elections (1) • Being elected on a set of policies/promises of action for the local area (1) Thus the public can judge councils on keeping their policy promises (1) • As such they can be returned or removed from their post at subsequent elections (1) Thus their performance is checked in a democratic manner by the local community (1) • They are held accountable for their actions and have to explain these to the public (1) They conduct their work in an open and democratic manner which is transparent for all the community (1) • They cannot remain in office if they are found guilty of a serious criminal offence (1) This is part of the democratic principles that if they make the rules, they are also bound by them and are not above the law (1) <p>Accept other valid answers</p>	(2)

Question number	Answer	Mark
1(e)	<p>Two benefits of migration for the UK may include:</p> <ul style="list-style-type: none"> • It creates economic benefits for certain sectors of the economy which aid growth • It allows the UK to energise and expand its workforce and talent bank • It introduces new cultures to the UK such as food and fashion • It contributes to making the UK more diverse and cosmopolitan thus aiding wider toleration • It allows the UK to fill any skills shortages <p>Accept other valid answers</p>	(2)

Question number	Indicative content
2	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive, and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates who merely repeat the source without any additional own knowledge are restricted to Level 1 (max. 2marks)</p> <p>Explain the significance of religion for young people in the UK today Relevant points may include:</p> <ul style="list-style-type: none"> • Religion provides a sense of identity: for many young people their religion gives them their sense of identity in the world, and they relate through this to their family and their wider community. It gives them a sense of belonging and purpose. • Religion furnishes young people with a set of moral values: for many young people their religion sets their moral compass. Through religion they gauge and create a sense of fairness in how they deal with others in society • Religion provides a context for events and rituals in a young person's life: these include seasonal and historical celebrations. Life milestones such as marriages, births and deaths. For young people religion again connects both community and family by these ritual events. • Religion is connected to a young person's education: Many schools attended by young people foster an allegiance to a set of religious values and norms. This reinforces the importance of religion by adding an extra dimension to a young personal socialisation and value orientation. • The absence of religion for young people is not viewed in a negative manner: It is quite common for young people to be brought up in households who have no religious views, this does not mean that they have a negative or value free upbringing. This does not produce in any sense inferior citizens or young people without values • The absence of religion for young people does not diminish their respect for others and their tolerance. This does to a large extent imply that a moral compass can still be created without a religious background. <p>Accept other valid answers</p>

Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the source context.
2	3-4	<ul style="list-style-type: none"> Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the source context.
3	5-6	<ul style="list-style-type: none"> Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about the source context.

Question number	Answer	Mark
3 (a)	<p>Government ministers carry out many roles these include:</p> <ul style="list-style-type: none"> Heading a department of state Speaking in Parliament about issues concerning the role of the minister Instructing civil servants to act in a certain way Making decisions about how the country is managed in certain areas Advising the Prime Minister on current situations in the department which they work Several ministers have a role as members of the Cabinet <p>Please do not reward answers which give examples of common duties of all MPs and peers such as voting on legislation</p> <p>Accept other valid answers</p>	(1)

Question number	Answer	Mark
3 (b)	<p>There are many differences between the House of Commons and the House of Lords - some which include:</p> <ul style="list-style-type: none"> • The Commons is comprised of MPs who have been elected to their post (1) whereas the members of the Lords have not faced the electorate to gain their position (1) • The above means that a member of the Commons may lose their seat at an election (1) whereas the Lords do not lose their seats, it is for life unless they resign (1) • The Commons is seen as the more senior house as it has been elected (1) whereas the Lords lacks this democratic legitimacy (1) • The Commons has the sole say on financial matters (1) whereas the Lords cannot debate money bills as this is forbidden (1) • The Commons contain the vast bulk of government ministers (1) whereas the Lords has far fewer government ministers again showing the greater democratic link of the Commons (1) • The House of Lords contains many experts in particular areas such as science and technology (1) By contrast the Commons has fewer subject specialists who tend to be career politicians (1) <p>Accept any other valid answers</p>	(4)

Question number	Answer	Mark
3 (c)	<p>The Westminster first-past-the-post voting system has many features, some of which include:</p> <ul style="list-style-type: none"> • It is a system of simple plurality - which means that the person who has simply one more vote in their constituency than their nearest rival is the winner • To vote a person has to place an 'X' by the candidate of their choice. They cannot numerically rank their candidates or have more than one vote for their sole, single choice • This may mean that in many seats the winner does not gain 50% of the vote cast • The system in the UK has just one member for each region or constituency • There are currently 650 members elected via fptp and this gives a geographical representation for all of the UK • Under the system to win an election under fptp a government has to gain a majority of seats currently 326 • It is often described as a "winner takes all" system where the government elected benefits from the distribution of votes <p>Accept other valid answers</p>	(3)

Question number	Answer	Mark
4(a)	<p>D is the correct answer as devolution granted the Scottish Parliament the right to control fishing and agriculture but not its defence</p> <p>A is incorrect as the Westminster Parliament has devolved certain powers to the Scottish Parliament</p> <p>B is incorrect as there is no geographical difference in the power of the Scottish Parliament in Scotland</p> <p>C is incorrect as the Scottish Parliament does not have the power to determine who is its head of state</p>	(1)
4(b)	<p>A is the correct answer as PMQ is an example of Parliamentary oversight and scrutiny</p> <p>B is incorrect as swearing an oath of allegiance is not oversight and scrutiny</p> <p>C is incorrect as the Monarch opening Parliament is not scrutiny and oversight</p> <p>D is incorrect as the public viewing Parliament is not scrutiny and oversight</p>	(1)
4 (c)	<p>B is the correct answer as direct tax is taken directly from individuals, but indirect tax is taken upon spending</p> <p>A is incorrect as the difference between both taxes has no connection to wealth</p> <p>C is incorrect as the taxation difference has nothing to do with either central or local government</p> <p>D is incorrect as both taxes are compulsory</p>	(1)

Question number	Indicative content	Mark
4 (d)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates who merely repeat the source without any additional own knowledge are restricted to Level 1 (max. 2marks)</p> <p>If we compare how referendums are used in the UK and Switzerland we may be able to make the following connections:</p> <ul style="list-style-type: none"> • In Switzerland referendums are held regularly: they are an important aspect of their political life. By contrast in the UK we use them infrequently and only for constitutional matters • In Switzerland referendums have a big impact on how the country is run and connect citizens with real decision making - in the UK we do not have this and our citizens are seen as out of touch • In Switzerland referendums cover a wider range of issues such as moral issues like abortion and euthanasia to which the UK public are currently excluded. If the UK covered more issues with referendums it would mean that decisions are not just the province of a few politicians. • In Switzerland the participation rate in referendums is high making the decisions more legitimate. Having more referendums in the UK would make decisions seem much fairer and transparent • In Switzerland it is possible to repeal/remove outdated laws to ensure fairness. If we did this in the UK our laws would be more up to date. • If we were to copy the use of referendums in the UK to be the same as Switzerland it would complement and support our current system of representative democracy far better than we currently do 	(6)

	Accept other valid answers		
Level	Mark	Descriptor	
	0	No rewardable material.	
1	1-2	<ul style="list-style-type: none"> Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the source context. 	•
2	3-4	<ul style="list-style-type: none"> Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the source context. 	•
3	5-6	<ul style="list-style-type: none"> Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about the source context. 	•

Question number	Answer	Mark
5 (a)	<p>Crime may increase in society for a variety of reasons which may include:</p> <ul style="list-style-type: none"> Increased levels of hardship among some sections of society due to financial problems A lack of deterrence - in that a crime although wrong goes unpunished and undetected A lack or shortage of Police officers to both deter and catch criminals A lack of reporting may mean criminals go undetected and continue offending, increasing crime statistics, or conversely an increase in reporting of crime increases crime statistics More opportunities for crime - such as the internet- social media etc. New laws are introduced which increase the range of criminal offences. People willingly and knowingly commit crimes for the moral position which they take on topics such as environmental matters Reoffending/lack of support for convicted offenders The prison experience may generate further reoffending (e.g. influence from other inmates) <p>Accept other valid answers</p>	(2)

Question number	Answer	Mark
5 (b)	<p>Three reasons why we need law in society may include:</p> <ul style="list-style-type: none">• To safeguard and protect the public from crime and its impact• To preserve peace and order in society• To settle disputes between people in life and business• To ensure that all citizens are treated equally / nobody is above the law• To cater for new developments in society - such as scientific and technological change• To reflect and support new values which society approves of• To set standards of behaviour• To act as a deterrence• To punish offenders / sanction wrongdoing <p>Accept other valid answers</p>	(3)

Question number	Answer	Mark
5 (c)	<p>Benefits of mediation to settle a legal dispute may include the following</p> <ul style="list-style-type: none"> • It may be a faster/quicker process (1) Thus justice and fairness may be arrived at as soon as practical (1) • It is less expensive (1) This saves the money of the participants (1) • It is less formal and daunting than a court of law (1) This may allow participants to be less intimidated (1) • It can be managed in a more friendly and personal manner (1) This may also allow a more amicable and worked out solution which avoids a winner/loser scenario of a court of law (1) • It is also a much more private and confidential means to settle a dispute (1) This can be very helpful to both parties if it is dealing with a sensitive and private matter (1) <p>Please note that in order to achieve two marks one reason has to be explained. Two separate benefits without any explanation will be credited with one mark</p> <p>Accept other valid answers</p>	(2)

Question number	Answer	Mark
6(a)	<p>C is the correct answer as this accurately reflects a difference between the two courts.</p> <p>A is incorrect because this does not accurately reflect the power to fine of both courts in comparison</p> <p>B is incorrect because the burden of proof is the same in both courts</p> <p>D is incorrect because the Crown Court can impose life imprisonment and the magistrates are limited to two years</p>	(1)

Question number	Answer	Mark
6 (b)	<p>Two family matters which the civil law deals with may include:</p> <ul style="list-style-type: none"> • Divorce and separation of married people • Financial settlements (e.g. property/assets, child maintenance) after a divorce or separation • Custodianship or guardianship of children • When a will is contested / inheritance • When a person dies without making a will / intestate • Adoption • It is acceptable to cite "domestic abuse" in the context of civil law proceedings where an explicit link to the criminal law is not made <p>Accept other valid answers</p>	(2)

Question number	Indicative content		Mark
6 (c)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated. Other relevant material not suggested below must also be credited.</p> <p>Candidates who merely repeat the source without any additional own knowledge are restricted to Level 1 (max. 2marks)</p> <p>There are several ways in which a restorative judgment may reduce crime, some of which include:</p> <ul style="list-style-type: none"> • It should not replace prison and courts but offer a possible alternative punishment • It is a different way of dealing with an offence than prison. • It gives the people who have suffered from crime a new perspective and means that wider society attempts to solve the issue of crime rather than it being just the state as such it is a collective decision and action • It reduces the burden on the police who can target their action to more serious areas • It reduces the strain on the court system which is seen as under pressure • By involving the victim and the offender it is a unique way of approaching the reduction of crime on a long-term basis as such it is said to create 'community capital' for long term benefits of society • It brings some sense of satisfaction to the victim • It readily contributes to the rehabilitation of the offender • It is a cost-effective option <p>Accept other valid answers</p>		(6)
Level	Mark	Descriptor	
	0	No rewardable material.	
1	1–2	<ul style="list-style-type: none"> • Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the source context. 	•
2	3–4	<ul style="list-style-type: none"> • Some knowledge is shown about the concepts, terms and issues relevant to the question. 	•

		Some understanding of how these apply is shown by some developed comment about the source context.	
3	5-6	<ul style="list-style-type: none"> Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about the source context. 	•

Question number	Answer	Mark
7 (a)	<p>B is the correct answer as he asserts this fact.</p> <p>A is incorrect because he does not indicate that general elections stimulate violence</p> <p>C is incorrect because he actually states the opposite</p> <p>D is incorrect because he actually makes the opposing point</p>	(1)

Question number	Answer	Mark
7 (b)	<p>D is the correct answer as he asserts this fact.</p> <p>A is incorrect because he does make that assertion</p> <p>B is incorrect because he does not allege this to be the case</p> <p>C is incorrect because he does not state that</p>	(1)
Question number	Answer	Mark
7 (c)	<p>Both writers agree on the following:</p> <ul style="list-style-type: none"> The media is important and influential Protesting is seen as a right Protesting is acceptable/justifiable Protesting is a nuisance 	(2)

Question number	Indicative content	Mark
7 (d)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive, and candidates are not required to include all the material which is indicated as relevant.</p> <p>The source sets out two competing views with clear differences.</p> <p>The following discussion may arise around support or disagreement with the views of Peter Tatchell</p> <ul style="list-style-type: none"> • We need to have brave people to stand up and get change. But is this bravery or disregard of the law? • Look at the examples of the 'path makers'/agents of change on women and gay rights - their endeavour delivered needed change which would not have arisen without them. Or do we view that change would occur anyway without law breaking? • There is case for saying that any attack or erosion on human rights then law breaking is justified in any shape or form. But will the disregard of law result in chaos? • It is true that law breakers stand out and hit the media headlines - this is a natural follow on from the cause, that is modern society. But others may claim that the media is making the situation even worse • General elections are not enough to deliver the change which society needs - for even political parties do not keep the promises which they make. However, we may conclude that the political system cannot cope with random protests being the source of change in society. • If the law breakers carry with them the will of the majority - then this validates their actions. However, we may say that law breaking and democracy do not and cannot work in tandem. <p>The following discussion may arise around support or disagreement with the views of Dominic Grieve</p> <ul style="list-style-type: none"> • In society it is not possible to select in a random fashion what laws we wish to obey or disregard. However, if a law or rule is unjust should we not protest against it? • Grieve appreciates and values the right to protest and campaign for differing causes - as a basic democratic freedom - but that protest must take place within the bounds of law. On the other hand if a law is seen to be unjust - it may need unjust counter measures to resolve • Grieve identifies that there is more than just one side in a debate, all may have legitimate and valid views and often solutions are not to the most vocal or most disruptive but to compromise without intimidation. On the other hand some issues such as fair human rights do not have a credible alternative. 	(12)

	<ul style="list-style-type: none"> • Those who break the law and cause disruption are selfish, they fail to think of others in the actions which they take. However, major problems may demand radical options to create change. • We cannot simply turn to rebellion and illegal action when we dislike something, that would break the rule of law and be instrumental in anarchy and the breakdown of society. However, some argue that society has wide agreement on laws - but it is only a minority which demand more radical actions. • We live in a representative democracy and the way to obtain change is through the ballot box. However, some argue that this is too slow and piecemeal. 	
Accept other valid answers		

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

Question number	Indicative content	Mark
8	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive, and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Those who argue it is necessary for the government to increase taxes to provide essential public services argue the following:</p> <ul style="list-style-type: none"> • We must continue to look after the welfare of citizens. As such benefits have to be in line with the needs of people - and some may need more help because of their situation - such as a disability or the fact that they cannot afford a home. Unless major welfare is provided via public services the vulnerable will remain and suffer. Increasing taxes to help the poor by providing public services. This is both morally right and will produce a better society. Decreasing taxes would cause immense hardship. • The state always needs to increase its spending on health provision. Life expectancy and medical care should evolve and get better. New medicines and new modes of operation cost - but we enhance and save lives in the process - so taxes should be increased to fund this. As we grow richer as a country we should share that wealth by providing better public services, to decrease taxes would be immoral. • Care of the elderly has become more expensive but taxes need to rise to protect and look after this group who have worked all their lives and paid taxes into the system. It is unfair to reduce this public service if we cut taxation. • Education has the power to improve life chances. Those in state schools have an uneven range of outcomes - improving schools is investment in our future and further success. A better educated population means benefits all round. Taxes increased to pay for this public service is a wise investment, cutting them would be foolish. • In the UK we are a wealthy country but that wealth is uneven - to provide opportunity raising taxes in a certain manner can redistribute wealth and deliver justice. Cutting taxes invariably helps the wealthier not the poorer sections of society. • The government has to re-cast its taxation and spending choices - increasing taxes to deliver more but also cutting areas where we can afford to do so - such as defence and international aid. Cutting taxes is a regressive act. <p>Those who argue it is not necessary for the government to increase taxes to provide services argue the following:</p> <ul style="list-style-type: none"> • There has to be, even with the most generous system limits on what can be spent on public services. They are there not to provide luxury but to prevent abject poverty, we cannot create a system where there is little difference between welfare and work. Taxes should not be raised to pay for more welfare. Instead they should be cut to reduce taxes on those who work. • Taxes should not be raised for health provision by the government. It already has increased year on year and there is a natural limit to what we can expect taxpayers to give, in reality where would the limit be - it has to be what we can afford. Taxes need reduction to lessen the burden on citizens. 	(15)

	<ul style="list-style-type: none"> • With regard to raising taxes to pay for the elderly we have the issue that this consumes a huge amount of government revenue already, the task here is not to spend more but to ensure that those coming to future retirement save enough themselves in their working years. Again, if we decrease taxes this gives more of their own money back to citizens • In respect to education the government cannot justify increasing taxes, it is about management of schools - all receive the same funding, but some perform much better than others - the task is not to spend more but to tackle current underperformance. • It is not essentially about raising taxes but spending wisely what we have now under the current taxation levels, taxes should head downwards not upwards. • It can also be suggested that as the cost of living is rising increasing taxes will not help. Rather it will make the cost of living unbearable. A government has to reduce the tax burden does not increase it • Better public services should arise out of economic growth not from increasing the tax burden on others <p>Accept other valid answers</p>	
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Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • A simple or generalised answer, showing little analysis of relevant viewpoints. • The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. • An overall judgement is missing or asserted.
2	4-7	<ul style="list-style-type: none"> • Some analysis of relevant viewpoints, but this is focused on one side of the argument. • The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth. • An overall judgement is given, but with limited substantiation.
3	8-11	<ul style="list-style-type: none"> • Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is un-sustained. • The evaluation contains reasoned, coherent arguments. Material is relevant but lacks breadth or depth. • An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.
4	12-15	<ul style="list-style-type: none"> • Convincing and sustained analysis of relevant viewpoints on both sides of the argument. • The evaluation contains reasoned, coherent arguments, showing good breadth and depth. • An overall judgement is given which is well substantiated through the evidence provided.