



Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCSE
In Citizenship Studies
Paper 2

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Summer 2023

Question Paper Log number P72635

Publications Code 1CS0_02_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>In each case, award 1 mark for the way suggested (AO2) and the second mark for further development of how it shows the citizenship action clearly addresses Citizenship issue related to their studies e.g.:</p> <ul style="list-style-type: none"> • We wanted to help a certain group of people [XXX] (1) and so we chose to plan an action on [YYY] because this could achieve [ZZZ] for [XXX] (1) • Our primary research of [XXX] showed that [YYY] was a problem for our local area (1) so we chose to do [ZZZ] because we knew it would make a difference of [AAA] for our chosen issue of [YYY] (1) • [XXX] as a person in a position of power had previously stated that they were interested in issue [YYY] (1) so we chose an action related to [YYY] because we knew we had more chance of gaining [XXX]'s support (1) • We chose to do [XXX] for individual/group [YYY] (1) which relates to Theme A/B/C/D because [ZZZ] (1) • We wanted to raise awareness of [XXX] (1) and so we chose to do [YYY] which relates to a Citizenship action because [ZZZ] (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. we wanted to help people/raise money etc</p>	(2)

Question number	Answer	Mark
1(b)	<p>Award 1 mark for the reason given (AO2) and the second mark for further development of why it is important to research both primary and secondary sources when planning your citizenship action e.g.:</p> <p>Award 1 mark for the reason given, and the second mark for the explanation of how this reason helped plan their citizenship action (AO2), e.g:</p> <ul style="list-style-type: none"> • Using secondary research about local issues that exist as well as primary research such as interviewing local people about problems related to our chosen issue (1) would help make sure we could plan an action that would make a difference and is important to our local area. (1) • Primary research such as researching methods used for similar actions and secondary research such as how these methods affected the success of an action (1) would help make sure we chose the methods most likely to help our action be a success/avoid previous mistakes (1) • Primary research such as surveys to find out about different perspectives related to our chosen issue combined with secondary research about different ideas on how to tackle our chosen issue (1) can make sure we could target our action in a way that would gain the most support for individuals or groups affected by our issue (1) • Primary research such as surveys/interviews may only ask a small number of people their opinions while secondary research can show a wider range of views/collect more information/data (1) so using both can help you choose an action topic/method/goal that is more likely to be successful (1) • Primary research is more likely to give you views/ideas from those directly affected by your chosen issue while secondary research may give you facts and statistics about the issue (1) so you ensure can choose a topic that does need taking action (1) • Using primary research of [XXX] combined with secondary research of [YYY] can show how accurate your research is (1) and so help choose an appropriate topic/method/target audience/goal (1) 	(4)

	<ul style="list-style-type: none"> • Only using primary research like [XXX] or one secondary source alone may give you biased views (1) so using both can help you understand what the key issue is and how to tackle it (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. we used primary research to ask people their opinions and secondary research where we found surveys on the same topic online.</p>	
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Question number	Answer	Mark
1(c)	<p>Award 1 mark for the reason given (AO2) and the second mark for further development of why negotiation was important when carrying out the citizenship action e.g.:</p> <ul style="list-style-type: none"> • Negotiation was important when delivering my action because I had to make sure I had asked my teacher/headteacher/other person in a position of authority for permission to do [XXX] (1) which meant I had to discuss with them the date/time/choice of action to make sure I would be allowed to carry it out (1) • Negotiation within my team was important to make sure we all felt that we were playing a role and being treated fairly in the group (1) otherwise there might have been conflict/arguments between group members about who was doing what task that might have prevented out action from being carried out (1) • Negotiation was important to make sure everyone had a role that was suited to them/was able to participate (1) to help make sure everyone was able to use their skills/participate to the best of their ability to help the action run smoothly/be successful (1) • Negotiation was important when delivering my action because we were working with people from outside my school who may not have understood/realised what our action was about (1) so we had to make sure we were able to explain it to them in a way that might persuade them to join/support/donate time/money/resources to our campaign (1) • Negotiation was important to make sure we came to a compromise and could make a plan/make decisions (1) otherwise there could have been conflict or a lack of organisation that made our action fail (1) • Negotiation was important to make sure everyone's views were considered (1) to help everyone feel like a valued member of the team so they would participate fully (1) • Negotiation was important to make sure we had discussed a range of views (1) to make sure we could choose the best action/target audience/methods/goal etc to ensure success (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. I had to work with other people etc</p>	(2)

Question number	Answer	Mark
1(d)	<p>In each case, award 1 mark for the way stated (AO2) and the second mark for further development of how considering different viewpoints affected the methods used for the citizenship action e.g.:</p> <ul style="list-style-type: none"> • Our chosen action aimed to affect [XXX] but might also have had an impact on [YYY] (1) so we had to make sure the methods we used did not have a negative impact on group [YYY] (1) • We wanted to raise awareness of issue [XXX] but we could only think of one idea for helping [XXX] because it was not a topic we knew much about (1) so we had to carry out extra research to make sure that we were using the most effective methods that would gain us lots of support from different people (1) • We wanted to make a change on issue [XXX] because we had learned about it in our Citizenship lessons but we had to find out what the people involved in issue [XXX] wanted to change/improve/do to tackle the issue (1) to make sure we used methods that would be suitable for helping the people involved in [XXX] and would be welcomed/supported (1) • There was disagreement in my team about which methods to use for our campaign on [XXX] (1) so we had to try to come to a compromise/have a democratic vote/evaluate which would be the best methods to use (1) • Our target audience for the campaign on issue [XXX] was group [YYY] so we chose to do [ZZZ] (1) because this would be the most effective method of reaching a wider audience/gaining their support/persuading them to change their viewpoint/encouraging them to take action on issue [YYY] (1) • We wanted to raise awareness of issue [XXX] so we had to consider what people already knew about this (1) so we could choose methods most likely to reach other people who were <i>not</i> affected by the issue so they could learn about [XXX] (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. we asked people for different views about our issue. Note: there are a large number of ways which could be explained for this question. This mark scheme is not a prescriptive list.</p>	(4)

Question number	Indicative content
1(e)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 and AO3 below. These two assessment objectives should be considered together; the general marking guidance shows how to deal with answers that demonstrate abilities at different levels for each assessment objective.</p> <p>No marks may be awarded for answers that do not relate specifically to the candidate's own citizenship action (i.e. a complete absence of AO2). AO2 and AO3 are equally weighted: answers that do not display any qualities associated with AO3 cannot be awarded more than 6 marks.</p> <p>Indicative content guidance</p> <p>Candidates must consider the statement in the light of experiences and knowledge gained during their own citizenship activity. Points made will depend to a great extent on the candidate's own experiences but might include some of ideas below. Other relevant ideas must also be credited.</p> <p>Points in support of 'Identifying potential problems and planning ways to avoid them is the key to carrying out an effective citizenship action' may include:</p> <ul style="list-style-type: none"> • Identifying potential problems such as having school rules on what you can/cannot do for your action may ensure your action can be carried out • Identifying potential problems such as not raising the amount of money needed to carry out your action and what alternative action you could take instead may ensure your action goes ahead • Identifying potential problems such as a lack of support for your action may allow you to make changes to your plans to ensure you attract the maximum support • Identifying potential problems such as disagreement over the choice of action and/or methods may help your team find a way of compromising e.g. by having a democratic vote on key decisions, which means your team will work together more effectively <p>Counter points to 'Identifying potential problems and planning ways to avoid them is the key to carrying out an effective citizenship action' may include:</p> <ul style="list-style-type: none"> • It may not be possible to predict and plan for all possible problems that arise e.g. if a member of your team is ill on the day of the action and you were relying on them • Other issues may be more important in preventing your action from being effective, such as choosing an issue that people are interested in but not willing to take action to support e.g. by joining a demonstration or donating money • A team may spend too much time identifying potential problems and thinking about how to avoid them and not enough time on planning the action itself, so may not achieve their overall goals • Other factors may be more important when it comes to ensuring your citizenship action is effective e.g. accurate research, considering different perspectives, good leadership and/or teamwork, realistic goals etc <p>Accept any other valid answer.</p>

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

Question number	Answer	Mark
2(a)	<p>In each case, award 1 mark for the reason identified and the second mark for developing the reason why people might choose to support a campaign like this into an explanation (AO2), e.g.:</p> <ul style="list-style-type: none"> • This is a local campaign for a charity that works to support local people (1) so they wish to support it on behalf of friends/family/themselves/the individuals featured in the campaign (1) • People may be more likely to choose to lend their support to a charity/campaign that works with vulnerable people/gives them experiences/opportunities they would not have without the charity (1) like The Galley Common Stables which is a riding school for the disabled (1) • Local businesses may be more likely to offer materials that they own like hay to a small campaign like this (1) as it is easy to do and may not cost them as much as a financial donation/may be good publicity for their business (1) • People may be more likely to contribute to a campaign that has proven successful in the past (1) like The Galley Common Stables who have been able to campaign successfully and save themselves from closure in the past (1) • A campaign that is successful in raising awareness like The Galley Common Stables (1) is more likely to gain support because people will know what they are trying to achieve (1) • A campaign that benefits society is more likely to gain support (1) because people will want to support something that helps others/will want to help a small campaign grow/supporting it may make people feel good about themselves (1) • People may choose to support the campaign because they want to volunteer for a good cause (1) and want to do something that helps their local community/society (1) <p>Accept any other valid answer.</p>	(4)

Question number	Answer	Mark
2(b)	<p>In each case, award 1 mark for the identified success (AO1):</p> <ul style="list-style-type: none"> • They were offered a year's worth of hay by a local company (1) • They were offered free feed for a year by one of their suppliers (1) • Volunteers from a local crisp-packet making factory carried out refurbishment work on the stable so they could keep giving lessons (1) • They gained 2000 signatures on a petition in a previous campaign (1) • They won a court case against the local council, forcing them to renegotiate their lease/allowed them to stay open (1) • They gained the support of the local MP (1) • The campaign ultimately allowed the stables to stay open (1) <p>Do not accept any reference to financial donations as this is excluded by the question.</p>	(2)

Question number	Answer	Mark
2(c)	<p>Award up to 2 marks for a reason derived from analysing (AO3) why the viewpoint might be mistaken. The first mark is for providing a valid reason, and the second mark is for developing this into an explanation that relates to evidence found in the source, e.g.:</p> <ul style="list-style-type: none"> • The money raised was only enough to keep the stables open for one month (1) but this does not guarantee more donations to help them stay open for longer (1) • Free hay and food for a year was offered, but this does not cover all the costs of running a stable (1) and this does not mean that the stables can keep running lessons even with these offers (1) • Although they raised £4,813 in their appeal, this was only 4% of their target of £117,598 (1) this shows that they still have a lot of fundraising to do to keep the stables open (1) • The Galley Common Stables have only been successful for some parts of their campaign (1) and the fact they have had to start new campaigns and are continuing to campaign suggests they have not had 'incredible' success (1) <p>Only credit answers directly taken from the source.</p>	(2)

Question number	Indicative content	
2(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>Relevant points may include:</p> <ul style="list-style-type: none"> • People may donate as a one-off rather than give regular donations, so charities may need to keep campaigning for more fund-raising • Campaigns may succeed in solving one problem e.g. winning a legal battle against a local council like the riding school did in Source A, but more problems may arise such as running out of money • Campaigns may succeed in raising awareness and gaining support, but this does not always lead to success in achieving change or gaining necessary financial support • Campaigns may lose supporters or donations/struggle to gain sufficient support for their campaign as new campaigns arise and people and/or the media/people in positions of power switch their support/focus to a different issue • Campaigns may find it difficult to achieve their goals without the support of those in power/local council/the government if they do not agree with the issue/want to make a change/are not willing to fund the change required • Choice of methods may affect the likelihood of success if a campaign chooses methods that don't appeal to the target audience/are ineffective • The goal set may be unrealistic/too difficult to achieve so may not be successful <p>Accept any other valid answer.</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 actions in the source context.
2	3–4	<ul style="list-style-type: none"> • Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about actions in the source context.
3	5–6	<ul style="list-style-type: none"> • Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about actions in the source context.

Question number	Answer	Mark
3	<p>A. Participating in a demonstration is incorrect because that is an example of direct action.</p> <p>B. Organising a publicity stunt is incorrect because that is an example of direct action.</p> <p>C. Writing to your local MP is the correct answer because that is an example of indirect action</p> <p>D. Going on strike at work is incorrect because that is an example of direct action.</p>	(1)

Question number	Answer	Mark
4	<p>A. Press regulation does not take place in society is incorrect censorship includes some sort of regulation</p> <p>B. The press is prevented from publishing something is the correct answer.</p> <p>C. Multiple newspapers and media outlets are permitted is incorrect because that is a feature of a democracy.</p> <p>D. Legislation protects freedom of expression is incorrect because that is a feature of a democracy.</p>	(1)

Question number	Answer	Mark
5	<p>A. Promote free trade between countries is incorrect because that is a role of the WTO.</p> <p>B. Guarantee security between member states is incorrect because that is a role of NATO.</p> <p>C. Passes legislation on European issues is incorrect because that is a role of the European Parliament.</p> <p>D. Promote human rights and democracy is the correct answer.</p>	(1)

Question number	Answer	Mark
6	<p>Award 1 mark for identifying each relevant trade union (AO1), e.g.:</p> <ul style="list-style-type: none"> • National Union of Journalists (NUJ) (1) • British Medical Association (BMA) (1) • Unite (1) • National Education Union (NEU)/NASUWT (1) • Public and Commercial Services Union (PCS) (1) • Unison (1) • National Union of Students (NUS) (1) • Communication Workers Union (CWU) (1) • National Union of Rail, Maritime and Transport Workers (RMT) (1) • Associated Society of Locomotive Engineers and Fireman (ASLEF) (1) <p>Accept any other valid answer.</p>	(2)

Question number	Answer	Mark
7	<p>Award 1 mark for the definition of mediation (AO1), and the second mark for the how the definition is developed.</p> <ul style="list-style-type: none"> • When a neutral individual/organisation/third party such as the UN helps the different sides involved in an international conflict (1) meet to discuss the issues involved and come to a solution/compromise/ceasefire/peace agreement (1) <p>Accept any other valid answer.</p>	(2)

Question number	Answer	Mark
8	<p>In each case, award 1 mark for a valid role of charities and the second mark for developing the role further (AO1), e.g.:</p> <ul style="list-style-type: none"> • Fundraise for their specific cause (1) by organising events/crowd-funding/encouraging donations etc (1) • Raise awareness for a particular issue/cause (1) through media or online campaigns/seeking celebrity/political endorsement/support (1) • Campaign for a change in the law (1) by raising awareness of the issue and trying to persuade the government to make a change (1) • Encourage people to volunteer for a particular event/campaign (1) by raising awareness of the event/campaign through media/online campaigns (1) • Provide support and/or free and confidential advice about issues related to their cause (1) through poster campaigns or telephone or email support lines (1) • Fill gaps in society with advice/support/practical aid (1) such as foodbanks or homeless shelters (1) • Provide help/support/ways of taking action/raising awareness of/for ethical reasons (1) to benefit the community/society/nation/global community such as [XXX] (1) <p>Accept any other valid role or explanation.</p>	(4)

Question number	Indicative content	
9	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO1 below.</p> <p>Answers that do not attempt to deal with both the Commonwealth and NATO must be limited to a maximum of 3 marks.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points regarding the UK’s commitments as a condition of membership of NATO include:</p> <ul style="list-style-type: none"> • The UK must contribute troops and weapons to NATO-led operations e.g. in Kosovo • The UK must also provide support for any other NATO member that is threatened or attacked • The UK has a target of spending 2% of its annual budget on defence since 2014 • The UK must allow NATO bases on its land e.g. in Northwood <p>Relevant points regarding the UK’s commitments as a condition of membership of the Commonwealth include:</p> <ul style="list-style-type: none"> • The UK must contribute a significant amount financially to the Commonwealth as it is one of the wealthier countries • The UK must demonstrate a commitment to upholding fundamental Commonwealth principles including human rights and democracy • The UK provides leadership (on a rota) at the Commonwealth Heads of Government meeting (the UK is currently the leader) • To contribute to Commonwealth projects that promote its key principles e.g. tackling poverty and encouraging prosperity <p>Accept any other valid answer.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> • Limited knowledge and understanding is shown of concepts, terms and issues relevant to the question. <p>OR</p> <ul style="list-style-type: none"> • Answer shows some knowledge and understanding relating solely to <i>one</i> organisation named in the question.
2	3–4	<ul style="list-style-type: none"> • Some knowledge and understanding is shown of concepts, terms and issues relevant to the organisations named in the question. <p>OR</p> <ul style="list-style-type: none"> • Answer shows detailed knowledge and understanding relating solely to <i>one</i> organisation named in the question.
3	5–6	<ul style="list-style-type: none"> • Detailed knowledge and understanding is shown of concepts, terms and issues relevant to <i>both</i> organisations named in the question.

Question number	Indicative content
10	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Arguments to support the statement that pressure group campaigns are the most effective way to resolve a national issue include:</p> <ul style="list-style-type: none"> • Pressure group campaigns may attract the attention/support of people in power/authority who may then support their cause/make the change requested • Pressure group campaigns are more likely to attract more widespread support than an individual working alone, especially as they are led by experts or those with first-hand experiences of the issue • Pressure groups may organise themselves/a national campaign more effectively/on a larger scale and so lead to a change in policy • Pressure group campaigns demonstrate a higher level of support for their aims/cause than an individual working alone, so their aim/cause may seem more valid/desirable and so lead to a change of national policy <p>Arguments to counter the statement that pressure group campaigns are the most effective way to resolve a national issue include:</p> <ul style="list-style-type: none"> • People in power/authority at a national level may ignore pressure group campaigns who seek change as their aims may not match decision-makers' policies • The aims of the particular pressure group campaign may be too costly for people in power to act upon • Pressure group campaigns may be too small/not well enough known to attract sufficient support/gain the attention of people in power/authority/the majority of society and so their supporters become disheartened and may drop out • Other methods of campaigning may be more effective especially if the pressure group members lack the skill/expertise in how to campaign effectively e.g. individuals lobbying MPs/minister, an MP introducing a Private Members' Bill, or use of social media to gain widespread support <p>Accept any other valid answer.</p>

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

Question number	Indicative content	
11	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Arguments to support the statement that the media is the most effective check on government power include:</p> <ul style="list-style-type: none"> • Media can investigate and report on government/political party/individual MP's activities • Media can act independently of political influence when reporting on issues • Media can pressure the government into taking action on issues by demonstrating public support • Media can help persuade the government to change policies by campaigning <p>Arguments to counter the statement that the media is the most effective check on government power include:</p> <ul style="list-style-type: none"> • The government can ignore the media and continue policies that it was elected to legislate on • Certain newspapers may be considered more left or right wing, and so be more/less supportive of the government of the day's views and so a less effective check • Other factors may be more important, such as Parliament as MPs can vote against and so block government policies • Other factors may be more important such as the pressure group campaigns/demonstrations/voters' opinions if there is an election looming <p>Accept any other valid answer.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1–3	<ul style="list-style-type: none"> • A simple or generalised answer, showing little analysis of relevant viewpoints. • The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. • An overall judgement is missing or asserted.
2	4–7	<ul style="list-style-type: none"> • Some analysis of relevant viewpoints, but this is focused on one side of the argument. • The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and depth. • An overall judgement is given, but with limited substantiation.
3	8–11	<ul style="list-style-type: none"> • Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable. • The evaluation contains reasoned, coherent arguments. Material is relevant, but lacks breadth or depth. • An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.
4	12–15	<ul style="list-style-type: none"> • Convincing and sustained analysis of relevant viewpoints on both sides of the argument. • The evaluation contains reasoned, coherent arguments, showing good breadth and depth. • An overall judgement is given which is well substantiated through the evidence provided.