



Mark Scheme (Final)

November 2021

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

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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.

| Question number | Answer | Mark |
|-----------------|---|------|
| 1(a) | <p>D is the correct answer as the right to publish must be within the law</p> <p>A is incorrect as this pertains to freedom of association B is incorrect as this is more aptly covered by the Freedom of Information Act C is incorrect as not simply anything can be published, it has to be within the law and true</p> | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 1(b) | <p>C is correct as it flows from the European Convention on Human Rights</p> <p>A is incorrect as the judges still recognise it and apply it B is incorrect as it makes no stipulation concerning EU Nationals D is incorrect as it has no watershed age of 18</p> | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 1 (c) | <p>Accept the following which shows the scope of an individual's identity:</p> <p>In the UK many people have multiple identities</p> <p>Explain two ways how an individual can have more than one identity</p> <ul style="list-style-type: none"> • An individual may have a identity within a family grouping – mother father on to the extended family (1) this may often be combined with a religious identity which is manifested (1) • An individual may have an identity with their nationality and see themselves as English, Welsh, Scottish or Irish (1) their nationality may be combined alongside an identity based on their language • An individual may base their identity on a common cultural heritage and history (1) this may be enhanced with the food and style of cooking (1) • An individual may base their identity on their work or profession (1) they may also identify themselves with the sport they play or support (1) <p>Accept any other valid answer which explains the numerous ways</p> | (4) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 1 (d) | <p>In each case, award 1 mark for knowledge (AO1)</p> <ul style="list-style-type: none"> • People migrate for economic reasons. This could be because they have no employment in their home country or the UK offers better economic prospects for them. Many workers from the EU have moved to the UK • People migrate to join their families already in the UK. This is correct for members of the Commonwealth • People move to the UK for reasons of war and famine. This is correct for migrants from Syria fleeing war and instability. <p>Accept any other valid answer which explains the reasons.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 1(e) | <p>Local government have various sources of income these include:</p> <ul style="list-style-type: none"> • Taxes such as Council Tax(1) this is levied against residential properties in the locality (1) • Taxes such as business rates (1) this is levied on business properties which engage in trade in the locality (1) • Charging fees and payment for the services (1) this may be charging for sport or leisure facilities for the general public (1) • Obtaining money from central government via grants and support (1) this may be to cope with emergency issues such as the response to the Covid 19 pandemic (1) <p>Accept any other valid explanation and examples which shows relevant application of knowledge and understanding</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>Relevant points may include:</p> <ul style="list-style-type: none"> • Disagreement arises as there is no agreed number or accepted figure as to the number of migrants • Disagreements arise as false accusations are often attributed to migrants – such as falsifying an alleged drain on UK resources • There is disagreement about the economic implications of migration • There is disagreement surrounding the educational performance and strain of migrants • There is disagreement as to whether migrants cause an increase in crime • There is disagreement as to the need for migrants in certain sectors of the economy <p>Accept other valid reasons why migration causes such controversy</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 |

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| | | relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about the source context. |
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| Question number | Answ | Mark |
|-----------------|---|------|
| 3 (a) | <p>Award 1 mark for knowledge (AO1)</p> <ul style="list-style-type: none"> • Civil servants are the operative arm of government and run offices and agencies • Civil servants deal with the public in handling welfare and benefits • Civil servants prepare policies for ministers • They prepare briefs and statements for ministers to issue • They may represent the UK in foreign countries • They may advise Ministers when choices of action are discussed • They may be specialist in certain fields to support the country – such as the environment in times of natural disasters <p>Accept any other valid answer which provides an example of the role of the PM</p> | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 3 (b) | <p>In each case, award up to 2 marks for applying knowledge and understanding on each difference correctly identified</p> <ul style="list-style-type: none"> • First past the post (FPTP) secures election/a seat with a simple plurality (one more than the nearest rival) (1) whereas proportional representation (PR) allocates the seat in terms of the percentage of the vote (1) • FPTP has been used for decades to elect MPs to Westminster (1) whereas PR has only been introduced in recent years (since 1998)(1) • FPTP as it operates tends to favour the large parties – and over-reward them producing what is called a ‘winners bonus’ (1) whereas PR aims to be fair and much votes for all parties (1) • FPTP is seen as simple and straightforward to operate, producing results quickly (1) whereas PR is claimed to be complicated and slow to produce a final outcome (1) <p>Accept any other valid answer which explains the differences between FPTP and PR</p> | (4) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 3 (c) | <p>Three reasons why new laws are created involve the following:</p> <ul style="list-style-type: none"> • To respond to a new emergency e.g. Covid 19 • To consider a new development in society such as that which covers technology • To put into place a government’s plans after an election • To reflect differing moral values which emerge in society e.g. decriminalisation of homosexuality • To respond to the demands of pressure groups and other collective interests • To comply with any international obligations e.g. climate change <p>Accept any other valid answer which illustrates the demand/reasons for new laws.</p> | (3) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 4(a) | <p>A is correct as VAT is an example of a tax placed on goods or services and is indirect and collected at the point of sale</p> <p>B is incorrect as the government collects this tax direct from the employee's wage</p> <p>C is incorrect as again the government collects tax directly from self-employed people</p> <p>D is incorrect as again the government acts as the tax collector in this instance</p> | (1) |
| 4(b) | <p>C is correct as the Speaker of the Commons is simply an MP with a right to vote</p> <p>A is incorrect as the Monarch does not have the right to vote</p> <p>B is incorrect as members of the Lords already have a voice in parliament</p> <p>D is incorrect as in General Elections a person must be 18</p> | (1) |
| 4 (c) | <p>C is correct as an uncodified constitution as in the UK has these features</p> <p>A is incorrect as this describes the characteristics of a fully codified constitution</p> <p>B is incorrect as this deal with sovereignty and more accurately would describe an authoritarian mode of control</p> <p>D is incorrect as this again looks to how changes are made to a constitution not its format</p> | (1) |

| Question number | Indicative content | |
|-----------------|---|--|
| 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>Relevant points may include:</p> <ul style="list-style-type: none"> • A government will be influenced if it is in credit or debit. Essentially if it has to borrow to deliver its services • A government will face competing demands for spending – thus it has to make a political choice which to favour • It has to decide what level or amount of money should be given to those who are not in employment for whatever reasons • A government may have unexpected demands on its agenda and will have to spend on any crisis – such as a flood or outbreak of disease • A government will have to keep faith with the promises it made in its manifesto upon which it was elected • A government thus has to keep happy both its party members and the general public | |
| 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 |

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| | | 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>Award 1 mark AO1 for the following reasons:</p> <ul style="list-style-type: none"> It is important for it shows that all people are of equal worth and are treated equally by the legal process It is important as it shows that the law has no 'in built' bias against any section of society and is blind to a person's personal characteristics such as race gender or sexual orientation It is important as it establishes a fair trial and a transparent process It is important as it establishes that the same laws apply equally to all citizens and nobody is exempt from the reach of the law rich or poor. It is important as the judgements are made public and there is a right to appeal. <p>Accept any other valid answer which gives details of why equality before the law is important</p> | (2) |
| Question number | Answer | Mark |
| 5 (b) | <p>In each example, award up to 1 mark for applying knowledge and understanding of the type of case covered in civil law disputes</p> <ul style="list-style-type: none"> Civil law is used to deal with divorce and separation issues where issues relating to marriage breakdown are resolved Civil law relates to the welfare and custody of children Civil law relates to contracts and legal agreements between companies and individuals Civil law deals with aspects of negligence where the degree of 'blame' does not reach criminal levels Civil law covers aspects of employment rights and entitlements Civil law deals with property such as the sale and purchase of a home or business <p>Accept any other valid answer which details the remit of civil law cases</p> | (3) |

| Question number | Answer | Mark |
|------------------------|---|-------------|
| 5 (c) | <p>Magistrates fulfil several roles in the UK</p> <p>They deal with the vast bulk of criminal cases in the UK this is over 95% (1) This is a huge workload (1)</p> <p>They deal with summary offences (1) These are offences where there is no right to a jury (1)</p> <p>Magistrates are community based and reflect the make-up of society (1) This leads to greater respect and justice emerging from other citizens (1)</p> | (2) |

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| | Magistrates also have a role in civil law (1) this may cover family matters and also the non-payment of council tax (1) | |
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| Question number | Answer | Mark |
|-----------------|--|------|
| 6(a) | <p>C is the correct answer as in the legal system a trial alone produces the verdict of guilt or innocence</p> <p>A is incorrect as the jury is randomly selected and will produce a cross section of society</p> <p>B is incorrect as Police evidence is at liberty to be questioned in court</p> <p>D is incorrect for although children under 10 cannot be prosecuted this does not define the term required</p> | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 6 (b) | <p>The following can be considered to be aspects of common law operates in the UK:</p> <ul style="list-style-type: none"> • Common law means that the law is common or universal to the entire country (1) and this is achieved by a detailed system of law reports (1) • Common law is a system which provides outcomes based on previous or past cases (1)– so that similar principles will deliver consistent results (1) • Common law is also referred to as 'judge made' law as it is set out by the judiciary in binding precedent (1) this is distinct from other legal system where the law is set out in codes and articles • Common law can be found in the UK for crimes such as murder which are not defined by Statute (1) as opposed to aspects of the UK legal system which has been codified such as the law relating to Theft (1) <p>Other reasons may also be developed</p> | (2) |

| Question number | Indicative content |
|-----------------|---|
| 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 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"> • In Iran the law gives different ages for criminal liability for boys (15) and girls (9) whereas in the UK both have criminal liability at 10 • In Iran the death penalty applies to young people for certain crimes – but in the UK it has been abolished • Iran criminalises homosexuality but in the UK this has been decriminalised • In Iran there are different ages at which boys/girls can be married – with flexibility also – but much younger than in the UK • In Iran rights are advanced to the family as a unit but the UK legal system |

| | | <p>focuses instead on the individual and their distinct rights</p> <ul style="list-style-type: none"> In Iran the voting age has been increased from 15 to 18 – whereas in the UK it is 18 but with a prospect or demand that it be lowered to 16 |
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| 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>A is correct getting as the Police believe the law is in their favour B is incorrect as private matters are a concern to the Police if they break the law and/or harm others C is incorrect as the functioning of CCTV on the streets or public events is not discussed D is incorrect as the balanced between privacy and freedom of information is not discussed</p> | (1) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 7 (b) | <p>C is the correct answer as Liberty state that the value of AFR is over estimated A is incorrect as Liberty do not discuss if there has been limited privacy in public places in the past B is incorrect as Liberty do not agree that inaccuracy is not a problem D is incorrect as Liberty do not discuss criminals and their attempts to evade being caught</p> | (1) |

| Question number | Answer | Mark |
|-----------------|--|------------|
| 7 (c) | <p>In each case, award 1 mark for analysing the source to identify points of agreement (AO3), e.g.:</p> <ul style="list-style-type: none"> Both agree that technology continues to make advances Both agree that the techniques of surveillance will improve Both agree that there is a need to review the situation Both consider new methods of dealing with crime and the use of emerging technologies are important <p>Accept any other valid points of agreement.</p> | (2) |

| Question number | Indicative content | |
|-----------------|---|--|
| 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. Other relevant material not suggested below must also be credited.</p> <p>Relevant points may include:</p> <p>The case for the use of AFR by South Wales Police (SWP):</p> <ul style="list-style-type: none"> • AFR brings a wealth of benefits – apprehending suspects or criminals at large plus tracing lost people. All of these bring obvious and clear benefits for society and families. In short it can prevent crime as opposed to responding to its occurrence • The right to have information is more important than an individual’s right to privacy. Quite simply if a person has done nothing wrong then what have they to fear? • Using AFR is simply the harnessing of new and positive technology. If we said no to this we miss a huge boost for the Police – such as fingerprints were or more recently DNA use • Using AFR will save the Police a considerable amount of time. This means that while a camera looks for faces – Police Officers have more time to tackle crime <p>The case against the use of AFR by Liberty:</p> <ul style="list-style-type: none"> • AFR will damage democracy, this in particular refers to the freedom associated with democratic values such as freedom of association, expression and the right to protest • Liberty argues that AFR is a major step towards a surveillance or police state. We would normally associate this with authoritarian regimes where individuals are dominated and controlled by the apparatus of the state • It is claimed by Liberty that the benefits which AFR bring are vastly over-estimated and it will possibly deliver more damage to society than it delivers i benefits • Liberty argue that the technology is not foolproof and AFR makes mistakes – and this could lead to miscarriages of justice <p>Other valid points may be raised</p> | |
| I | 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 |

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| | | 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 |
|------------------------|--|
| 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>Arguments to support the statement may include:</p> <ul style="list-style-type: none"> • The introduction of the Equalities Act 2010 has made any further changes unnecessary. • There is no need to add any further laws to protect women. Their status has been radically advanced already by current legislation – no further steps are required • With respect to ethnic minorities once again the law is adequate and up to date. The law fully protects ethnic minorities and ensures that they play a full and equal part in society • The unfair barriers to homosexuals have been removed. The disadvantages and legal barriers have gone – as such they can and do now play a full role in society and suffer no disadvantages • The law has to stand as it is with regard to under 18s – for it to soften or |

change would send out a dangerous message that youth crime can be tolerated and excused. This is not a precedent to initiate. We treat young offenders differently now in the legal system and this is enough.

- In all of the above it is clear that the law does not need to be radically altered or changed. It is rather in the attitude or mindset of some individual where radical change has to take place. It is rather that there is greater education and awareness of different groups in society which must occur and it is a process which cannot be legislated upon.

Arguments to counter the statement may include:

- Women still suffer greatly from domestic abuse and hardship. In addition they still earn less than men and have poorer prospects for promotion. As such the law must be changed to correct this.
- Ethnic minorities continue to suffer and cannot play or share an equal benefit from society. They are often, like women lower paid and have less chance of advancement in society. As such affirmative action where the law favours this group should be introduced.
- Homosexuals still suffer from prejudice in aspects of their lives. Barriers still operate at work and in public life to them. Again affirmative action should be introduced by the law.
- The law needs to radically reform for those under 18. With crime figures rising the law is failing this group in society. If different laws began to apply to those under 18 then we may see long term benefits for all
- The law has changed for all these groups – but it has not gone far enough. The law needs to evolve and respond to the plight of different and disadvantages sections of society.

Other valid points may be advanced

| 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. |

