



Mark Scheme (Final)

November 2021

Pearson Edexcel GCSE
In Citizenship Studies (1CS0)
Paper 2

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Question number	Answer	Mark
1(a)	<p>Award 1 mark for the reason given, and the second mark for the explanation of how this demonstrates the link between the action and their studies (AO2), e.g:</p> <ul style="list-style-type: none"> • Our action aimed to raise awareness of the rise of knife crime (1) which was a case study we learned in class about how Parliament has tried to tackle this issue (1) • Our action aimed to educate young people about the impact of social media and 'fake news' (1) which was connected to studying the role and influence of the media (1) • Our action aimed to help the local community library stay open (1) which was linked to how local democracy works because we were trying to persuade the local council to change their plans (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'</p>	(2)

Question number	Answer	Mark
1(b)	<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"> • 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. (1) • Primary research such as researching the best effective methods used for similar actions (1) would help make sure our action was a success e.g. was an assembly/raising money/contacting people in power most helpful (1) • Primary research such as surveys to find out about different perspectives related to our chosen issue (1) made sure we could target our action in a way that would gain the most support (1) • Primary research such as discussing and making a list of the resources we would need to carry out our chosen action (1) made sure that we could make out aim realistic and achievable (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 their opinions.'</p>	(2)

Question number	Answer	Mark
1(c)	<p>Award 1 mark for the advantage of collaborating with others given (AO2) and the second mark for further development up to a maximum of 2 marks e.g.:</p> <ul style="list-style-type: none"> • You can allocate different roles to people (1) which can make sure people do the jobs they have the most skills in e.g. leadership (1) • Having several members in your citizenship action team means you can achieve more (1) as you can allocate people different jobs to do and get more done in a shorter space of time (1) • Working with others gives you a range of different ideas and viewpoints (1) that helps you consider how other people may feel about your chosen action and so target your action more effectively (1) <p>Award 1 mark for the disadvantage of collaborating with others given (AO2) and the second mark for further development up to a maximum of 2 marks e.g.:</p> <ul style="list-style-type: none"> • Some issues may not require a large team of people (1) which may mean that not everyone has a job to do (1) • If some team members have strong personal opinions about your chosen issue this can cause arguments (1) as they may not be easy to persuade about the topic or the methods you choose for your action (1) 	(4)

	<ul style="list-style-type: none"> Working with close personal friends may lead to wasted time (1) as it may be easier to get distracted with friends instead of focusing on the issue (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'there are more people.'</p>	
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Question number	Answer	Mark
1(d)	<p>Award 1 mark for each thing identified that would be done differently (AO2) and the second mark for further development, up to a maximum of 2 marks per developed explanation e.g.:</p> <ul style="list-style-type: none"> Choose a different issue that people are more interested in (1) to help gain more support for my action (1) Work with a bigger team instead of in a small group/on my own (1) so we can share tasks more and achieve more in the time allocated (1) Set a more achievable/realistic goal (1) to help ensure my action is more likely to be successful (1) Plan a specific timeline for the whole action (1) to ensure we meet our deadlines and complete the whole action in the time given (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'do something else.'</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 may include:</p> <ul style="list-style-type: none"> • Using evidence from secondary sources can inform your initial choice of action by selecting an issue that is important to others • Evidence from secondary sources can also help you choose how best to achieve your goals • More people in your team means that you can allocate tasks to those best suited to the roles needed • A large team may be more effective in getting tasks done in the time allocated <p>Counter points may include:</p> <ul style="list-style-type: none"> • It may be more important to have a strong team leader who can organise the tasks and other team members • Having a realistic and achievable goal may be more important than having a large team • A large team may actually be a hindrance to success as it can lead to arguments about the choice of action or methods to use • Spending too much time gathering evidence from secondary sources can slow down an action and lead to more time being spent reading through materials than carrying out the action itself <p>Accept other valid answers.</p>	
Level	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 unsustained 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 each suggested ways, (AO2) up to a maximum of 2 marks e.g.</p> <ul style="list-style-type: none"> • Facebook (1) helped raise awareness of the issue and make it go viral (1) • Petition (1) was shared online and gained large numbers of signatures that demonstrated support for the issue (1) • Private members' bill was introduced in parliament (1) which helped raise awareness amongst other MPs and the government (1) <p>Accept any other development of the reasons given in the source. Do not accept any methods other than those suggested in the source.</p>	(4)

Question number	Answer	Mark
2(b)	<p>In each case, award 1 mark for each suggested method, and award the second mark for further development of how this helped (AO2) up to a maximum of 2 marks e.g.</p> <ul style="list-style-type: none"> • The campaign may have widespread national support (1) • To gain public and media support, especially near election time (1) • It is more democratic to respond to the wishes of the public (1) • It may be an issue the government agree is important but may not have considered legislating on (1) <p>Accept other valid reasons.</p>	(2)

Question number	Answer	Mark
2(c)	<p>Award up to 2 marks for a reason derived from analysing (AO3) why the viewpoint in the source 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"> • Government only supported bill after mass public and media support (1) which suggests that they did not believe upskirting was a major issue (1) • Sir Christopher Chope MP objected to the bill (1) because he does not think private member's bills are debated sufficiently (1) • The proposed new law was criticised for being unnecessary (1) because upskirting is so rare (1) • Criminalising upskirting has been criticised for taking up too much police time (1) and will lead to teenage boys being placed on the Sex Offenders Register for acts of stupidity (1) 	(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"> • The support of an MP may gain more media coverage, especially in local newspapers if it is a local issue • MPs may have more ability than an individual to gain national media coverage may then lead to more public awareness of the issue and therefore more support • MPs can raise issues in Parliament through questions, debates and private members' bill (Source A) • The support of MPs can put more pressure on government to take action on an issue, particularly if there is also media coverage of the issue <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 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	B committed to supporting their community	(1)

Question number	Answer	Mark
4	A a non-profit-making organisation	(1)

Question number	Answer	Mark
5	D be nominated by local people	(1)

Question number	Answer	Mark
6	<p>Accept any two of the following benefits for the UK of UN membership:</p> <ul style="list-style-type: none"> • The UK gains a role in international politics because it is one of the five permanent members of the UN Security Council (1) • The UK can ask the UN to mediate on issues with other countries, and even to impose sanctions (1) • As a member of the UN, the UK would receive aid and assistance in times of emergency (1) <p>Accept other valid answers.</p>	(2)

Question number	Answer	Mark
7	<p>In each case, award 1 mark for knowledge (AO1) of one reason for UK involvement in a specific international disagreement or conflict e.g.:</p> <ul style="list-style-type: none"> • Serbia (1)- the UK used sanctions during the conflict between Serbia and Bosnia over Kosovo to try to pressure the Serbian government into stopping the fighting (1) • North Korea (1)- the UK used sanctions on weapons and trade to try to stop North Korea's nuclear weapon development program (1) • Iran (1)- the UK used economic sanctions on Iran to encourage Iran to join an agreement on a peaceful nuclear program (1) • Syria (1)- the UK has sanctions banning the sale of weapons to Syria because of the civil war and the threat of terrorism (1) <p>Accept other valid answers.</p>	(2)

Question number	Answer	Mark
8	<p>In each case, award 1 mark for each valid reason why investigating the actions of those in power is an important role of the media in a democracy and the second mark for developing the reason into an explanation (AO2), e.g.:</p> <ul style="list-style-type: none"> • The media scrutinises the pledges and actions of governments (1) this can put pressure on the government to keep their promises and exposes any mistakes that the government may make e.g. the <i>Windrush</i> scandal (1) • Individual media companies can play a role in holding the wider media to account for their actions (1) for example by promoting alternative views or exposing wrongdoing by individual reporters or media companies e.g. reports on phone-hacking led to the Leveson Enquiry (1) • The media also exposes wrongdoing by reporting on issues involving individual politicians (1) this can lead to recall petitions and resignations by those who have made mistakes (1) • The media can investigate and expose issues that are in the wider public interest, such as MP's expenses scandals (1), to ensure those who break the law are brought to justice and the rules are changed in the future to prevent it happening again (1) <p>Accept any other valid reason why the role of the media in exposing the actions of those in power is important in a democracy which shows relevant knowledge and understanding of the issue.</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 NATO and the European Union 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 role of the Commonwealth:</p> <ul style="list-style-type: none"> • To advance its aims within its members: mainly former members of the British Empire • To advance democracy and good governance • To overcome poverty and encourage prosperity in member countries • To promote informal trade agreements between member countries <p>Relevant points regarding the role of the World Trade Organisation:</p> <ul style="list-style-type: none"> • Helps to agree world trade rules • Can settle trading disputes with other members • Participates in promoting free trade • Individual producers, exporters and importers can trade with each other more efficiently <p>Accept other valid points.</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 trade unions <u>cannot</u> effectively protect the rights of people in the workplace may include:</p> <ul style="list-style-type: none"> • Trade union protests and campaigns can be ignored by the government and employers if they do not agree with the trade union's wishes • Trade unions have been criticised for spending too much time on political campaigns and not focusing enough on protecting workers' rights • Trade union powers have been limited by legislation e.g. trade unions must organise a vote amongst their members about holding a strike, rather than being able to organise a strike at any time • Trade unions are only able to protect their members- many people choose not to join trade unions, so cannot access the rights and aid that they may offer <p>Arguments to counter the statement and argue that trade unions <u>can</u> effectively protect the rights of people in the workplace may include:</p> <ul style="list-style-type: none"> • Trade unions can negotiate with employers for fairer wages and better working conditions • Trade unions are better at protecting the rights of workers than an individual because they are negotiating on behalf of a group and so have a stronger voice • Trade unions can organise large-scale demonstrations and strikes to put pressure on both employers and governments to improve working conditions • Trade unions also must be consulted if an employers needs to make workers redundant, and so can represent the workers affected by this and help make alternative suggestions to try to minimise job losses 	
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 only way to improve voter engagement is through increased use of digital democracy in general elections and referendums may include:</p> <ul style="list-style-type: none"> • Many political parties are turning to emails and social media to communicate their message and encourage voting • Online voting may encourage turnout as it is more convenient and easier for people to vote and may attract younger voters in particular • The increased use of e-petitions demonstrates that people are more likely to engage in politics online • Online campaigning can keep politicians more in touch with the desires of the people and so make the election manifesto and the formulation of policy more responsive to their needs <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> • The availability of digital democracy to vote does not necessarily mean that more people will choose to vote- the numbers of those registered to vote has actually fallen in recent years despite the introduction of online registration • Online petitions have had problems with fraud as e-signatures are difficult to verify, which means that online voting may not be secure enough • While online campaigning has increased, this does not mean that people are more politically engaged and more likely to vote, as there is a great deal of information online that may be misleading or contradictory- so deterring people from voting instead • It could be argued that lowering the voting age to 16 is more likely to improve voter engagement instead 	
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.

