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Edexcel

## Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE  
In Citizenship (1CS0) Paper 01

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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><b>The only correct answer is D</b> – Council tax - it is raised locally by councils on business properties in a set locality</p> <p><i>A is not correct because this tax is raised by central government and it is a universal national tax</i></p> <p><i>B is not correct because it relates to taxes which apply nationally to profit made on business and investments</i></p> <p><i>C is not correct because this tax is levied on the estates of deceased people over a certain figure</i></p>	(1)

Question number	Answer	Mark
1 (b)	<p><b>The only correct answer is A</b> – It was agreed soon after the Second World War - it was agreed after the end of the Second World War in 1948</p> <p><i>B is not correct because it applies internationally and disregards any political basis of a country</i></p> <p><i>C is not correct because it is not designed to pursue children's rights</i></p> <p><i>D is not correct because it applies equally to employed and unemployed people</i></p>	(1)

Question number	Answer	Mark
1 (c)	<p>Accept the following:</p> <ul style="list-style-type: none"> <li>• It promotes community cohesion <b>(1)</b> and this goes on to foster harmony and peace in society <b>(1)</b></li> <li>• Teaching people common positive values at school will stay with them all their lives <b>(1)</b>. This in turn will benefit future generations <b>(1)</b></li> <li>• School brings together different cultures and backgrounds <b>(1)</b> offering opportunities for different groups who can share ideas and views <b>(1)</b></li> <li>• Talking with others in a school setting helps pupils to understand their background and history <b>(1)</b>. This reduces the potential for future conflict and promotes mutual understanding <b>(1)</b></li> </ul> <p>Accept any other valid answer which explains the reasons.</p>	<b>(4)</b>

Question number	Answer	Mark
1 (d)	<p>In each case, award 1 mark for knowledge (AO1)</p> <p>The Equality Act 2010 specifically promoted the protection of the following groups of people:</p> <ul style="list-style-type: none"> <li>• It protects people and groups against age discrimination</li> <li>• It protects people who are transsexual or becoming transsexual</li> <li>• It protects people who are pregnant or on maternity leave</li> <li>• It protects people who are unfairly discriminated against on account of their religion</li> <li>• It protects people who are unfairly discriminated against on account of their race</li> <li>• It protects people who are unfairly treated in relation to their sexual orientation</li> </ul> <p>Accept any other valid answer which explains the reasons.</p>	<b>(2)</b>

Question number	Answer	Mark
1 (e)	<p>The rule of law is necessary in a democratic society for the following reasons:</p> <ul style="list-style-type: none"> <li>• It ensures that no one person is above the law - and its remit falls equally on all <b>(1)</b></li> <li>• It ensures that no organisation is above the scope of the law and has to submit to the supremacy of law <b>(1)</b></li> <li>• It means that the government is accountable in law for its actions <b>(1)</b></li> <li>• It means that we live in a rule-based society not one on the whim of any individual <b>(1)</b></li> </ul> <p>Accept any other valid explanation and examples which show relevant application of knowledge and understanding</p>	<b>(2)</b>

Question number	Indicative content	Mark
2	<p><b>Marking instructions</b> 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><b>Indicative content guidance</b> 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"> <li>• In the UK, as in Mauritius, people define their identity on links to prior migrations – from the Commonwealth and the rest of the world</li> <li>• In the UK, as in Mauritius, people base their identity on their ethnic background</li> <li>• In the UK, as in Mauritius, people base their identity on their religion – it could be Christianity and particular denominations or other accepted world religions</li> <li>• In the UK, as in Mauritius, a person’s language may be a crucial part of their identity</li> <li>• In the UK, as in Mauritius, people have strong community links which are expressed and supported at a local level</li> </ul> <p>Accept any other valid similarities between Mauritius and the UK related to defining multiple identities.</p>	<b>(6)</b>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	• 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.
Level 2	3-4	• 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.
Level 3	5-6	• 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 data-bbox="416 309 858 342">Award 1 mark for knowledge (AO1)</p> <ul data-bbox="467 383 1174 741" style="list-style-type: none"><li data-bbox="467 383 730 416">• Cabinet Selection</li><li data-bbox="467 421 1090 488">• The PM leads the government in the House of Commons</li><li data-bbox="467 492 1174 560">• The PM is the senior minister in the government and takes a lead on important matters of state</li><li data-bbox="467 564 1098 631">• The PM as head of government leads on policy initiatives</li><li data-bbox="467 636 1106 669">• The PM is the head or leader of a political party</li><li data-bbox="467 674 1169 741">• The PM acts as a spokesperson in times of crisis and emergency</li></ul> <p data-bbox="416 781 1174 848">Accept any other valid answer which provides an example of the role of the PM.</p>	<p data-bbox="1220 815 1262 848"><b>(1)</b></p>



Question number	Answer	Mark
3 (b)	<p>In each case, award up to 2 marks for applying knowledge and understanding on each aspect correctly identified</p> <p>Strengths may include:</p> <ul style="list-style-type: none"> <li>• It is a precise way of finding out what the people want on certain issues <b>(1)</b> reducing complex issues to simple choices for voters to understand <b>(1)</b></li> <li>• It enlivens political debate and interest <b>(1)</b> this can increase turnout and political participation <b>(1)</b></li> <li>• On major issues it helps politicians and parliament make a choice <b>(1)</b> this is good if political parties and parliament is divided and the people make the choice <b>(1)</b></li> </ul> <p>Weaknesses may include:</p> <ul style="list-style-type: none"> <li>• Referendums may not be precise in outcome with a small majority <b>(1)</b>. Some referendums in the UK had small turnouts and thus lack legitimacy <b>(1)</b></li> <li>• Referendums may polarise debate and cause divisions <b>(1)</b>. Putting issues into a binary choice is not always possible or practical where more than two options exist <b>(1)</b></li> <li>• Referendums may turn into personal or popularity contests and lose sight of the real concern <b>(1)</b>, a biased media (press) can exert unfair influence on one side of the referendum <b>(1)</b></li> </ul> <p>Accept any other valid answer which explains the strengths and weaknesses of using referendums.</p>	<b>(4)</b>

Question number	Answer	Mark
3 (c)	<p>Three ways in which the UK constitution has changed since 1997 include:</p> <ul style="list-style-type: none"> <li>• Devolution has occurred in different areas of the UK (Scotland, Wales, NI)</li> <li>• The House of Lords has undergone reform</li> <li>• Membership of the European Union has been revoked</li> <li>• We have seen the establishment of the Supreme Court</li> <li>• The Human Rights Act has passed into law in the UK</li> </ul> <p>Accept any other valid answer which illustrates constitutional change.</p>	<b>(3)</b>

Question number	Answer	Mark
4 (a)	<p><b>The only correct answer is C</b> – Are not part of the Government - this is the clear definition of a backbench MP</p> <p><i>A is not correct because the number of constituents is irrelevant to an MP's status</i></p> <p><i>B is not correct because backbench MPs arise from the governing and opposition parties</i></p> <p><i>D is not correct because all MPs who act in the chamber have to swear an oath of allegiance to the Crown</i></p>	(1)

Question number	Answer	Mark
4 (b)	<p><b>The only correct answer is D</b> – It is a group of senior ministers chosen by the Prime Minister - the cabinet is a body chosen by the Prime Minister</p> <p><i>A is not correct because the Privy Council is a different body to the cabinet</i></p> <p><i>B is not correct because the cabinet does not include all members from all parties</i></p> <p><i>C is not correct because Black Rod and the Speaker are officers in Parliament not government</i></p>	(1)

Question number	Answer	Mark
4 (c)	<p><b>The only correct answer is C</b> – To check that government and public bodies have not exceeded their authority - judicial review monitors the actions of government and public bodies to ensure that they have the authority to act</p> <p><i>A is not correct because this is false and does not apply</i></p> <p><i>B is not correct because new laws are produced by scrutiny in parliament</i></p> <p><i>C is not correct because this does not apply to the process in court</i></p>	<b>(1)</b>

Question number	Indicative content	Mark
4 (d)	<p><b>Marking instructions</b> 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><b>Indicative content guidance</b> 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"> <li>• The monarch rises above political division and debate and does not take a biased or opinionated position</li> <li>• The monarchy is in turn valued by all mainstream political parties and has majority support of UK citizens</li> <li>• The monarch is a symbol of the UK state and represents the UK at home and abroad – a sign of continuity amid a rapidly changing society</li> <li>• The monarch is there to provide unity and at times solace in the face of adversity</li> <li>• The monarch rewards and celebrates in the success of others – from sport to business</li> <li>• The monarch encourages and supports those who volunteer and give of their time freely for the benefit of others</li> </ul>	<b>(6)</b>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	• 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.
Level 2	3-4	• 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.
Level 3	5-6	• 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>In each case, award 1 mark for knowledge of the reasons how the law has changes as a result of changing values:</p> <ul style="list-style-type: none"> <li>• Values have changed towards marriage and now the law recognises civil partnerships</li> <li>• Values have changed towards same sex relationships with the decriminalisation of homosexuality and the approval of gay marriage</li> <li>• Values have changed towards the rights of children and their voice is given a more concrete legal footing</li> <li>• Values have changed towards respecting other ethnic and social groups with the support of protective legislation</li> <li>• Values have changed to recognise the equality of women in the home and in the workplace</li> </ul> <p>Accept any other valid answer which gives details of the basis of changing values and legislative action</p>	<b>(2)</b>

Question number	Answer	Mark
5 (b)	<p>In each case, award up to 1 mark for applying knowledge and understanding of the difference in how the legal system operates for those over and under 18</p> <ul style="list-style-type: none"> <li>• A special type of magistrates court hears the case</li> <li>• There is no jury in a youth court</li> <li>• Members of the public are not normally allowed in the court</li> <li>• The process is less formal and people are called by their personal names</li> <li>• Sentencing options include specialised 'youth' centres</li> <li>• A high degree of anonymity is used which prevents photographs and naming the individual</li> <li>• It is possible for the parent or guardian to make a statement to the court</li> </ul> <p>Accept any other valid answer which details the difference in the operation of the legal process for those under and over 18 years of age</p>	<b>(3)</b>

Question number	Answer	Mark
5 (c)	<p>Laws in England and Wales differ from these in both Scotland and Northern Ireland</p> <ul style="list-style-type: none"> <li>• In Scotland the court structure and legal process is different <b>(1)</b> There are three types of courts in Scotland and criminal juries differ – criminal juries have the option of selecting an outcome in trial of ‘not proven’ in addition to guilty or not guilty <b>(1)</b></li> <li>• In Scotland property law differs – this covers how a house is bought and sold <b>(1)</b>, this makes a major difference to the conveyance process. <b>(1)</b></li> <li>• In Northern Ireland the law is influenced by previous history such as former laws enacted by Stormont and the actions of the current Northern Ireland assembly <b>(1)</b>, for instance some aspects of law in England and Wales does not apply in NI – such as abortion <b>(1)</b></li> <li>• Laws in England and Wales are based largely on Common Law and the establishment of judicial precedent <b>(1)</b> however Scottish law is more reflective of a codified system <b>(1)</b></li> </ul>	(2)

Question number	Answer	Mark
6 (a)	<p><b>The only correct answer is C</b> – Bringing victims and offenders together to understand each other’s feelings - this process does try to reconcile victims and offenders</p> <p><i>A is not correct because this process is not this type of justice</i></p> <p><i>B is not correct because this is not a process after rioting and disturbance</i></p> <p><i>D is not correct because it does not apply to crimes committed in the past</i></p>	(1)

Question number	Answer	Mark
6 (b)	<p>The following factors may account for the rise in crime rates:</p> <ul style="list-style-type: none"><li>• A person's financial position e.g. increasing debt and/or unemployment</li><li>• A shortage of deterrence – such as the police</li><li>• Increased reporting of crime</li><li>• Changes in the law – such as increasing and introducing new laws to combat offences such as cyber crime</li><li>• Drug addiction and gang membership</li></ul> <p>Other reasons may also be offered, accept any other valid response.</p>	<b>(2)</b>

Question number	Indicative content	Mark
6 (c)	<p><b>Marking instructions</b> 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><b>Indicative content guidance</b> 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"> <li>• Age differences have a significant impact on reoffending rates with younger prisoners more likely to return to prison. This implies the young are less deterred by prison</li> <li>• A person's gender also has an impact as female prisoners are less likely to reoffend compared to males. This implies that reform is more successful with women than men in prisons</li> <li>• Reoffending varies according to the type of crime a prisoner has committed with theft and robbery being higher than fraud or sexual offences. This may mean programmes should focus on deterring theft</li> <li>• Reoffending rates are higher for those who serve less than a year in prison – this implies that longer sentences have a higher deterrent impact</li> <li>• With a third of all prisoners returning to prison it implies that there is a hard core of criminals who cannot be deterred by prison</li> </ul>	<b>(6)</b>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	• 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.
Level 2	3-4	• 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.
Level 3	5-6	• 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>The only correct answer is D</b> – Austerity was needed to reduce the debt - getting debt down is the real priority in the long term</p> <p><i>A is not correct because Hammond makes no reference linking austerity to helping the poor</i></p> <p><i>B is not correct because Hammond is against tax rises</i></p> <p><i>C is not correct because Hammond wishes for low taxes</i></p>	(1)

Question number	Answer	Mark
7 (b)	<p><b>The only correct answer is C</b> – Pay has risen at a faster rate for the higher-paid people in the UK - Corbyn feels the rich have increased their wealth under austerity</p> <p><i>A is not correct because Corbyn does not believe spending on the health service had anything to do with the crash</i></p> <p><i>B is not correct because Corbyn feels that overall living standards have fallen under austerity</i></p> <p><i>D is not correct because Corbyn feels that the opposite is more accurate</i></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"> <li>• The financial crash was global <b>(1)</b></li> <li>• Debt has to be remedied <b>(1)</b></li> <li>• At the time of the article austerity has lasted eight years <b>(1)</b></li> </ul> <p>Accept any other valid points of agreement.</p>	(2)

Question number	Indicative content	Mark
7 (d)	<p><b>Marking instructions</b> 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><b>Indicative content guidance</b> 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 austerity:</p> <ul style="list-style-type: none"> <li>• Hammond declares that austerity is now over. By contrast Corbyn indicates that austerity continues</li> <li>• Hammond is against putting taxes up. In contrast Corbyn feels that we have to spend on public services</li> <li>• Hammond argues that austerity is short-term pain. In contrast Corbyn portrays long-term damage to society</li> <li>• Hammond says that pay levels are rising for all – whereas Corbyn insists rising pay levels are benefitting the richest section of business.</li> </ul> <p>The case against austerity:</p> <ul style="list-style-type: none"> <li>• Corbyn says austerity has not ended but continues and it causes massive damage to business and society whereas Hammond feels it was a price we had to pay</li> <li>• Corbyn states that the deficit is still a problem whereas Hammond thinks it is now under control and down</li> <li>• Corbyn feels the austerity is not worth the damage to society – but Hammond does not indicate or accept this damage.</li> <li>• Corbyn feels that pay inequality is bad and getting worse whereas Hammond feels all are benefitting from rising pay</li> </ul> <p>Other valid points may be raised.</p>	(12)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Little analysis of views expressed in the source: the views are poorly understood or considered at a superficial level.</li> <li>• The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.</li> <li>• An overall judgement on the views is missing or asserted.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Some analysis of the views expressed in the source, but consideration of different views is focused mainly on one side of the argument.</li> </ul>

		<ul style="list-style-type: none"> <li>• The evaluation shows some evidence of reasoning and coherence, but it focuses mainly on one side of the argument.</li> <li>• Judgements on the views are given, but with limited substantiation.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustained.</li> <li>• The evaluation contains reasoned, coherent arguments. Material is relevant but lacks breadth or depth.</li> <li>• Judgements on the views are given, although they may not be fully substantiated.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>• A convincing and sustained analysis of the different views expressed in the source.</li> <li>• The evaluation contains reasoned, coherent arguments, showing good breadth and depth.</li> <li>• Judgements on the views are well substantiated.</li> </ul>

Question number	Indicative content	Mark
8	<p><b>Marking instructions</b> 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><b>Indicative content guidance</b> 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"> <li>• The threat of terrorism has grown in recent years and governments have to protect the many because of the few</li> <li>• As a result the loss of some freedoms is well worth the cost in reduced liberty that we have to pay</li> <li>• Numerous governments have introduced Counter Terrorism legislation – this has been an open democratic process seen by Parliament such as the Investigatory Powers Act 2016</li> <li>• Governments have to constantly evolve in how they deal with the threat of terrorism – for instance restricting online freedom which can aid terrorist groups</li> <li>• Governments have had to introduce new laws such as those against religious hatred as this could fuel bigotry and unrest.</li> </ul> <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Governments have shown disregard for the freedom we enjoy in the UK by being too invasive</li> <li>• Governments now have far too much power in detaining people and imprisoning them such as the Belmarsh case</li> <li>• Free speech has been attacked by governments which go against the UK tradition of tolerance of other views</li> <li>• The government has not acted to prevent the undue harassment faced by certain non-white groups in UK society</li> <li>• It is only an active media which has halted the government in reducing freedom further- it has asked to detain people for longer, to override rights to privacy and to introduce nationwide identity cards.</li> </ul> <p>Other valid points may be advanced and if valid will be accepted.</p>	(15)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>• A simple or generalised answer, showing little analysis of relevant viewpoints.</li> <li>• The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance.</li> </ul>

		<ul style="list-style-type: none"> <li>• An overall judgement is missing or asserted.</li> </ul>
Level 2	4-7	<ul style="list-style-type: none"> <li>• Some analysis of relevant viewpoints, but this is focused on one side of the argument.</li> <li>• The evaluation contains some reasoned, coherent arguments. The answer is generally relevant but lacks breadth and depth.</li> <li>• An overall judgement is given, but with limited substantiation.</li> </ul>
Level 3	8-11	<ul style="list-style-type: none"> <li>• Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustained.</li> <li>• The evaluation contains reasoned, coherent arguments. Material is relevant but lacks breadth or depth.</li> <li>• An overall judgement is given. Substantiation is provided, although it may not be fully evidenced.</li> </ul>
Level 4	12-15	<ul style="list-style-type: none"> <li>• Convincing and sustained analysis of relevant viewpoints on both sides of the argument.</li> <li>• The evaluation contains reasoned, coherent arguments, showing good breadth and depth.</li> <li>• An overall judgement is given which is well substantiated through the evidence provided.</li> </ul>