

**GCSE  
CITIZENSHIP STUDIES  
8100/1**

Paper 1

---

**Mark scheme**

June 2023

---

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

**Copyright information**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2023 AQA and its licensors. All rights reserved.

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Section A – Active citizenship**

<b>Qu</b>	<b>Part</b>	<b>Marking guidance</b>	<b>Total marks</b>
<b>01</b>	<b>1</b>	<p><b>Identify one example of direct action in the context of active citizenship.</b></p> <p>Award <b>1 mark</b> for a correct example of direct action.</p> <p>This may include non-violent examples such as protests, strike, sit-in, demonstration, march, boycott, picketing and civil disobedience, or violent examples such as riots, assault, arson and destruction of property.</p> <p>Award a mark for any other relevant examples.</p> <p>AO1 = 1</p>	<b>1</b>

<b>Qu</b>	<b>Part</b>	<b>Marking guidance</b>	<b>Total marks</b>
<b>01</b>	<b>2</b>	<p><b>What is meant by the term ‘jury service’?</b></p> <p>Award <b>1 mark</b> for a definition or an example that serves as a definition.</p> <p>Jury service is when citizens are required to be present in court to hear evidence/decide guilt in a court case.</p> <p>AO1 = 1</p>	<b>1</b>

Qu	Part	Marking guidance	Total marks										
01	3	<p><b>Identify two differences between a referendum and an election.</b></p> <p>Award <b>1 mark</b> for each correct difference up to a maximum of <b>2</b>.</p> <p>Responses might include</p> <table border="1"> <thead> <tr> <th>Referendum</th> <th>Election</th> </tr> </thead> <tbody> <tr> <td>• Can be held at any time.</td> <td>• Held at specific intervals.</td> </tr> <tr> <td>• Voting is held on a single issue/question.</td> <td>• Voting is held to elect representatives.</td> </tr> <tr> <td>• Result may not be binding.</td> <td>• Result is binding.</td> </tr> <tr> <td>• Result is yes or no.</td> <td>• Result is complex and sometimes not very clear.</td> </tr> </tbody> </table> <p>AO1 = 2</p>	Referendum	Election	• Can be held at any time.	• Held at specific intervals.	• Voting is held on a single issue/question.	• Voting is held to elect representatives.	• Result may not be binding.	• Result is binding.	• Result is yes or no.	• Result is complex and sometimes not very clear.	2
Referendum	Election												
• Can be held at any time.	• Held at specific intervals.												
• Voting is held on a single issue/question.	• Voting is held to elect representatives.												
• Result may not be binding.	• Result is binding.												
• Result is yes or no.	• Result is complex and sometimes not very clear.												

Qu	Part	Marking guidance	Total marks
01	4	<p><b>Using an example, explain what is meant by the term ‘boycott’.</b></p> <p>Award <b>1 mark</b> for a correct understanding of the term and <b>1 mark</b> for an appropriate example.</p> <p>A boycott is deciding not to purchase certain goods or services because of a particular cause <b>(1)</b> for example, not buying Nike products due to accusations of child labour <b>(1)</b>.</p> <p><b>OR</b></p> <p>A boycott is a withdrawal from buying from/cooperating with/attending an organisation/person/event/country as a protest or to express disapproval <b>(1)</b> eg diplomatic boycott of 2022 Winter Olympics/boycott of Russian goods 2022 <b>(1)</b>.</p> <p>The example may relate to the student’s own citizenship activity or to relevant activities by the broader community.</p> <p>AO1 = 2</p>	2

Qu	Part	Marking guidance	Total marks
01	5	<p><b>Using an example, explain one way a citizen can contribute to parliamentary democracy.</b></p> <p>Award <b>1 mark</b> for identifying a correct example and <b>1 mark</b> for development.</p> <p>Ways might include:</p> <ul style="list-style-type: none"><li>• voting <b>(1)</b> in national elections to elect a representative or referendums</li><li>• join a political party/pressure group <b>(1)</b> to make political changes and influence change <b>(1)</b></li><li>• standing for election <b>(1)</b> to represent citizens <b>(1)</b></li><li>• lobbying an MP <b>(1)</b> who could represent views and influence government <b>(1)</b>.</li></ul> <p>Award marks for any other relevant answer.</p> <p>AO1 = 2</p>	2

Qu	Part	Marking guidance	Total marks																		
01	6	<p><b>Examine why people wishing to bring about change in society may choose to use social media.</b></p> <p><b>You should refer to Source A and examples from your own knowledge in your answer.</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7–8</td> <td>Well-chosen evidence is selected from <b>Source A</b> and own example(s). Demonstrates excellent, relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments which are well developed and analysed. The arguments lead to a coherent conclusion.</td> </tr> <tr> <td>3</td> <td>5–6</td> <td>Appropriate evidence is selected from <b>Source A</b> and from own examples. Demonstrates good, mostly relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments but these arguments are not always completely developed or analysed. Conclusions drawn from the arguments may not be completely coherent.</td> </tr> <tr> <td>2</td> <td>3–4</td> <td>Some evidence is selected from <b>Source A</b> and from own examples. Demonstrates some, occasionally relevant application of knowledge and understanding of citizenship actions. Weak arguments are made which are not necessarily related to the evidence selected. Some attempt is made to integrate the arguments into concluding remarks.</td> </tr> <tr> <td>1</td> <td>1–2</td> <td>Basic application of knowledge and understanding of the citizenship actions discussed in <b>Source A</b>. Little or no attempt is made to analyse the evidence presented or to provide own examples. Little or no attempt is made to integrate the points made.</td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Sharing and resharing on social media has allowed Shelter’s content to reach a wider audience. For charities and pressure groups, this would help to increase support and membership.</li> <li>• Shelter has created engaging content with videos that have added text and special effects. Social media allows creative content with trending sounds and music to communicate key messages that will engage the audience.</li> </ul>	Level	Marks	Descriptor	4	7–8	Well-chosen evidence is selected from <b>Source A</b> and own example(s). Demonstrates excellent, relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments which are well developed and analysed. The arguments lead to a coherent conclusion.	3	5–6	Appropriate evidence is selected from <b>Source A</b> and from own examples. Demonstrates good, mostly relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments but these arguments are not always completely developed or analysed. Conclusions drawn from the arguments may not be completely coherent.	2	3–4	Some evidence is selected from <b>Source A</b> and from own examples. Demonstrates some, occasionally relevant application of knowledge and understanding of citizenship actions. Weak arguments are made which are not necessarily related to the evidence selected. Some attempt is made to integrate the arguments into concluding remarks.	1	1–2	Basic application of knowledge and understanding of the citizenship actions discussed in <b>Source A</b> . Little or no attempt is made to analyse the evidence presented or to provide own examples. Little or no attempt is made to integrate the points made.	0	0	Nothing to credit.	8
Level	Marks	Descriptor																			
4	7–8	Well-chosen evidence is selected from <b>Source A</b> and own example(s). Demonstrates excellent, relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments which are well developed and analysed. The arguments lead to a coherent conclusion.																			
3	5–6	Appropriate evidence is selected from <b>Source A</b> and from own examples. Demonstrates good, mostly relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments but these arguments are not always completely developed or analysed. Conclusions drawn from the arguments may not be completely coherent.																			
2	3–4	Some evidence is selected from <b>Source A</b> and from own examples. Demonstrates some, occasionally relevant application of knowledge and understanding of citizenship actions. Weak arguments are made which are not necessarily related to the evidence selected. Some attempt is made to integrate the arguments into concluding remarks.																			
1	1–2	Basic application of knowledge and understanding of the citizenship actions discussed in <b>Source A</b> . Little or no attempt is made to analyse the evidence presented or to provide own examples. Little or no attempt is made to integrate the points made.																			
0	0	Nothing to credit.																			

	<ul style="list-style-type: none"> <li>• Shelter has created videos that educate people on a range of issues. Confusing issues, dull topics and complicated statistics can be explained in accessible and entertaining ways.</li> <li>• Shelter’s use of TikTok has enabled information and advice to reach a young audience which would otherwise be difficult. Using different platforms, such as Twitter, Facebook and Instagram etc, can reach a wide range of people.</li> <li>• Shelter uses social media to highlight their fundraising campaigns. Individuals and groups can set up links directly on their social media pages where citizens can donate, making it easier for both parties.</li> <li>• Shelter uses social media to highlight petitions. Having direct links to petitions and details of protests gains further support to put pressure on policy makers.</li> <li>• Social media helps keep citizens informed of the issue and how to actively get involved. It allows engagement with the information by allowing comments and resharing.</li> <li>• Groups with limited material and financial resources gain free media coverage by engaging in highly visual forms of physical protest.</li> <li>• Celebrities who have a huge following on social media may decide to share campaigns, resulting in further exposure and global support.</li> <li>• Politicians are forced to respond to stories and issues that appear on social media platforms due to their mass coverage.</li> <li>• Answers at the top level of response are likely to demonstrate an awareness of the way in which different groups may use social media in different ways.</li> <li>• Each of the points made will incorporate the use of suitable examples.</li> </ul> <p>Award marks for any other relevant points.</p> <p><b>Example answer</b></p> <p><b>Source A</b> shows how the charity Shelter has used TikTok to gain exposure and support for the housing and homelessness issue. The video they have created helps to explain tenants’ rights in an entertaining way. This would easily reach a large audience, including young people as they may often be scrolling on social media. The educational videos help citizens to actively help those that are facing housing issues and direct them to put pressure on those in power via petitions. Similar to Shelter’s work in the homelessness crisis, using social media can help raise funds for charities so that they can carry out emergency support for the needy. If the issue is supported by a celebrity on social media, then this can be very influential in putting pressure on policy makers. An example of this is when Marcus Rashford helped overturn the government’s decision by highlighting the need to continue free school meals during the pandemic.</p> <p>AO2 = 4 AO3 = 4</p>	
--	--	--



Qu	Part	Marking guidance	Total marks
02	1	<p><b>Explain one reason why the issue you chose was important.</b></p> <p>Award <b>1 mark</b> for identifying a reason and <b>1 mark</b> for developing an explanation.</p> <p><b>Example answer</b></p> <ul style="list-style-type: none"> <li>• My action was important because we used a survey to identify student needs <b>(1)</b>. The survey was conducted with over 100 students and they all identified this issue as being very important <b>(1)</b>.</li> <li>• My action was important as it was a big issue locally <b>(1)</b>. This was because there was a shortage of spaces for young people and as such we wanted to change this <b>(1)</b>.</li> </ul> <p>AO1 = 2</p>	2

Qu	Part	Marking guidance	Total marks												
02	2	<p><b>Discuss how successful your citizenship action was in relation to your initial aims.</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3–4</td> <td>Good application of knowledge and understanding of concepts and issues. Response clear and relevant to the concepts and issues surrounding the citizenship action.</td> </tr> <tr> <td>1</td> <td>1–2</td> <td>Basic application of knowledge and understanding of concepts and issues. Response muddled and lacking relevance to the concepts and issues surrounding the citizenship action.</td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <p>The response will contain the following elements:</p> <ul style="list-style-type: none"> <li>• a clear reference to the aims of the action and some measure of its success</li> <li>• this may relate to the nature of the research, the methodology employed, the results of the research, the planning of the action, the taking of the action or reflections about the task</li> <li>• there is evidence to support the discussion about the success of the action in relation to the aims.</li> </ul> <p>AO2 = 4</p>	Level	Marks	Descriptor	2	3–4	Good application of knowledge and understanding of concepts and issues. Response clear and relevant to the concepts and issues surrounding the citizenship action.	1	1–2	Basic application of knowledge and understanding of concepts and issues. Response muddled and lacking relevance to the concepts and issues surrounding the citizenship action.	0	0	Nothing to credit.	4
Level	Marks	Descriptor													
2	3–4	Good application of knowledge and understanding of concepts and issues. Response clear and relevant to the concepts and issues surrounding the citizenship action.													
1	1–2	Basic application of knowledge and understanding of concepts and issues. Response muddled and lacking relevance to the concepts and issues surrounding the citizenship action.													
0	0	Nothing to credit.													

Qu	Part	Marking guidance	Total marks															
02	3	<p><b>Summarise the results and conclusions of your research.</b></p> <p><b>Evaluate the extent to which these results and conclusions helped you to plan your citizenship action.</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5–6</td> <td>Comprehensive summary of the results and conclusions of the research gathered. For the evidence presented, arguments regarding its usefulness are developed, justified, analysed and evaluated. The arguments are generally coherent.</td> </tr> <tr> <td>2</td> <td>3–4</td> <td>Basic attempt to summarise the results and conclusions of the research gathered. Some attempts are made to analyse and evaluate the evidence presented but the arguments are not fully justified and developed. The arguments are not always coherent.</td> </tr> <tr> <td>1</td> <td>1–2</td> <td>Little attempt to summarise the results and conclusions of the research gathered. There is little or no analysis and evaluation of the evidence presented. There is little or no coherence in what is written.</td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p><b>AO1</b></p> <p>The response will identify and discuss the research, in the planning stage of the citizenship action, as part of the overall citizenship investigation.</p> <p>This discussion <b>may</b> include:</p> <ul style="list-style-type: none"> <li>• a description of the results of the research. This may include the types of research done and how this informed the planning</li> <li>• an understanding of the overall findings of the research and the importance of these findings for the planning.</li> </ul> <p><b>AO3</b></p> <p>This account <b>may</b> relate to the following:</p> <ul style="list-style-type: none"> <li>• an evaluation of how the research helped to plan the citizenship action</li> <li>• evaluation of the strengths of the research</li> <li>• evaluation of the weaknesses of the research and how these were offset to support the planning of the action</li> <li>• some attempt to make an overall judgement regarding the success of the planning for the action and how the research conclusions supported this planning.</li> </ul> <p>AO1 = 2 AO3 = 4</p>	Level	Marks	Descriptor	3	5–6	Comprehensive summary of the results and conclusions of the research gathered. For the evidence presented, arguments regarding its usefulness are developed, justified, analysed and evaluated. The arguments are generally coherent.	2	3–4	Basic attempt to summarise the results and conclusions of the research gathered. Some attempts are made to analyse and evaluate the evidence presented but the arguments are not fully justified and developed. The arguments are not always coherent.	1	1–2	Little attempt to summarise the results and conclusions of the research gathered. There is little or no analysis and evaluation of the evidence presented. There is little or no coherence in what is written.	0	0	Nothing to credit.	6
Level	Marks	Descriptor																
3	5–6	Comprehensive summary of the results and conclusions of the research gathered. For the evidence presented, arguments regarding its usefulness are developed, justified, analysed and evaluated. The arguments are generally coherent.																
2	3–4	Basic attempt to summarise the results and conclusions of the research gathered. Some attempts are made to analyse and evaluate the evidence presented but the arguments are not fully justified and developed. The arguments are not always coherent.																
1	1–2	Little attempt to summarise the results and conclusions of the research gathered. There is little or no analysis and evaluation of the evidence presented. There is little or no coherence in what is written.																
0	0	Nothing to credit.																

Qu	Part	Marking guidance	Total marks																		
02	4	<p><b>Analyse how well you considered other viewpoints in your citizenship investigation.</b></p> <p><b>Your answer should refer to:</b></p> <ul style="list-style-type: none"> <li>• how you presented your own viewpoint</li> <li>• how you represented the views of others</li> <li>• how these different viewpoints contributed to your citizenship action.</li> </ul> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>10–12</td> <td>                     Clear and precise analysis, supported by well-chosen evidence from the candidate's investigation, demonstrates excellent, relevant application of knowledge and understanding of the citizenship actions.                      Analysis is developed, justified and evaluated within the context of citizenship action.                      The analysis and evaluation lead to a well-judged and coherent conclusion.                 </td> </tr> <tr> <td>3</td> <td>7–9</td> <td>                     Appropriate evidence is selected from the candidate's investigation, demonstrating good, mostly relevant application of knowledge and understanding of citizenship actions.                      The evidence is used to support arguments and analyses but these analyses are not always completely developed, justified or evaluated.                      Analysis and evaluation may not all be relevant to the context.                      Conclusions drawn from the analysis and evaluation may not be completely coherent.                 </td> </tr> <tr> <td>2</td> <td>4–6</td> <td>                     Some evidence is selected from the candidate's investigation, demonstrating some occasionally relevant application of knowledge and understanding of citizenship actions.                      Weak arguments are made which are not necessarily related to the evidence selected.                      Analysis and evaluation is not relevant to the context.                      Some attempt is made to integrate the analysis and evaluation into concluding remarks.                 </td> </tr> <tr> <td>1</td> <td>1–3</td> <td>                     Basic application of knowledge and understanding of the citizenship actions arising from the candidate's investigation.                      Little or no attempt is made to analyse or evaluate the evidence presented.                      Little or no attempt is made to integrate the points made.                 </td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table>	Level	Marks	Descriptor	4	10–12	Clear and precise analysis, supported by well-chosen evidence from the candidate's investigation, demonstrates excellent, relevant application of knowledge and understanding of the citizenship actions. Analysis is developed, justified and evaluated within the context of citizenship action. The analysis and evaluation lead to a well-judged and coherent conclusion.	3	7–9	Appropriate evidence is selected from the candidate's investigation, demonstrating good, mostly relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments and analyses but these analyses are not always completely developed, justified or evaluated. Analysis and evaluation may not all be relevant to the context. Conclusions drawn from the analysis and evaluation may not be completely coherent.	2	4–6	Some evidence is selected from the candidate's investigation, demonstrating some occasionally relevant application of knowledge and understanding of citizenship actions. Weak arguments are made which are not necessarily related to the evidence selected. Analysis and evaluation is not relevant to the context. Some attempt is made to integrate the analysis and evaluation into concluding remarks.	1	1–3	Basic application of knowledge and understanding of the citizenship actions arising from the candidate's investigation. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.	0	0	Nothing to credit.	12
Level	Marks	Descriptor																			
4	10–12	Clear and precise analysis, supported by well-chosen evidence from the candidate's investigation, demonstrates excellent, relevant application of knowledge and understanding of the citizenship actions. Analysis is developed, justified and evaluated within the context of citizenship action. The analysis and evaluation lead to a well-judged and coherent conclusion.																			
3	7–9	Appropriate evidence is selected from the candidate's investigation, demonstrating good, mostly relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments and analyses but these analyses are not always completely developed, justified or evaluated. Analysis and evaluation may not all be relevant to the context. Conclusions drawn from the analysis and evaluation may not be completely coherent.																			
2	4–6	Some evidence is selected from the candidate's investigation, demonstrating some occasionally relevant application of knowledge and understanding of citizenship actions. Weak arguments are made which are not necessarily related to the evidence selected. Analysis and evaluation is not relevant to the context. Some attempt is made to integrate the analysis and evaluation into concluding remarks.																			
1	1–3	Basic application of knowledge and understanding of the citizenship actions arising from the candidate's investigation. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.																			
0	0	Nothing to credit.																			

	<p><b>AO2</b></p> <p>The response may demonstrate:</p> <ul style="list-style-type: none"> <li>• the student’s process for gathering views</li> <li>• the overall achievements of the investigation</li> <li>• linkage between the views gathered and the outcome of the action.</li> </ul> <p><b>AO3</b></p> <p>The response may:</p> <ul style="list-style-type: none"> <li>• analyse the extent to which the views which were sought were incorporated into the action</li> <li>• analyse ways in which feedback from others was used to improve the investigation</li> <li>• evaluate the ways in which the student was able to communicate their own and other viewpoints in relation to citizenship issues and how they persuaded others</li> <li>• evaluate the effectiveness of citizenship actions in relation to the views of others.</li> </ul> <p>AO2 = 4 AO3 = 8</p>	
--	--	--

**Section B – Politics and participation**

Qu	Part	Marking guidance	Total marks
03	1	<p><b>Which one of the following resolves disputes between the UK government and the devolved assemblies?</b></p> <p>Correct answer: <b>D (Supreme Court)</b></p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
03	2	<p><b>Explain what is meant by the term ‘royal assent’.</b></p> <p>Award <b>1</b> mark for correct understanding of the term and <b>1</b> mark for developing an explanation.</p> <p><b>Example answer</b></p> <p>Royal assent is when the monarch approves legislation <b>(1)</b> to turn it into an Act of Parliament (law) <b>(1)</b>.</p> <p>AO1 = 2</p>	2

Qu	Part	Marking guidance	Total marks								
03	3	<p><b>Referring to Source B, discuss two differences between the UK constitution and the US constitution.</b></p> <p>Award a maximum of <b>2</b> marks for each of <b>2</b> clear applications of an understanding of the UK constitution in comparison to the features of the US constitution discussed in <b>Source B</b>.</p> <p>Award <b>1</b> mark for each difference identified and <b>1</b> mark for development (<b>x2</b>).</p> <p><b>Indicative content</b></p> <p>The candidate answer requires the application of knowledge regarding the features of the UK constitution. The source discusses the nature of the US constitution and the difficulty in passing laws that ban guns which does not apply to the UK because of different constitutional arrangements. The response will make reference to the contrasting nature of the US Constitution from the source.</p> <p>Answers that simply reverse the statements should not gain marks unless some explanation is offered.</p> <table border="1" data-bbox="320 1088 1273 2024"> <thead> <tr> <th data-bbox="320 1088 799 1126">Source B (US Constitution)</th> <th data-bbox="799 1088 1273 1126">UK Constitution</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 1126 799 1357"> <ul style="list-style-type: none"> <li>It is written and codified. This clearly sets out the rights of the citizens and the powers of the government.</li> </ul> </td> <td data-bbox="799 1126 1273 1357"> <ul style="list-style-type: none"> <li>It is unwritten and uncodified which means there is no single formal document that sets out the rights of the citizens and the powers of the government.</li> </ul> </td> </tr> <tr> <td data-bbox="320 1357 799 1664"> <ul style="list-style-type: none"> <li>It is inflexible which makes it harder to change if issues arise.</li> </ul> </td> <td data-bbox="799 1357 1273 1664"> <ul style="list-style-type: none"> <li>It is flexible as there is no set text divided into chapters or sections. This allows change to be introduced easily, via Acts of Parliament, such as devolution of the Human Rights Act.</li> </ul> </td> </tr> <tr> <td data-bbox="320 1664 799 2024"> <ul style="list-style-type: none"> <li>There have only been 27 amendments. It is difficult to make amendments.</li> </ul> </td> <td data-bbox="799 1664 1273 2024"> <ul style="list-style-type: none"> <li>Can be changed or amended in response to changing circumstances. There are no formal procedures for changing elements of the constitution. Changes are made in the same way that changes to laws are made.</li> </ul> </td> </tr> </tbody> </table>	Source B (US Constitution)	UK Constitution	<ul style="list-style-type: none"> <li>It is written and codified. This clearly sets out the rights of the citizens and the powers of the government.</li> </ul>	<ul style="list-style-type: none"> <li>It is unwritten and uncodified which means there is no single formal document that sets out the rights of the citizens and the powers of the government.</li> </ul>	<ul style="list-style-type: none"> <li>It is inflexible which makes it harder to change if issues arise.</li> </ul>	<ul style="list-style-type: none"> <li>It is flexible as there is no set text divided into chapters or sections. This allows change to be introduced easily, via Acts of Parliament, such as devolution of the Human Rights Act.</li> </ul>	<ul style="list-style-type: none"> <li>There have only been 27 amendments. It is difficult to make amendments.</li> </ul>	<ul style="list-style-type: none"> <li>Can be changed or amended in response to changing circumstances. There are no formal procedures for changing elements of the constitution. Changes are made in the same way that changes to laws are made.</li> </ul>	4
Source B (US Constitution)	UK Constitution										
<ul style="list-style-type: none"> <li>It is written and codified. This clearly sets out the rights of the citizens and the powers of the government.</li> </ul>	<ul style="list-style-type: none"> <li>It is unwritten and uncodified which means there is no single formal document that sets out the rights of the citizens and the powers of the government.</li> </ul>										
<ul style="list-style-type: none"> <li>It is inflexible which makes it harder to change if issues arise.</li> </ul>	<ul style="list-style-type: none"> <li>It is flexible as there is no set text divided into chapters or sections. This allows change to be introduced easily, via Acts of Parliament, such as devolution of the Human Rights Act.</li> </ul>										
<ul style="list-style-type: none"> <li>There have only been 27 amendments. It is difficult to make amendments.</li> </ul>	<ul style="list-style-type: none"> <li>Can be changed or amended in response to changing circumstances. There are no formal procedures for changing elements of the constitution. Changes are made in the same way that changes to laws are made.</li> </ul>										

		<ul style="list-style-type: none"> <li>The Second Amendment states that 'the right of the people to keep and bear Arms, shall not be infringed'.</li> </ul>	<ul style="list-style-type: none"> <li>There is no single written document that sets out rights of the citizens and powers of the government. Laws, court precedents and conventions make up what would be considered a constitution.</li> </ul>	
		<ul style="list-style-type: none"> <li>The Second Amendment has made it difficult to pass laws to limit and control gun ownership in the US.</li> </ul>	<ul style="list-style-type: none"> <li>The constitution can be changed simply by passing an Act of Parliament. The Dunblane shooting resulted in strict gun control laws within a short period of time.</li> </ul>	
Award marks for any other relevant answers.				
AO2 = 4				

Qu	Part	Marking guidance	Total marks
04	1	<p><b>Which job would not allow you to stand for election to become a Member of Parliament (MP)?</b></p> <p>Correct answer: <b>D (Police Officer)</b></p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks
04	2	<p><b>What is the minimum voting age in the following elections?</b></p> <p>Award <b>1 mark</b> for each correct answer (<b>x2</b>).</p> <p>UK general election: 18 Scottish Parliamentary election: 16</p> <p>AO1 = 2</p>	2

Qu	Part	Marking guidance	Total marks																
04	3	<p><b>Referring to the people in Source C, describe who can and cannot stand as a candidate in local elections.</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3–4</td> <td>Good application of knowledge and understanding of the issues. Response clear and relevant to the concepts surrounding the citizenship context.</td> </tr> <tr> <td>1</td> <td>1–2</td> <td>Basic application of knowledge and understanding of the issues. Response muddled and lacking relevance to the concepts surrounding the citizenship context.</td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <p>The candidate answer requires the application of knowledge regarding the eligibility of candidates to stand in local elections to <b>Source C</b>. The source includes the case studies of two citizens who wish to stand for election.</p> <p>The candidate's answer <b>may</b> include the following points.</p> <table border="1"> <thead> <tr> <th>Helga</th> <th>Peter</th> </tr> </thead> <tbody> <tr> <td> <p>Helga is <b>not eligible</b> to stand as a candidate for local election in Birmingham.</p> <p>Factors that make her ineligible:</p> <ul style="list-style-type: none"> <li>she is employed by the local council.</li> </ul> <p>Factors that would make her eligible:</p> <ul style="list-style-type: none"> <li>she is over the age of 18</li> <li>she is a citizen of Poland/EU living in the UK</li> <li>she has been living for at least 12 months in the local council area for which she wishes to stand</li> <li>she has been working for at least 12 months in the local council area for which she wishes to stand.</li> </ul> </td> <td> <p>Peter is <b>eligible</b> to stand as a candidate for local election in Birmingham.</p> <p>Factors that make him eligible:</p> <ul style="list-style-type: none"> <li>he is over the age of 18</li> <li>he has been living for at least 12 months in the local council area for which he wishes to stand</li> <li>he has been working for at least 12 months in the local council area for which he wishes to stand</li> <li>he has been to prison but it was six years ago therefore he is still eligible. He would have been disqualified if he had been in prison for more than three months in the last five years.</li> </ul> </td> </tr> </tbody> </table>	Level	Marks	Descriptor	2	3–4	Good application of knowledge and understanding of the issues. Response clear and relevant to the concepts surrounding the citizenship context.	1	1–2	Basic application of knowledge and understanding of the issues. Response muddled and lacking relevance to the concepts surrounding the citizenship context.	0	0	Nothing to credit.	Helga	Peter	<p>Helga is <b>not eligible</b> to stand as a candidate for local election in Birmingham.</p> <p>Factors that make her ineligible:</p> <ul style="list-style-type: none"> <li>she is employed by the local council.</li> </ul> <p>Factors that would make her eligible:</p> <ul style="list-style-type: none"> <li>she is over the age of 18</li> <li>she is a citizen of Poland/EU living in the UK</li> <li>she has been living for at least 12 months in the local council area for which she wishes to stand</li> <li>she has been working for at least 12 months in the local council area for which she wishes to stand.</li> </ul>	<p>Peter is <b>eligible</b> to stand as a candidate for local election in Birmingham.</p> <p>Factors that make him eligible:</p> <ul style="list-style-type: none"> <li>he is over the age of 18</li> <li>he has been living for at least 12 months in the local council area for which he wishes to stand</li> <li>he has been working for at least 12 months in the local council area for which he wishes to stand</li> <li>he has been to prison but it was six years ago therefore he is still eligible. He would have been disqualified if he had been in prison for more than three months in the last five years.</li> </ul>	4
Level	Marks	Descriptor																	
2	3–4	Good application of knowledge and understanding of the issues. Response clear and relevant to the concepts surrounding the citizenship context.																	
1	1–2	Basic application of knowledge and understanding of the issues. Response muddled and lacking relevance to the concepts surrounding the citizenship context.																	
0	0	Nothing to credit.																	
Helga	Peter																		
<p>Helga is <b>not eligible</b> to stand as a candidate for local election in Birmingham.</p> <p>Factors that make her ineligible:</p> <ul style="list-style-type: none"> <li>she is employed by the local council.</li> </ul> <p>Factors that would make her eligible:</p> <ul style="list-style-type: none"> <li>she is over the age of 18</li> <li>she is a citizen of Poland/EU living in the UK</li> <li>she has been living for at least 12 months in the local council area for which she wishes to stand</li> <li>she has been working for at least 12 months in the local council area for which she wishes to stand.</li> </ul>	<p>Peter is <b>eligible</b> to stand as a candidate for local election in Birmingham.</p> <p>Factors that make him eligible:</p> <ul style="list-style-type: none"> <li>he is over the age of 18</li> <li>he has been living for at least 12 months in the local council area for which he wishes to stand</li> <li>he has been working for at least 12 months in the local council area for which he wishes to stand</li> <li>he has been to prison but it was six years ago therefore he is still eligible. He would have been disqualified if he had been in prison for more than three months in the last five years.</li> </ul>																		



		Award marks for any other relevant answer. AO2 = 4	
--	--	---	--

Qu	Part	Marking guidance	Total marks
05	1	<p><b>Identify two roles carried out by the Speaker of the House of Commons.</b></p> <p>Correct answers: <b>A (Barring members)</b> and <b>B (Chairing debates)</b></p> <p>AO1 = 2</p>	2

Qu	Part	Marking guidance	Total marks
05	2	<p><b>Identify two roles Black Rod is responsible for.</b></p> <p>Correct answers: <b>E (Security)</b> and <b>F (State Opening of Parliament)</b></p> <p>AO1 = 2</p>	2

Qu	Part	Marking guidance	Total marks												
05	3	<p><b>Referring to Source D, discuss the significance of where MPs sit in the House of Commons.</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3–4</td> <td>Good application of knowledge and understanding of the issues. Response clear and relevant to the concepts surrounding the citizenship context.</td> </tr> <tr> <td>1</td> <td>1–2</td> <td>Basic application of knowledge and understanding of the issues. Response muddled and lacking relevance to the concepts surrounding the citizenship context.</td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <p>The candidate answer requires the application of knowledge of where MPs with particular roles sit in the House of Commons. The source shows the front benches to the right and left of the Speaker, the back benches and the Prime Minister.</p> <p>The candidate's answer <b>may</b> include the following:</p> <ul style="list-style-type: none"> <li>• the Speaker sits in the middle to signify an impartial referee</li> <li>• Frontbenchers/Cabinet members/Ministers and the PM sit on the front benches to signify their importance in their party</li> <li>• opposition sits opposite the government to signify that they oppose</li> <li>• leader of the opposition, Shadow Cabinet and Shadow Ministers sit on the frontbench opposite the government</li> <li>• Backbenchers sit on the back benches as they are ordinary MPs who hold no government or opposition post.</li> </ul> <p>Award marks for any other relevant points.</p> <p>AO2 = 4</p>	Level	Marks	Descriptor	2	3–4	Good application of knowledge and understanding of the issues. Response clear and relevant to the concepts surrounding the citizenship context.	1	1–2	Basic application of knowledge and understanding of the issues. Response muddled and lacking relevance to the concepts surrounding the citizenship context.	0	0	Nothing to credit.	4
Level	Marks	Descriptor													
2	3–4	Good application of knowledge and understanding of the issues. Response clear and relevant to the concepts surrounding the citizenship context.													
1	1–2	Basic application of knowledge and understanding of the issues. Response muddled and lacking relevance to the concepts surrounding the citizenship context.													
0	0	Nothing to credit.													

Qu	Part	Marking guidance	Total marks
06	1	<p><b>Which one of the following is a political party in the UK?</b></p> <p>Correct answer: <b>B (Plaid Cymru)</b></p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks																		
06	2	<p><b>‘UK political parties are all the same.’</b></p> <p><b>Considering a range of views, evaluate this statement.</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7–8</td> <td>                     Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue.                      Developed and reasoned justifications are given which relate to the evidence provided.                      The justifications put forward form a coherent argument.                 </td> </tr> <tr> <td>3</td> <td>5–6</td> <td>                     Analysis of a range of evidence and views related to the citizenship issue.                      The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.                 </td> </tr> <tr> <td>2</td> <td>3–4</td> <td>                     Basic analysis of a limited range of evidence and views related to the citizenship issue.                      Weak arguments are made which are not necessarily related to the evidence selected.                      The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.                 </td> </tr> <tr> <td>1</td> <td>1–2</td> <td>                     Limited evidence presented and/or evidence presented is not directly related to the citizenship issue.                      Insufficient range of differing viewpoints considered.                      Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.                 </td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing to credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <p>Analysis of evidence should evaluate the view that all political parties in the UK are the same. Answers may include an evaluation of the philosophical and sociological differences between political parties in the UK. Whilst the question requires a response that comes to a conclusion, candidates are required to look at a range of views covering both sides of the argument about whether all political parties are the same. This indicative content provides possible routes through the question. It is not a requirement that responses contain all the elements identified below; other valid points should be credited fully.</p>	Level	Marks	Descriptor	4	7–8	Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue. Developed and reasoned justifications are given which relate to the evidence provided. The justifications put forward form a coherent argument.	3	5–6	Analysis of a range of evidence and views related to the citizenship issue. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.	2	3–4	Basic analysis of a limited range of evidence and views related to the citizenship issue. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.	1	1–2	Limited evidence presented and/or evidence presented is not directly related to the citizenship issue. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.	0	0	Nothing to credit.	8
Level	Marks	Descriptor																			
4	7–8	Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue. Developed and reasoned justifications are given which relate to the evidence provided. The justifications put forward form a coherent argument.																			
3	5–6	Analysis of a range of evidence and views related to the citizenship issue. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.																			
2	3–4	Basic analysis of a limited range of evidence and views related to the citizenship issue. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.																			
1	1–2	Limited evidence presented and/or evidence presented is not directly related to the citizenship issue. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.																			
0	0	Nothing to credit.																			

	<p>Arguments in <b>support</b> of the view that all political parties are the same are likely to be based on analysis of examples and evidence about the ways in which the political parties operate.</p> <ul style="list-style-type: none"> <li>• Terms such as left wing and right wing, capitalist or socialist are not used as much anymore as philosophical differences between the parties are not as evident. Political parties realise the need to attract the vote of those in the centre which has led to voters not being able to see much difference between the parties.</li> <li>• Margaret Thatcher moved the Conservative Party to the right and Tony Blair moved the Labour Party to the centre in order to win elections. When on more central ground differences are less apparent.</li> <li>• The members/social class of elected representatives and party members is increasingly similar – eg Labour MPs include fewer working class, more lawyers – arguably becoming more middle class and similar to Conservative representatives.</li> <li>• Apathetic voters tend to adopt the view that all parties are the same.</li> </ul> <p>Arguments <b>against</b> the view that all political parties are the same are likely to be based on the policy/philosophical differences between the political parties.</p> <ul style="list-style-type: none"> <li>• Parties on the left tend to support higher taxes on the rich, welfare for the poor and government regulation of business.</li> <li>• Parties on the right believe in lower taxes on businesses and minimal business regulation.</li> <li>• Those on the left tend to adopt a progressive view and those on the right tend to uphold more socially traditional views.</li> <li>• The views of political parties can be described using the traditional political philosophy terms – Socialism, Liberalism and Conservatism.</li> <li>• The rebranding of Labour to ‘New Labour’ and the Conservatives ‘New Right’ highlights the changing political landscape in recent years.</li> <li>• Key policies of the political parties in recent elections can be discussed to highlight the different policies, for example, regarding Brexit, NHS or taxation.</li> <li>• The rise of populist parties and Nationalist parties that focus on particular issues.</li> </ul> <p>Award marks for any other relevant answer e.g. structural/organisational/leadership selection.</p> <p>AO3 = 8</p>	
--	---	--

Qu	Part	Marking guidance	Total marks
07	1	<p><b>Identify which post in the UK Cabinet is responsible for the Treasury.</b></p> <p>Correct answer: <b>A (Chancellor of the Exchequer)</b></p> <p>AO1 = 1</p>	1

Qu	Part	Marking guidance	Total marks															
07	2	<p><b>‘The UK Prime Minister’s power is limited by the influence of the media on public opinion.’</b></p> <p><b>Considering a range of views, to what extent do you agree with this statement?</b></p> <p><b>In your answer you should consider:</b></p> <ul style="list-style-type: none"> <li>• <b>the power of the Prime Minister</b></li> <li>• <b>the role of the media in informing and influencing public opinion</b></li> <li>• <b>the role of the media in holding those in power to account.</b></li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Marks</th> <th style="width: 80%;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">7–8</td> <td>                     Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue.                      Developed and reasoned justifications are given which relate to the evidence provided.                      The justifications put forward form a coherent argument.                 </td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>                     Analysis of a range of evidence and views related to the citizenship issue.                      The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.                 </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>                     Basic analysis of a limited range of evidence and views related to the citizenship issue.                      Weak arguments are made which are not necessarily related to the evidence selected.                      The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.                 </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>                     Limited evidence presented and/or evidence presented is not directly related to the citizenship issue.                      Insufficient range of differing viewpoints considered.                      Little or no attempt is made to analyse or evaluate                 </td> </tr> </tbody> </table>	Level	Marks	Descriptor	4	7–8	Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue. Developed and reasoned justifications are given which relate to the evidence provided. The justifications put forward form a coherent argument.	3	5–6	Analysis of a range of evidence and views related to the citizenship issue. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.	2	3–4	Basic analysis of a limited range of evidence and views related to the citizenship issue. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.	1	1–2	Limited evidence presented and/or evidence presented is not directly related to the citizenship issue. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate	8
Level	Marks	Descriptor																
4	7–8	Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue. Developed and reasoned justifications are given which relate to the evidence provided. The justifications put forward form a coherent argument.																
3	5–6	Analysis of a range of evidence and views related to the citizenship issue. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.																
2	3–4	Basic analysis of a limited range of evidence and views related to the citizenship issue. Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.																
1	1–2	Limited evidence presented and/or evidence presented is not directly related to the citizenship issue. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate																

		<p>the evidence presented. Little or no attempt is made to integrate the points made.</p>	
	<p><b>0</b></p>	<p><b>0</b></p>	<p>Nothing to credit.</p>
<p><b>Indicative content</b></p> <p>Whilst the question requires a response that comes to a conclusion about the assertion in the question, candidates are required to look at a range of views covering both sides of the debate surrounding whether or not the UK Prime Minister’s power is limited by the influence of the media on public opinion.</p> <p>The indicative content below provides possible routes through the question. It is not a requirement that responses contain all the elements identified below; other valid points should be credited fully.</p> <p>Points which <b>may</b> be included to argue that the UK Prime Minister’s power <b>is</b> limited by the influence of the media on public opinion.</p> <ul style="list-style-type: none"> <li>• Significant limitations on the PM’s power comes from the party they represent. They can be removed by a dissatisfied party or cabinet. Negative media coverage will have an influence on party members and public opinion. Without majority support, their position is weakened significantly, and the governing party can replace them without consulting the electorate, as was the case with Margaret Thatcher in 1990, Tony Blair in 2007, Theresa May in 2019 and Boris Johnson and Liz Truss in 2022.</li> <li>• The media can influence public opinion. Although a PM is not directly elected in position by the public, they are an important factor in influencing votes for their party. The electorate also have the power to vote them out of office.</li> <li>• Another factor that limits a PM’s power is the fact that they are seen to be publicly responsible for any major mishap that occurs during their time in power. The media covers all current and world affairs and focuses on the response of the PM.</li> <li>• Media coverage helps to inform the public on political and current affairs. PMs need to respond to the calls from pressure groups and trade unions as well as petitions from the citizens.</li> <li>• The PM’s power may be undermined or restricted by the media’s role in holding those in power to account; wrongdoing will be immediately covered and negative news stories can be blown out of proportion and turned into a crisis. Examples of this can be seen in the media coverage of Boris Johnson during the global pandemic.</li> </ul> <p>Points which <b>may</b> be included to argue that the UK Prime Minister’s power is <b>not</b> limited by the influence of the media on public opinion (but may be limited by other factors).</p> <ul style="list-style-type: none"> <li>• The unwritten nature of the Prime Minister’s role in the constitution means that there are relatively few formal checks and balances on their powers compared with other heads of government.</li> <li>• Through the power of patronage, the PM has the power to select the Cabinet (The Executive) and can appoint ministers to the Cabinet and</li> </ul>			

	<p>appoint ministers to lead on specific policy areas. The PM has the power to appoint, reshuffle or dismiss ministers.</p> <ul style="list-style-type: none"> <li>• Although the PM serves as head of Cabinet, they are constrained by ministerial members of the cabinet who have equal powers '<i>primus inter pares</i>' – first amongst equals. Additionally, this also means that they are responsible not just for their decisions but those of their ministers to the public.</li> <li>• Media can help to strengthen the PMs' power by focusing on their image and personality, often portrayed as a presidential figure.</li> <li>• PMs are able to speak to and appeal to the public directly through press appearances that are covered by the media, giving them more exposure to the public.</li> <li>• If media such as newspapers are supportive of a PM, this can influence public opinion by portraying the PM in a positive light and capturing the public's support.</li> <li>• The media's role in holding those to account may not always be effective. Dominic Cummings and Priti Patel refused to resign during the global pandemic despite repeated media coverage of their controversial actions.</li> </ul> <p>Award marks for any other relevant answers.</p> <p>AO3 = 8</p>	
--	--	--