

WORKBOOK ANSWERS

AQA GCSE (9–1) Citizenship Workbook

This answer booklet is laid out in the same way as a mark scheme indicating potential responses. In relation to the higher mark questions, the suggestions outlined are only one potential route through a question. Examiners will reward other suitable responses.

Except for two questions in the Active Citizenship section of Paper 1, all the other questions on both papers only assess a single Assessment Objective. It is therefore important to know what the requirements for each assessment objective are in order to gain the maximum marks.

They are each made up of two parts – **What you have to do** and **about what**.

- AO1: **Demonstrate knowledge and understanding** of **citizenship concepts, terms, and issues**.
- AO2: **Apply knowledge and understanding** of **citizenship concepts, terms and issues to contexts and actions**.
- AO3: **Analyse and evaluate** a range of evidence relating to **citizenship issues, debates and actions**, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.

All questions worth 1 or 2 marks only assess AO1 – requiring a short factual response.

All questions worth 4 marks only assess AO2 – looking at a source and using it to reflect upon your citizenship knowledge. The source may not form a part of your taught course but asks you to use material from the course to respond, hence the phrase, applying your knowledge

All questions worth 8 marks only assess AO3 – these are short essay style questions. You may have to make a case, defend a point of view, develop an argument, make a choice. These can be open-ended questions where there is no set correct response, what is important is the argument put forward and the use of evidence. **Synoptic questions** appear at the end of each section. These questions have at least two bullet points to assist you in answering the question. A synoptic question requires you to draw upon knowledge and understanding for more than one section of the course. It is helpful if you indicate this clearly in your response.

| Page | Question | Answers | Mark |
|------|----------|--|-------|
| 1 | 1 | Any one of: democracy, rule of law, individual liberty, tolerance or participation in community life. | 1 |
| 1 | 2 | <p>Reasons may include any two of the following:</p> <ul style="list-style-type: none"> • System of legal redress exists through the courts in the UK. • Parliamentary safeguards through legislation against such actions. • Freedom for the media to report such actions to hold those in power to account. | 2+2=4 |
| 2 | 3 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Define Liberty – the ability to do what one wishes without interference for others. For example, freedom of movement, freedom of worship, free speech. Concept of total liberty, no restraints upon any action. • Restraints upon freedom – your actions impinge on others so your liberty cannot add to someone else's liberty, e.g., one person's freedom to smoke is a health hazard to others. • Authority in the form of the state has, at times, restricted individual freedom for the benefit of others, e.g., 2020 pandemic on restriction of movement. • The state needs to require citizens to act in certain ways for the benefit of society and passes laws to ensure compliance. For example, speed limits are used to ensure the public's safety so one cannot drive at what speed one wishes. • Conclusion – society is now very complex and interrelated which makes it impossible for an individual to have total individual liberty. | 8 |
| 2 | 4 | A duty is an obligation due from a citizen of a state, i.e., to pay your taxes or obey the law. | 1 |

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| 3 | 6 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Define rights – legally binding, social and ethical entitlements that all citizens of a state enjoy equally. • Using examples of rights show how they have changed over time. • Voting – today, everybody over 18 can vote, in the 1960s, only those aged over 21 could vote. At the start of the 20th century, women could not vote in General Elections. In 2014, 16-year-olds were allowed to vote in a referendum in Scotland. There is currently a campaign to lower the voting age to 16. The argument for these changes is due to attitudes about equality, development of education and linkage to other rights. • Personal rights have developed over time, the ability to gain a divorce and the equal status of both partners, civil partnership, gay marriage. All these areas have in recent years seen acceptance in law to issues that, in the past, were deemed illegal due to social attitudes and values. • Right to join a union – in the 19th century, the law was used by some to prevent Trade Unions developing. In the early 20th century, the law was used to threaten their finances if they took industrial action. Today, Trade Unions are seen as an essential partner, enabling employers to have an ability to negotiate on work related issues. This has taken place as employers have seen the benefits of working with unions as, over the years, millions of employees have joined Trade Unions. • Concluding comment identifying other areas that could have been used. | 8 |
| 3 | 7 | <p>Group identity – associating/ belonging to/ with a group of like-minded/shared interest people.</p> <p>For example, 'teenagers' as a distinct identity, football supporters generally or related to a specific team.</p> | 1+1=2 |

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| 4 | 8 | <p>Any two distinct reasons for a difference:</p> <ul style="list-style-type: none"> • The concept of Europe as an entity is weaker than that of the national state. • Activity in sport, culture or business relates to the nation state not Europe. • Culturally, national identity is expressed through mediums such as art, music and language. There is no such distinct European cultural identity. • For centuries, the history of Europe has been dominated by struggles between the national states, there has not been any such crisis to bring Europe together as an overriding transnational state. | 2+2=4 |
| 4 | 9 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Firstly – identify what is meant by the term, ‘Global citizen’. A citizen is traditionally identified within a context of a state i.e., British citizen. A Global citizen is someone who feels their links are with everywhere in the world as we now live in such an interconnected world. <p>Points against:</p> <ul style="list-style-type: none"> • Citizenship grants legal status and rights; there is no formal body to recognise and enforce rights globally. • A citizen owes loyalty to their state not to every state that exists. <p>Points for:</p> <ul style="list-style-type: none"> • The issues that impact upon society today such as climate change; environmental issue or, modern slavery cannot be considered single state issues. • The term ‘Globalisation’ – producing and transporting goods freely across the world means that many economic issues transcend national borders. • Increasingly, countries work together e.g., EU, NATO, UN, WTO to deal with issues that transcend | 8 |

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| | | <p>national borders.</p> <ul style="list-style-type: none"> Conclusion – based upon your evidence, some people can be global, but others even lack national citizenship and support – unequal world. | |
| 5 | 10 | D | 1 |
| 5 | 11 | <p>Any two valid point:</p> <ul style="list-style-type: none"> That the people of England are the dominant part of the UK in terms of population and the nation that feels most British. Scotland, Wales and Northern Ireland have a similar much lower percentage of their populations that feel British; 26.7%, 26.7% and 29.4%. | 2+2=4 |
| 6 | 12 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> Define 'British' – a citizen of the United Kingdom – England, Wales, Scotland and Northern Ireland. Identity in this context is about a sense of belonging and associating with the values and norms of that society. Britishness is often an issue as many living in the UK associated with national identity primarily and Britishness secondly. This is especially so in Scotland, Wales and Northern Ireland. In Northern Ireland, where there are two distinct traditions; the Unionist associating with the United Kingdom and the nationalist wishing to see a united island of Ireland. In Scotland, the major political party is the Scottish Nationalist Party (SNP) which seeks a fully independent Scotland. There is also a strong nationalist movement in Wales. Whilst there is no such movement within England which is characterised by strong regional identities such as Tyneside, Liverpool, Yorkshire and Cornwall. Conclusion – is there anything distinct about what is associated with Britishness that is not associated with being Cornish or Scottish? The answer is that in | 8 |

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| | | the UK, there are shared values and traditions, hence, the difficulty in having a British identity. | |
| 6 | 13 | <p>Clear description that indicates an understanding of both terms:</p> <ul style="list-style-type: none"> • Net migration – the difference in population after deducting the number of people who have left a country from the number that have arrived. • Emigration – the number of people who leave a country to live permanently in another country. | 1+1=2 |
| 6 | 14 | <p>Two acceptable reasons:</p> <ul style="list-style-type: none"> • Specific skills shortage – i.e., those with IT skills. • Specific workforce shortages – i.e., nurses, doctors, care workers. • Encourage young people to adjust population age profile and encourage population growth. • Encourage the establishment of new businesses. | 2+2=4 |
| 7 | 16 | Multiculturalism is about differing cultures living side by side with each other and respecting each other's backgrounds and traditions. An example of this is the Notting Hill festival which each year celebrates cultural diversity. | 2 |
| 8 | 17 | <p>A benefit: encourages people to live side by side and understand each other's culture and traditions so a range of identities can co-exist.</p> <p>A disadvantage: it allows groups to self-isolate and not fully integrate into life in the UK.</p> | 2+2=4 |
| 8 | 18 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • There are a range of actions a local community could undertake. • Some are formalised and may be led by bodies such as local authorities or the voluntary sector, for example, churches or community groups. • Others could be spontaneous arising from | 8 |

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| | | <p>community action by individuals or groups.</p> <ul style="list-style-type: none"> • Specific examples – and their evaluation – if these are real examples that aid the strength of the response. • The local council could set up a community board and allocate funds to support projects. • The churches and religious groups could agree interfaith gatherings and services. • Local museums and art galleries could sponsor mutual respect events. • The community could hold a mutual respect festival/carnival/music event. • The issues that might arise with these suggestions are that this is local led and controlled and communities and groups can be left out. • The activities and groups only appeal to a certain section of the community. • Conclusion – how to ensure everybody knows and can be become involved. | |
| 8 | 19 | Multiple identities means that one can be grouped or associated with several distinct groups, for example, by age, young or elderly, by the work you do; student or bus driver, by the sport you like, football supporter or rugby supporter. | 2 |
| 9 | 20 | Any two examples, i.e., education, cultural background, family income/wealth, religion, where one lives. Developed to indicate its link to individual identity. | 2+2=4 |
| 9 | 21 | <p>This question can be answered following this structure, but it is only one possible route:</p> <p>Mention of historical context of movements of population i.e., the Irish settling in England in the 19th century, finding work in canal and railway construction this led to settlement in urban areas.</p> <p>In recent times. especially post war, the influx of population has largely been driven by the economy – need for workers</p> | 8 |

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| | | <p>in many sectors such as transport, social care and the health service. Again, the movement of population has been to urban and city locations. Many people moved to the industrial north of England to work in the then textile factories.</p> <p>London, for example, is seen as a global centre for services such as finance and attracts both unskilled and highly skilled people from overseas as well as being a magnet for new people in the UK due to being the capital city, centre of government and the largest city in the UK.</p> <p>There is also a general trend for new arrivals to initially locate within existing linked population areas.</p> | |
| 10 | 22 | Freedom of the press – the press/media is free to investigate and print stories free from direct government control but are subject to laws. | 1 |
| 10 | 23 | <p>Two points:</p> <ul style="list-style-type: none"> • The internet was designed as a platform for the exchange of views and opinions. • The platform is free and open to all and does not have the role like a publisher of a newspaper or TV news. • The business model is not about news or opinion, it is an advertising revenue generating platform. • It is an international platform so how can social media companies be expected to monitor the requirements of every individual nation. | 2+2=4 |
| 10 | 24 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Firstly, define what is meant by 'the media' – traditional print and now also online, as well as the broader concept of social media and, recently, the idea of 'citizen journalists'. Role of television in its various formats and also the role of cinema. • 'Holding those in power to account' explain the term in a narrow sense, it refers to politicians but more broadly refers to those in authority or control of | 8 |

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| | | <p>bodies, organisations or commercial companies.</p> <ul style="list-style-type: none"> This is a question best answered with the use of examples as the question requires such as Daily Telegraph and MP's expenses scandal. Dominic Cummings (PM's advisor) and his trip to Barnard Castle during the 2020 pandemic. 38 degrees website and the campaign to stop the selloff of the nation's forests. | |
| 11 | 25 | <p>Any one valid suggestion:</p> <p>Ask for a retraction to be published. Refer to the press regulator. Take the newspaper to court and sue. Raise the matter with your MP to pursue.</p> | 1 |
| 11 | 26 | <p>Examples may include social media and newspapers working with Marcus Rashford regarding free school meals in the holidays. Sky TV and its Clean Oceans campaign. The examples need to be within the last 5 years to be recent.</p> | 2+2=4 |
| 11 | 27 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> Outline what is the FOA is about – The Freedom of Information Act 2000 allows citizens the right to know about decisions and actions taken in their name by organisations and people they elect and pay for. This Act has allowed the media and especially newspapers to gather information about what is happening within government both nationally and locally. The legislation makes it a legal requirement for those asked questions to respond within a set time and limits any reasons they can give for not responding. Case studies of the use by journalist will assist in gaining full marks. Examples that may be included are MP's abuse of the expenses system, cracks in the nuclear reactor at Hinkley Point, attempts by Prince Charles to lobby government, neglect of the elderly by the social care system. | 8 |

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| 11 | 28 | IMPRESS is the government appointed press regulator. | 1 |
| 12 | 29 | <p>Two points required:</p> <ul style="list-style-type: none"> In the UK, social media are currently free from government control and censorship. The personal data relating to a user of social media is private and protected from misuse by law. | 2+2=4 |
| 12 | 30 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> Consider the current position regarding press regulation as against the concept of a 'free press'. Traditionally within the UK, we speak of the concept of a 'free press' which means that the media are free subject to the law to publish what they wish and aren't subject to any governmental control. For many years, the press established their own form of regulation via a body called the Press Council. Following the Levison Inquiry in 2011, it was recommended that the government appoint a press regulation body. The government appointed a body called IMPRESS, but the vast majority of the print media refused to join, even though membership provided newspapers with some financial legal indemnity, and they set up their own body called Independent Press Standards Organisation (IPSO) in 2014. Other ways of holding the press to account – via civil law action. Points for regulation – power of the press against ordinary citizens, danger of injustices and false claims and stories. Points against regulation – used by government to exert political control, used to hide facts from the public. Lack of a free press and a variety of views due to controls. | 8 |
| 13 | 31 | D | 1 |

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| 13 | 32 | <p>Two points required:</p> <ul style="list-style-type: none"> Provides a code of human rights protection. Allows access to the European Court of Human Rights. Governments can be challenged when passing laws regarding human rights which conflict with the Convention. | 2+2=4 |
| 13 | 33 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> European Convention of Human Rights – NB: do not confuse this with the EU – it is an entirely different organisation. Charter drawn up by the Council of Europe following the Universal Declaration of Human Rights agreed by the United Nations. Individual European countries sign up to the convention and agree to abide by the jurisdiction of the European Court of Human Rights. UK citizens using the UK court system can hold the government to account over its actions which they claim violate the convention. They can do this as the Convention has been merged into the UK's Human Rights Act 1998. Citizens also have the right to appeal their case to the European Court of Human Rights. If they win their case the UK government must abide by the ruling of the European Court. | 8 |
| 14 | 34 | B | 1 |
| 14 | 35 | <p>Two reasons:</p> <ul style="list-style-type: none"> It was a nationwide referendum. A clear-cut result based upon a yes/no type answer. High turnout of voters, higher than at general elections. | 2+2=4 |
| 14 | 36 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> The UK officially left the European Union in January | 8 |

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| | | <p>2020 but had a transition period of 12 months in order to complete a treaty agreement with the EU. During 2020, the UK enjoyed EU membership rights.</p> <ul style="list-style-type: none"> • The case made by those supporting leave centred around their campaign slogan of Take Back Control, our money our laws and our borders. The UK would become a global trading partner and regain national sovereignty. • Clearly, this is a response that may change over time as the benefits/drawbacks of leaving the EU emerge. <p>Consider the following issues:</p> <ul style="list-style-type: none"> • Control of our borders as against the former freedom of movement within the EU. • Patterns of Trade with the EU and the wider world – does the UK prosper? • Does the power and influence of the UK on the world stage increase or decrease? • How does the money save from leaving the EU benefit the UK? | |
| 15 | 37 | Sanctions are a form of action that governments can take preventing goods or services being provided to named countries. For example, sanctions are in place against Russia due to its takeover of the Crimea which is a part of the Ukraine. | 2 |
| 15 | 38 | <p>Military advantage – a victory can lead to change and resolve a situation.</p> <p>Sanctions advantage – can be targeted at the leaders of a country so they do not hurt the entire population.</p> | 2+2=4 |
| 15 | 39 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Quote examples of UK military intervention: Afghanistan 2001-14, Iraq 2003, Libya 2011, Persian Gulf 2019. • The use of military power is seen as 'hard power' as | 8 |

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| | | <p>against soft power – diplomacy or cultural activity.</p> <ul style="list-style-type: none"> • Note in recent years, military activity has been as a part of a joint operation via the UN, NATO or the EU. • Many argue that these interventions have not been successful due to lack of clear aims, lack of exit policy, considered interventionist and act as a recruiting agent for hostile organisations. There have been issues in the UK regarding political agreement regarding such actions. <p>Points for – somebody has to act, we always work with others, the UK is seen as a major world player even if our military resources are limited.</p> <p>Based upon the evidence presented, a case needs to be made for or against military intervention being successful.</p> | |
| 16 | 40 | Since 2020, Foreign, Commonwealth & Development Office (FCDO) | 1 |
| 16 | 41 | <p>Two reasons:</p> <ul style="list-style-type: none"> • Allows them to become involved in countries that they are not supportive of. • The NGO may be already working in that country. • Avoids political criticism at home. • Enables the host country to accept UK aid when it is not from the UK government. | 2+2=4 |
| 16 | 42 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Define an NGO – Non-Governmental Organisation, examples are Red Cross, Disaster Emergency Committee (DEC) and Oxfam. These are bodies that work with the government in a humanitarian crisis but are not controlled by the government but may receive some funding from the government. • Examples of emergency relief work – work with refugees from the Syrian civil war. MSF (Médecins Sans Frontières – Doctors without Borders) working | 8 |

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| | | <p>in the Ukraine.</p> <ul style="list-style-type: none"> • Role – to assist where their expertise will make a difference and where formal government bodies, i.e., the military, would not be welcome or supported or work in countries where help is needed but have no or difficult relations with the UK. • They also have the benefit of being able to appeal to the public for support and assistance. Success can be judged in the immediate short term – saving lives and sustaining lives and in the longer term, helping rebuild communities. | |
| 17 | 43 | <p>This synoptic question brings together the following themes: Discrimination in the UK – Equality in the UK – Life in Modern Britain and the effectiveness of anti-discrimination legislation – Rights and Responsibilities.</p> <p>Always try to follow the bullet points in your response they are there to guide you.</p> <ul style="list-style-type: none"> • Forms of discrimination examples – race, gender, sexuality, ageism. Useful to quote 3 or 4 and support with an illustration to indicate your understanding. • Refer to legislation – make the point that all discrimination is now encompassed within the Equality Act 2010, whilst examples you use may refer to earlier legislation like the Equal Pay Act or the Race Relations Act. • Effectiveness must relate to the actions that followed the legislations and any forms of measurable success. • Some set up organisations or bodies (Equality and Human Rights Commission) had a direct influence on employment practices or made certain actions illegal. • Your conclusion will relate to what extent there has been change and the extent to which this change relates to legislation as distinct from changes in social values. | 8 |

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| 18 | EP 1 | D | 1 |
| 18 | EP2 | Self-censorship is when a media outlet agrees not to publish an item. For example, the UK media refused to purchase or publish pictures taken of Princess Diana at the scene of her death. Some governments exercise censorship controls over what can be published by the media. | 2 |
| 18 | EP3 | Reason for – the companies are publishing material for others to see just like in a newspaper or a book so should be liable in the same ways. Reason against – they are just platforms for the public to exchange their views, opinions and messages. The public are entitled to freedom of expression and not to be censored by social media companies. | 4 |
| 18 | EP4 | An example of a group national identity could be football supporters. | 1 |
| 18 | EP5 | Net migration is the difference in the number of people leaving and arriving to live permanently in a country over a set period. For example, if 50,000 leave the UK and 100,000 arrive, the net migration number is plus 50,000. | 2 |
| 19 | EP6 | London – is an international city made up of people from many parts of the UK and the world. London is also the capital of the UK so there is an association with being at the centre of the UK. Central government and the monarch are based in London. BAME – whether first or second generation, BAME citizens live mainly in urban and city environments where there is a more cosmopolitan culture that identifies with being British rather than English. Many who do not have automatic British citizenship have become British citizens which again reinforces a sense of British identity. | 2+2=4 |
| 19 | EP7 | One of the following countries: USA, Canada, Turkey | 1 |
| 19 | EP8 | The Council of Europe | 1 |
| 19 | EP9 | D and F | 2 |
| 20 | EP10 | The European union is an economic and political grouping of countries bound by international treaties. It has an elected parliament and three Presidents: The Council, the | 4 |

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| | | Commission and the Parliament. It raises its income from its member states. EU citizens have common enforceable rights and most use the Euro the EU currency. In contrast, the Commonwealth is far more informal and has limited influence on the workings of government and the economies of member states. | |
| 20 | EP11 | A referendum is a vote on a single issue. It is normally a binary vote, i.e., requiring a Yes or No response. | 1 |
| 20 | EP12 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> Consider the benefit claimed for leaving the EU and beside each, consider any current differing views. Within the limited space and time available focus on the key points. Focus on the Theme – Take Back Control. Control over our borders so we can have our own immigration points-based system with no automatic right of entry. Fishing in UK waters controlled by the UK government. Control over our laws, we no longer have to enact European laws into UK law. Free to trade with the world – no longer locked into EU trade agreements with other countries we can negotiate our own agreements with other countries. Money that no longer has to be paid to the EU can be spent in the UK. | 8 |
| 21 | EP13 | NGO stands for Non-Governmental Body; an example would be the Red Cross. | 2 |
| 21 | EP14 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> In 2020, the UK Conservative government proposed that it would cut the percentage of GDP to 0.5% and didn't give a date for returning to the 0.7% contribution. The government department that dealt with International Aid in 2020 was merged into | 8 |

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| | | <p>the Foreign Office.</p> <ul style="list-style-type: none">• Due to lack of space and time, it is always wise to follow the guidance shown in the bullet points when answering the question.• International Aid – some administered via DEC and NGO's for urgent relief. Other directed to long term projects in developing countries. Money is given to International Bodies to assist their work.• UK Budgeting – as stated, 2020 saw a decrease in the UK's obligation to spend 0.7%. This in the short term was said to be a result of budgetary issues surrounding the pandemic. Some MPs, especially from the Conservative Party, have criticised the extent of Overseas Aid spending and believe the money could be better spent in the UK. | |
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| Page | Question | Answers | Mark |
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| 22 | 1 | All people are treated equally by the justice system. | 1 |
| 22 | 2 | <p>Advantage – judgement by your ‘peers’, need to convince 12 people of guilt.</p> <p>Disadvantage – swayed by emotion, difficulty following technical cases, may be biased.</p> | 2+2=4 |
| 22 | 3 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Explain the concept of ‘presumption of innocence’ – a person brought before a court is assumed to be not guilty. It is the function of the state to prove guilty as charged. It is not up to the accused to prove their innocence. They do not have to submit any evidence or say anything, and nothing can be assumed by their silence. • This is important because: It is the role of the state to prove its charges, they are the body that has brought the person before the court. An accused person may not have access to the resources, time or funds to prove their own innocence. This could lead to miscarriages of justice depending upon a person’s wealth or power. • A key principle of UK law is equality before the law that all are treated equally. | 8 |
| 23 | 4 | <ul style="list-style-type: none"> • Rules: schools, football/sports, in general. Clubs, • Laws: in society as a whole i.e., driving, employment, discrimination. | 2 |
| 23 | 5 | If a society is not based upon justice and fairness, people will protest and work outside the system to bring about change, or at worst, exclude themselves from society and live in a state of anarchy. Then the system begins to crumble, people protest and take nondemocratic actions. | 4 |
| 23 | 6 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Firstly, identify the two areas of life relating to discrimination – e.g., sexual, gender, age, disability or race. | 8 |

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| | | <ul style="list-style-type: none"> Identify for the two chosen, a law that relates to ending this discrimination – e.g., sexual – Equal Pay Act 1970, race – Race Relations Acts 1965, 1968, 1976 and 2000. <p>Impact of the legislation:</p> <ul style="list-style-type: none"> In both cases, there are in place formal structures to support the promotion of the legislation and support claims under the legislation. In both cases, the attitudes in society have changed radically since the first inceptions of the law. Pay equality has helped develop broader concerns about inequality in society. The recent case of pay discrimination within the BBC indicates how this is still a topical issue. Race relations and attitudes have changed over the years. The Black Lives Movement is currently impacting what still needs to be done. | |
| 24 | 7 | <p>The parents believe that their right and responsibility is to ensure that their child receives the best possible treatment. The hospital has, by law, been given rights over the child and its treatment. When the child was removed from the hospital, the law stated that the health authorities had to report the parents and the police had to take action. This is a good example of a clash between parental rights and the hospital's legal responsibilities.</p> | 4 |
| 24 | 8 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> Introductions mention the concept of individual liberty within a democratic society. Wish to limit the powers of the state over its citizens. When do you think the State should be able to curtail rights and freedoms? Quote some possible examples – at time of war – civil emergency – pandemic – national strikes – terrorist threats. These are all potential scenarios, but you may want to argue that there is a stronger case for some than others? Arguments for government control – in the public interest, protection of the state, maintaining public services, public health threat, civil emergency that requires action. | 8 |

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| 25 | 9 | <p>Discuss two:</p> <p>Complaints examples:</p> <ul style="list-style-type: none"> • that they people target • profile certain groups of people for arrest age/gender/ ethnic background • that they are aggressive in their approach. | 2+2=4 |
| 25 | 10 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Background – traditionally, police forces have been locally based around counties or cities. In the recent past, there has been amalgamations of smaller forces. In London, there are two forces, the City of London force and the much larger, Metropolitan Police force. Scotland and Northern Ireland both have a single police force. • Case for local forces – history and tradition, local identity and local knowledge and local accountability. • Case against – end the duplication of different systems of working, costs could be cut – overheads admin, bulk buying, etc. Better integration and use of resources. | 8 |
| 26 | 11 | Magistrates Court | 1 |
| 26 | 13 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Current situation – judges are recommended for appointment by independent panels set up by the government. The appointments are lifetime appointments. The appointees are non-political and legal experts in their own field or highly qualified solicitors. • Why not political appointees? – the judiciary is seen as independent of the government and parliament. The new Supreme Court can make ruling regarding the legality of new legislation – hence, it is important it is non-political. • If they were political appointees a change of | 8 |

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| | | government would seek to remove some judges and replace them with others – leading to instability in legal judgments and rulings undermining the role of common law. Public confidence in the system would be endangered as well as the perception of political influence when decisions are made. | |
| 27 | 14 | QC means Queens Counsel | 1 |
| 27 | 15 | <ul style="list-style-type: none"> The friend could contact their local Citizens Advice who have legal advisors that are either legal executives or solicitors, or they could contact a solicitor directly themselves. Solicitors deal with general family/community related civil and criminal matters. Some larger solicitors' firms have solicitors who specialise in particular legal areas like housing. | 4 |
| 27 | 16 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> Solicitors are normally seen as the equivalent to visiting the family doctor (GP) they deal with a wide range of matters and can represent clients in court. Examples of work undertaken – wills, divorce, buying and selling property, offences in the magistrate's court. Barristers are the equivalent to seeing a hospital consultant. They are highly qualified legal experts in a specialist field of the law, for example, criminal law, contract law, divorce law, taxation, property rights. They are mostly likely to be involved in cases that proceed to the Crown and High Courts and in the civil courts. | 8 |
| 28 | 17 | <ul style="list-style-type: none"> If you are found guilty in a magistrate's court, you can appeal against your conviction to a Crown Court or the High Court. If that fails, and the issue is regarding an aspect of how the law is interpreted, you can request an appeal to the Court of Appeal from there, again on a point of law, the matter can be determined by the Supreme Court. | 4 |

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| 28 | 18 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Case may include historical background. There has been a long tradition for trial by jury in England. • Concept of your guilt or innocence being decided by fellow citizens. • Concept of local decision making, i.e., jurors from your own community. • Idea that ordinary citizens have a sense of fairness that at times goes beyond strict legal guidance. • Ability of juries to allow contemporary interpretations of the law to enter in their judgments. • A jury of 12 people from different backgrounds normally have all to convinced of the verdict. | 8 |
| 29 | 19 | ADR means Alternative Dispute Resolution | 1 |
| 29 | 20 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Set out the background to Tribunals – established junior court by law. Composed of legal and non-legal experts and lay people who determine complaints and issues raised by citizens relating to their specific field on work. • Note: they differ from Ombudsman regarding their legal standing and enforcement ability. • Useful to quote a number of examples of Tribunals: Employment, SEN and Disabilities, Criminal Injuries Compensation and Immigration and Asylum. • People can represent themselves or be legally represented. • The proceeding and decisions tend to be made more quickly than using the court system. • The rulings made by Tribunals like the courts help interpret legislation especially as they deal with | 8 |

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| | | <p>real cases relating to the legislation's application.</p> <ul style="list-style-type: none"> Overall, they provide a route for citizens and groups to speedily and at low cost bring clarity to often complex legislation. They are able to redress and ensure that individual issues are resolved. | |
| 29 | 21 | <p>Possible responses may include:</p> <ul style="list-style-type: none"> Cultural background of the country in regard to when children become adults. Religious background in, for example, the age of marriage. The nature of the country and its development may impact on the age of compulsory education. | 4 |
| 30 | 22 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> Explain that rights are currently granted at different ages. Set some examples of the age-related rights – 13 part time work, 14 enter a pub, 16 married with parent's consent, 18 have a credit card and 21 become a driving instructor. These have developed as rights over long period. <p>Most rights seem to be fixed around three ages:</p> <ul style="list-style-type: none"> 21 historically was the time one was said to be an adult and was linked to voting rights. 18 more recently has been used as the enter date into adulthood. 16 is now seen by many as the date at which for example voting rights should be granted. <p>The school leaving age which related to many rights has been changed and is now 17 and over 50 % of the student population attend university until 21.</p> <p>A case has to be made to have a limited number of age-related ages, for example, 10, 13 and 16. A stronger response may relate the older age groupings to responsibilities rather than rights.</p> <p>This is an open style of question where there is no correct response; what is looked for is clear reasoning linked to the choices made.</p> | 8 |

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| 30 | 23 | Civil court system | 1 |
| 31 | 25 | Two points may include: <ul style="list-style-type: none"> • Different types of courts: Sheriffs and High Court of Justiciary. • Size of jury is 12 in England and 15 in Scotland. • Differing laws to enforce in Scotland than England and Wales. | 2+2=4 |
| 31 | 26 | This question can be answered following this structure, but it is only one possible route: <ul style="list-style-type: none"> • Need to outline that there are three distinct systems in the UK: England and Wales, Scotland and Northern Ireland. • The main reason for this situation is historic. • The most distinct system is in Scotland and pre-dates the Act of Union in 1707. • The Northern Ireland system evolved from the establishment of a separate governmental system there following the establishment of the Irish Free State now the Irish Republic after the First World War. • As Wales has been integrated with England since the late middle ages no distinct legal systems emerged. • In recent years, devolution developments in the UK have led to a review of the powers of each part of the UK and in Wales, new legal powers have recently been granted. | 8 |
| 32 | 27 | Magna Carta for the first time set out that the actions of the King were subject to the law and rights against unfair trial or imprisonment. | 2 |
| 32 | 28 | Any two of the examples indicated: <ul style="list-style-type: none"> • Legal rights – the right to a trial by jury. • Political Rights – the right to vote at 18. • Religious Rights – rights of Catholics to vote. • Economic rights – right to form Trade Unions. • Welfare rights – granting of old age pensions. • Personal rights – rights of the child. | 2+2=4 |

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| 33 | 29 | <p>This was a major constitutional issue regarding the UK leaving the EU. The government believed it could be done without Parliament having a vote on the issue. The Supreme Court said that Parliament should have a vote and used case law from the distant past to help make its decision. In future, this 2016 ruling can be used if such an issue arises again.</p> | 4 |
| 33 | 30 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Common law is where judges in cases set legal precedent by making decisions about existing laws. Common law was an invention of the English courts. • This system ensures that laws which may be poorly drafted or are open to different interpretations or may not relate to contemporary issues or events are given a judicial interpretation. These are given as written judgements which ensures they can be used in other courts as precedent thereby establishing 'common law' throughout the system. They can be updated by later judgements and rulings made by lower courts and can be overturned by higher courts. The views of the higher court then take precedence and become the 'common law'. | 8 |
| 33 | 31 | <p>Any correct example, i.e., CBI, Motor Manufacturers Society, Engineering Employers</p> | 1 |
| 34 | 32 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Trade Unions are voluntary groups of workers/employees that join together to support each other and provide a negotiating body on their behalf. • Examples of Trade Unions are Unison and Unite who both have large membership within the public sector. The largest teacher's union is the NEU. The GMB is one of the largest Unions with over 600,000 members. Many Unions belong to the Trades Union Congress (TUC) which represents millions of affiliated members and represents the views of its | 8 |

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| | | <p>members to government.</p> <ul style="list-style-type: none"> • Unions represent the views of members in regard to working conditions, wages, contracts and issues like health and safety and pension rights. Many employers value the work of unions as they only have to talk to a small group or in some cases a single union to resolve issues with their work force. • Employees value membership as they have support both regarding their individual rights, but they also have a powerful collective body negotiating on their behalf, for example, regarding wages or redundancy. If action is taken, it is more likely to have an impact due to the number of members involved. • If unions did not exist workers would be entirely at the mercy or whim of their employers regarding wages and conditions of work. | |
| 34 | 33 | <p>One suitable example required, for example: Stealing money from your employer by altering documents, making a claim for government help when you know you are not entitled to make a claim (benefit fraud).</p> | 1 |
| 34 | 34 | <ul style="list-style-type: none"> • Summary only – Non-payment of the TV licence – fine or limited jail sentence. • Either way offences – Fraud – depending upon the extent and nature of the fraud, magistrates may refer the case to the Crown Court. • Indictable only offences – Murder – a most serious offence that attracts a minimum prison sentence. | 2+2=4 |
| 35 | 35 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Cybercrime – relates to using the internet to carry out criminal activity. This could include fraud, extortion, blackmail and sexual offences. • The issues that law enforcement agencies face include identifying who the criminal is. As most hide behind both internet security walls and also do not release their physical identity. | 8 |

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| | | <ul style="list-style-type: none"> • Jurisdiction – these crimes whilst impacting on someone in the UK could be carried out by anyone based anywhere in the world. • Internet privacy – it can be difficult for law enforcement to gain access to possible criminal internet accounts to gather evidence and internet companies are often reluctant to release information. • Some breeches in the law are being carried out by state agencies of other countries, which can be very difficult to trace. • Even when a person is identified, if they are abroad it can be difficult to get them extradited to the UK to face charges. | |
| 35 | 36 | Women are likely to receive shorter sentences than males because predominately females are involved in less serious crimes that attract shorter prison sentences. | 4 |
| 35 | 37 | <p>This question can be answered following this structure, but it is only one possible route:</p> <p>Reasons why under 18-year-olds commit crime:</p> <ul style="list-style-type: none"> • Sense of immaturity due to youth. • Nature of the crimes – many could be minors and young people may not perceive them as crimes, i.e., minor drug use. • Belief that they are not going to get caught. • Group culture – a sense of wanting to belong to a group. • Knife ownership could relate to a sense of needing protection. <p>The response could cover either several points or develop a few in depth to gain full marks.</p> | 8 |
| 36 | 38 | A and D | 2 |
| 36 | 39 | <p>Any two of the examples indicated:</p> <p>Benefits – assists community co-operation, lowers crime levels, heightens people's awareness of crime and crime prevention.</p> | 2+2=4 |

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| 36 | 40 | <p>This is a very open-ended question so there is no set factual response rather a route through the question to gain full marks.</p> <ul style="list-style-type: none"> • The response needs to be about the reduction in crime, suggestions about changes in prison policy, court system, types and changes in laws, policing. Changes in definitions of what is criminal activity, changes in sentencing policy. • Each suggested change should be supported by a reason indicating how it would reduce crime. • The questions states 'changes' so at least two should be mentioned. | 8 |
| 37 | 41 | <ul style="list-style-type: none"> • Custodial sentence – any length of time in prison. • Non-custodial sentence – fine, community service, conditional discharge. | 2 |
| 37 | 42 | <ul style="list-style-type: none"> • Case FOR – ultimate deterrent, life for a life argument. • Case AGAINST – the state shouldn't take a life, possibility of injustice, doesn't allow for rehabilitation. | 2+2=4 |
| 37 | 43 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Need to define what is meant by community sentencing. Someone who is found guilty in a court, but the sentence is served in the community so that the person can continue their normal employment. The activity undertaken is supervised and could be cleaning the community or working with people in need. The concept is one of giving back to the community for minor crimes committed or first offences. • Case FOR – people treated as individual, supported but still able to work. Stops minor criminals escalating to major crime. • Case AGAINST – soft punishment doesn't act as a deterrent. Does impact on their daily lives for the damage they have caused. | 8 |

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| 38 | 44 | <ul style="list-style-type: none"> • Case FOR – the nature of the crime justifies this sentence. • Case AGAINST – doesn't allow for any rehabilitation. | 2+2=4 |
| 38 | 45 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • The current purposes of sentencing are: <p>Punishing the offender</p> <p>Deterrence</p> <p>Rehabilitation of the offender</p> <p>Protection of the community</p> <p>Reparations by the offender.</p> • The response can accept the existing purposes but must include a justification. If new or redrafted purposes are included, they must include a justification. | 8 |
| 39 | 46 | Re-offending refers to a person committing further crimes after being caught committing other crimes. | 2 |
| 39 | 47 | <p>Any two of the examples indicated:</p> <p>Low level offence, first time offence, circumstances of the offence.</p> | 2+2=4 |
| 39 | 48 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • 'Prison doesn't work' relates to the high number of reoffending that takes place. One of the aims of sentencing in rehabilitation of the offender, i.e., they leave prison a reformed person and do not commit further crimes. • The evidence indicates that there is a high degree of reoffending and it is highest amongst young offenders. • Points that may be made against – whilst in prison, the community is safe from these people, the increasing length of sentences again provides safety for the community. | 8 |

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| 40 | 49 | Age of the person, the nature of the texts, the number of the texts, educational and social reports regarding the young person, past record. | 4 |
| 40 | 50 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Youth Courts operate on a more informal basis – to encourage a more discussion-based meeting than a court hearing. • A range of reports from schools and social workers are taken into account to give a broader understanding of the young person. • The parents are involved in the case. The public and press cannot attend or fully report the hearing. | 8 |
| 41 | 51 | Post the end of the second world war, the war crime trials in Germany and Japan. Period of post war reconstruction being led by the USA who also led on the drafting of the declaration. | 4 |
| 41 | 52 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Background to the UNDHR – written at the end of the second world war at the behest of the United Nations which had just been established. • It is now over 70 years since it was drafted. • Whilst the core principles are still valid, it can be argued that many of the illustrations and examples are dated and not in keeping with current thinking. For example, the nature of family and marriage has changed and broadened. Rights regarding work are now different in regard to there being a variety of ways of being employed or self-employed and the role of Trade Unions has declined. Freedom of movement is now challenged by many countries. • Gender and sexual topics are not addressed. The relationship of humans to others and the environment are not mentioned. <p>The response may cover a range of points or focus on one or two in depth.</p> | 8 |

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| 42 | 53 | Council of Europe | 1 |
| 42 | 54 | <p>Since the introduction of the Human Rights Act 1998, UK courts implement the European Convention of Human Rights. These cases would have been heard in a range of UK courts, including courts of appeal and the supreme court. The case then could be taken to the European Court of Human Rights (ECHR), which would take into account the views of the UK courts when arriving at its decision.</p> | 4 |
| 42 | 55 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • The ECHR aims to protect the basic human rights of citizens of countries that sign up to the Convention. • As well as safeguarding the rights within their own country, the Convention allows citizens to take their government to the European Court of Human Rights in Strasbourg if they believe their government is not providing the rights laid out in the Convention. • The Court is made up of judges from many countries. Countries tend to obey the rulings of the European Human Rights Court as failure to do so could see them in contravention of the Convention. • It provides an external safeguard for citizens in all member countries. | 8 |
| 43 | 56 | United Nations | 1 |
| 43 | 57 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • The United Nations Convention on the Rights of the Child came into force in 1990 and most countries have adopted the convention. • In times of civil war or terrorism or civil unrest, the convention provides security for children's rights. • It attempts to end child exploitation and abuse, ranging from economic and sexual exploitation to modern day slavery. There are issues that impact upon a range of societies from developing to developed. | 8 |

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| 43 | 58 | European Court of Human Rights | 1 |
| 43 | 59 | Article 1 – the Human Rights Act 1998 allows for UK courts to make judgments in regard to the convention, this is a formal part of the legislation. Article 13 in the UK says citizens have full access to the court system to pursue remedies. | 4 |
| 44 | 60 | This question can be answered following this structure, but it is only one possible route: <ul style="list-style-type: none"> • The Human Rights Act 1998 wrote the European Court of Human Rights into UK law rather than the UK just being a signature to the Convention. • This did not change the rights of UK citizens, but it did alter how UK citizens could more speedily seek redress. The Human Rights Act allowed access more speedily to the European Court of Human Rights instead of having to go through all the stages of the legal system in the UK. • Summary: It didn't impact specific rights, but it did improve access to the European Court to deal with complaints. | 8 |
| 44 | 61 | The International Red Cross | 1 |
| 44 | 62 | At the end of the second world war, the international community agreed to the recognition of the concept of war crimes and crimes against humanity as a result of acts carried out during the second world war. In Syria, acts such as the use of chemical weapons and random bombing of civilian areas are recognised as war crimes. | 4 |
| 46 | EP1 | B | 1 |
| 46 | EP2 | 'A majority decision' verdict is where all 12 members of a jury cannot agree on a verdict, a judge may agree to a majority verdict of either 11-1 or 10-2. | 2 |
| 46 | EP3 | Any two of the examples indicated: Reasons – The community was so divided it was impossible to get a neutral jury. People were concerned for their safety if they sat on a jury. An imbalanced jury might ignore the evidence. | 2+2=4 |
| 46 | EP4 | Common Law – law that has developed through judicial rulings. Judges interpreting laws that then become the case law for the subject. | 1 |

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| 46 | EP5 | The Metropolitan Police and the City of London | 1+1=2 |
| 47 | EP6 | Regarding an arrest the police must: <ul style="list-style-type: none"> • identify themselves as the police • state why the person is being arrested • tell the person what crime they think they have committed • explain why the person is not free to leave. | 2+2=4 |
| 47 | EP7 | Suspended sentence – means the sentence is not carried out unless you re-offend within a set time. | 1 |
| 47 | EP8 | This question can be answered following this structure, but it is only one possible route: Options available: <ul style="list-style-type: none"> • Longer sentences – make crime pay – make sentences a deterrent. • Better education in prison – many are unable to read or write, so improve their skills so they can work when they leave prison. • Improve health provision in prison – many have drug and health issues – sort these out when they are in prison so they can get a fresh start when they leave. • Altering the structure of prisons – move away from punishment to rehabilitation. • Ending inequality within society – government needs to address the wider issue of inequality that often leads to crime. The response may contain two in-depth ideas or a range of less developed ideas. | 8 |
| 47 | EP9 | Ease of bringing alleged criminals overseas back to the UK for trial. Ability of another country to accept evidence from another when arresting a person abroad. | 1 |
| 47 | EP10 | Stop and Search is the right of the police to stop someone and search them for items that are illegal, i.e., weapons or drugs. They do not require a warrant for this only reasonable suspicion. | 2 |

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| 48 | EP11 | <p>Any suitable Ombudsman and related complaint are acceptable.</p> <p>Examples:</p> <ul style="list-style-type: none"> Local government ombudsman – belief a council did not follow the law when making a decision. Health Service – complaint about procedures at a local hospital. | 2+2=4 |
| 48 | EP12 | C | 1 |
| 48 | EP13 | A and C | 2 |
| 49 | EP14 | <p>Any two of the examples indicated:</p> <p>Common principles – right to hear evidence and bring witnesses to court, right to legal representation.</p> <p>Right to further appeal. Right to represent yourself.</p> | 2+2=4 |
| 49 | EP15 | Common law has developed through the rulings, judgments and interpretations of law in courts by judges. | 1 |
| 49 | EP16 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> It has been suggested that there should be a British Bill of Rights that should replace the Human Rights Act which encompasses the European Court of Human Rights. If this was done, the control of basic rights would be available for each government to change. The only balance to government power would be the Supreme Court. The HRA gives UK citizens the right to take their case to the ECHR in Strasbourg in the knowledge that an international panel of judges will decide their case. The UK government is expected to follow the verdict of the court. <p>In summary – the points against relate to political control of rights and access to the Courts.</p> | 8 |
| 49 | EP17 | B | 1 |
| 50 | EP18 | <p>Civil case – clear and convincing evidence sometimes referred to as the preponderance of the evidence.</p> <p>Criminal case – concept of beyond reasonable doubt.</p> | 2 |

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| 50 | EP19 | <p>Examples:</p> <p>Association of Circus Proprietors – represent their views to local and central government on legislation that impact them – animal welfare issues, health and safety, employment legislation.</p> <p>Association of Indian Banks – improve the ability of their member banks to operate fully in the UK, promote their banks to encourage UK customers.</p> | 2+2=4 |
| 50 | EP20 | Youth Offenders Teams | 1 |
| 50 | EP21 | Rehabilitation relates to how a criminal becomes reformed and no longer wishes to engage in criminal activity after their sentence is completed. | 2 |
| 51 | EP22 | Cases relating to individual children can be investigated by the Commissioner. Provides greater security for children as they can complain directly to the commissioner if they feel they are being mis-treated. Children would feel that they have a voice and can be heard. | 2+2=4 |
| 51 | EP23 | B | 1 |
| 51 | EP24 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • The International Criminal Court was set up to provide the first permanent court structure to bring individuals from across the world to an international court to be held to account for human rights offences. • Some countries including the USA and Russia are not members – so whilst it is international, it is not universal. • Besides cases relating to the wars in the Balkans, other cases have dealt with offences committed in Africa. This has led to the complaint that the court is biased about the cases it undertakes. • It has no police force, so it is reliant on the support of member countries to capture those accused. • The cases can take many years to come to court, so justice is not swift. • It is based in Holland, so it appears to be centred around Europe rather than the developing world. | 8 |

| Page | Question | Answer | Mark |
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| 52 | 1 | D | 1 |
| 52 | 2 | <p>Any two of the examples indicated:</p> <ul style="list-style-type: none"> • UK is a constitutional monarchy not an absolute monarchy. • Decisions are made by an elected parliament and government not by members of the Royal family. • The monarch in the UK is only head of state not also head of the government. | 2+2=4 |
| 53 | 3 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Democracy has been defined as government by the people for the people. • Elements that make up a democracy are free and fair elections, ability to change a government, free press and media, the right for all eligible to vote, independent judiciary, ability for all who are eligible to stand for election. • All these essential points allow for citizens to participate within the democratic process and for them to know that government formed does represent the will of the people. • Some people would argue that there are elements of the UK system that could be more democratic and add to accountability, i.e., changing the voting age, making voting compulsory, changing the voting system to make it more representative, abolishing the unelected House of Lords. • Some societies use the term Democratic in their title but do not incorporate many of the points listed above. Are one party states democratic? <p>The strongest answers may include some of the balancing points identified above.</p> | 8 |
| 53 | 4 | <p>Equality Act. Older legislation can be mentioned but they are now effectively combined into the Equality Act.</p> | 1 |

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| 54 | 6 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> Currently, in the UK voting is voluntary and can vary in different parts of the UK and for differing elections. In a General Election, a good turnout is 70%. In local elections, the turnout can average 35%. In the Brexit referendum, the turnout was 72%. Case FOR – ensures all participate in a democracy. That the result is the will of the people. Democracy is under threat and often taken for granted. Points against include right not to participate; if the voting system is unjust it still is not the will of the people. It is up to the politicians to encourage participation not the law. | 8 |
| 54 | 7 | A and C | 2 |
| 55 | 9 | An unwritten constitution in the UK context means that constitutional arrangements are not all collated in a single written document like the written constitution of the USA. | 2 |
| 55 | 10 | The principle of separation of powers is central to the British constitution ensuring that each part of the law-making process is independent from each other. The government propose laws, parliament determines laws, and the courts enforce and interpret the law. Each as a counterbalance to the other. Having courts separate from the political process and judges appointed for life ensures that they remain independent and impartial to outside influence. | 4 |
| 56 | 11 | <p>This response relates to local government services, i.e., social care, education, highways, housing, planning, etc. Each response must indicate why the cut is being suggested.</p> <p>For example, councillor's allowances – small amount saved but symbolic, closing public toilets/parks or leisure facilities. These can be provided by the private sector.</p> | 2+2=4 |
| 56 | 12 | <p>This question can be answered following this structure, but it is only one possible route:</p> <p>Directly elected mayors are a relatively new innovation into UK local government. The first was the Mayor of London</p> | 8 |

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| | | <p>following devolution to the nations in 2000. Recent governments have promoted the idea and encouraged local councils to have directly elected mayors. Normally, the term 'Mayor' is given to the ceremonial head of a local authority and they hold office for one year. They have no power and are seen as a representative of the local community. Directly elected mayors are based upon the American model where they run local council and are elected by the electorate across a local authority area. They have major powers over spending and services.</p> <p>The case FOR is that one person rather than a group is responsible and accountable for the work of a local authority. They are well paid, so it is seen as a full-time job. They are also supposed to encourage public participation via increased voter participation because one person personifies the activity of the local council.</p> | |
| 56 | 13 | B or C | 1 |
| 57 | 14 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Devolution is the transfer of power from a greater body to a lesser body. In the UK, it refers to powers being given to Scotland, Wales and Northern Ireland, London and some metropolitan city regions. Most of this transfer of power has occurred since 1997. • The case for more; more local decision making and more local accountability. • AGAINST – weakens the power of central government, allows for a greater variation in services in different parts of the UK. • FOR – leads to calls for full independence, as in Scotland. Against – the decision about independence is one for the UK parliament to decide. • More devolution will lead for more calls for control over taxation policy as well as spending. • Against weakens the power of the UK government and parliament. | 8 |

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| | | <ul style="list-style-type: none"> The case against is weakened by the fact that the nations and regions have had devolution for over 20 years so cutting back, unless there is a major crisis, would appear to be going back on the will of the people who voted for devolution. | |
| 57 | 15 | Wales or Northern Ireland – London is also an acceptable answer. | 1 |
| 57 | 16 | Devolution in the UK is granted by the UK Parliament to the nations and regions and can be taken away. The devolved bodies can only work within the powers given to them by the UK Parliament. There is no federal body that brings the nations and regions together with the UK central government. | 4 |
| 58 | 17 | <p>This question can be answered following this structure, but it is only one possible route.</p> <ul style="list-style-type: none"> The Parliament that meets at Westminster in London is the Parliament of the United Kingdom. In recent years, the devolution process has seen parliaments and assemblies established in Scotland, Wales and Northern Ireland each with differing but extensive powers. For example, English MP's have no say on the NHS in Scotland as it is a devolved matter, but Scottish MP's can vote on matters about the NHS in England as it is not devolved. This has led to calls for a separate English Parliament. Recently, the UK Parliament agreed a process to deal with English only legislation, so that only English MP's voted. Establishing an English Parliament would give England equal status to the other Parliaments, but would it devalue the UK Parliament? Who would sit in this Parliament? The other bodies are directly elected. What would be the role of the House of Lords? Why not regional parliaments instead of an English Parliament? <p>The response doesn't have to come to a conclusion, only consider a number of points.</p> | 8 |

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| 58 | 18 | <p>Advantage – the party can ensure a diversity of candidates; well-known people might become candidates. These candidates bring into Parliament a range of non-political skills.</p> <p>Disadvantage – not trained as politicians, haven't built up a political reputation in a given local area, might be forced upon a local area against the wishes of local members.</p> | 2+2=4 |
| 58 | 19 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> Political parties are allowed by law to have lists of women only candidates when selecting a candidate to fight an election. In other areas of life such an action would be seen as an act of discrimination. The aim of this change is to ensure that more women are selected to fight elections and thereby more women are elected to public office. In recent years, the number of women MPs has increased at each election, in 2019, 220 were elected 34% of the total number of MPs. The arguments put forward relate to the number of women in parliament being linked to the population structure of the UK. Many local bodies that decide who the candidates are can be biased against women candidates. | 8 |
| 59 | 20 | Members of the House of Lords, those not on the electoral register. Most overseas citizens. | 1 |
| 59 | 21 | <p>At 16 – young people have opinions and have already gained a number of legal rights so they should also be allowed to vote.</p> <p>At 18 – it was reduced from 21 in 1970. Young people are either working or in full time education, many away from home aged 18 therefore that is the time at which they should be able to vote.</p> | 2+2=4 |
| 59 | 22 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> The question of prisoners right to vote has been | 8 |

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| | | <p>contentious for many years. The European Court of Human Rights decided that the UK needed to change its policy.</p> <ul style="list-style-type: none"> The arguments relate to many in prison who are on remand prior to trial so have not been found guilty; voting is a basic right so taking it away further alienates prisoners. Many are in prison including many women for minor non-violent offences so taking the vote away is adding to their punishment. Retaining their voting rights stops them appearing as second-class citizens. <p>There is no right or wrong answer to this question; a number of points need to be raised and validly discussed.</p> | |
| 60 | 23 | <p>Voter turnout means the number of people who do vote as against the number who could have voted normally, shown as a %.</p> | 1 |
| 60 | 24 | <p>Advantage – It is easier to vote and more people will vote.</p> <p>Disadvantage – More people may vote but that doesn't mean they are fully engaged with the issues and many may just vote with no logical purpose.</p> | 2+2=4 |
| 60 | 25 | <p>This question can be answered following this structure, but it is only one possible route.</p> <p>This is an open-ended question in that a pattern must be established within the response.</p> <ul style="list-style-type: none"> Identify an idea to increase voter turnout i.e., compulsory voting; payment for voting; increased political activity; more media coverage; compulsory voting; all postal voting; lowering the voting age; changing the voting system. Indicate how your choice could increase voter turnout. Are there any drawbacks or other potential issues with your suggestions? | 8 |
| 61 | 26 | A and C | 2 |

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| 61 | 27 | | Tax | Advantage | Disadvantage | 2+2=4 |
| | | | Income Tax Raising | Raise more revenue | Discourage people from trying to earn more money | |
| | | | National Insurance Raising | Raise more income | Discourage businesses employing more staff | |
| | | | Business Rates Raising | More Income for councils and the government | Discourage new businesses setting up Force businesses to close | |
| | | | VAT Raising | Additional government income | Goods and services become more expensive | |
| | | | Excise Duties Raising | Additional government income | Cut sales of those goods therefore turnover of businesses | |
| | | | Income Tax Lowering | Workers keep more of their wages | Cut in government revenue | |
| | | | National Insurance Lowering | Encourage more employment | Cut in government revenue | |
| | | | Business Rates Lowering | Allow business to be more profitable | Less income for councils and government | |
| | | | VAT Lowering | Encourage sales of goods and services | Cut in government revenue | |

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| | | Excise Lowering | Encourage sales, allow people to purchase additional goods with the saved money | Encourage sales of some goods that may be harmful, e.g., petrol and alcohol | |
| 61 | 28 | <p>This question can be answered following this structure, but it is only one possible route.</p> <p>This is an open-ended question so needs to follow a clear pathway.</p> <ul style="list-style-type: none"> Identifies a major area of government spending, i.e., defence, farming support; pensions; NHS; education. Either make a case for increased or decreased spending. Consider the impact of the change you want to make, i.e., cut defence spending – getting rid of the UK nuclear weapons – does that make the UK safer or alter the role of the UK in the world? A few concluding comments to indicate why you have made your suggestions. | | | 8 |
| 62 | 29 | <p>Opposed to project arguments:</p> <ul style="list-style-type: none"> The high cost of such projects. Often run over budget and time. Climate change – is this project really needed? Benefits mainly in one wealthy part of the UK. | | | 4 |
| 62 | 30 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> Outline the impact of the pandemic – lockdowns, businesses closed by government order. The economy saw a rapid decline. In order to stop a depression and mass unemployment, the government stepped in to | | | 8 |

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| | | <p>support businesses and pay peoples wages – this enables economic activity to continue.</p> <ul style="list-style-type: none"> • The government were able to do this as borrowing had been reducing and interest rates were very low; the immediate costs were not high, far less than the damage done if the government did nothing. | |
| 63 | 31 | <p>Welfare benefit is a broad term so any of the following are examples that can be used:</p> <ul style="list-style-type: none"> • Old age persons, universal credit, housing benefit, disability payments, working tax credits, free school meals, etc. • Definition – a transfer by payment/services from the state to individuals/families. | 2 |
| 63 | 32 | <p>This question can be answered following this structure, but it is only one possible route:</p> <p>The NHS came into being after the second world war with the promise to provide healthcare free of cost for a person's lifetime (from the cradle to the grave). The service was funded from National Insurance payments and general taxation. Over the years, the cost of health provision has dramatically increased and the service provided more complex treatments. Citizens over the years have seen payments introduced for prescriptions, dental and eye care being provided mainly privately. The UK has a small insurance/payment based private hospital sector.</p> <p>At the moment, health care is provided free of charge irrespective of your income.</p> <p>Many argue that an insurance-based system would be better as that means all the costs would be paid by those using the service and could be linked to employer schemes to keep costs down. This is very much the US model.</p> <p>Others dispute this model saying many are left out of the system; what about those needing long term expensive care which is often not covered by insurance policies? What about children and the elderly who are not in work? What about disabled citizens and their needs?</p> | 8 |

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| 64 | 33 | <p>Constituency A – used by those in favour of first past the post – the winning candidate got more votes (over 50%) than all the others combined.</p> <p>Constituency B – used by those opposed to first past the post – the winner had 21,000 votes whilst the other candidates together polled over 36,000.</p> | 2+2=4 |
| 64 | 34 | <p>This question can be answered following this structure, but it is only one possible route:</p> <p>A fixed term parliament means that elections are held at fixed periods after the last election. In the USA, Presidential elections are held every four years in November. This was not the case in the UK until the 2012 Fixed Term Parliament Act was passed, until then, the Prime Minister chose the date within five years of the last election, unless they were defeated in a vote of confidence in the House of Commons. In 2010, a coalition government was formed and the junior partners, the Liberal Democrats, insisted that Fixed Term Parliament Act became law.</p> <p>FOR – stability within the system; stops Prime Ministers choosing the date that best suits them; provides certainty regarding the work of parliament; stops politically motivated decisions just prior to calling an election – i.e., a give-away budget.</p> <p>AGAINST – traditionally PM's choose the date; keeps politicians alert to issues as an election can be called at any time. The use of resources to influence elections are more difficult to plan.</p> | 8 |
| 65 | 35 | PR systems used in the UK in public elections – Single Transferrable Vote (STV) | 1 |
| 65 | 36 | <p>A proportional system allocates seats according to the percentages of votes cast for a specific party or group, i.e., 10% of the votes = 10% of the seats.</p> <p>Directly elected Mayors are elected using the Supplementary Vote system, whereby if no candidate gets 50% of the vote the lowest voting candidate is eliminated, and their second-choice votes are transferred. This continues until a candidate has 50% plus 1 of the total valid</p> | 4 |

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| | | votes. | |
| 65 | 37 | <p>This question can be answered following this structure, but it is only one possible route:</p> <p>The First Past the Post (FPTP) system is based upon the winner being decided by the candidate with the most votes. The decision is not dependent upon the turnout or the size of the vote. It is the system used in UK General Elections. All recent system of election introduced in the UK have either been based upon a proportional representation system or a majority system whereby a winner must get over 50% of the votes.</p> <p>The case made by supporters of FPTP include:</p> <ul style="list-style-type: none"> It provides stable government; easy to understand; voters only have to use an x on a ballot paper; the count is easy and speedy; it has an historical basis. | 8 |
| 66 | 38 | Constitutional monarchy | 1 |
| 66 | 39 | <p>Parliament and the Executive are linked as MPs form a government which is a key part of the Executive.</p> <p>The judiciary are independent in that they are recommended for appointment by an independent body and are appointed for life.</p> | 2+2=4 |
| 66 | 40 | <p>This question can be answered following this structure, but it is only one possible route:</p> <p>The House of Lords is the second chamber of the UK Parliament. Until the mid-19th century, it was the more important of the two chambers. Its membership has been changed in recent years. Hereditary peers have largely been removed (those who have inherited their titles) the vast majority are life peers – appointed for their lifetime – their title goes with them. The chamber is largely a revising chamber although it can instigate some legislation. It has a strong committee structure.</p> <p>The major criticisms made of the House of Lords, is that it is largely politically appointed, it has too many members. Being unelected, it has too much influence on the workings of the elected government.</p> | 8 |

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| | | <p>If the Lords were directly elected, would you get a situation of deadlock if a different party controlled each chamber? Which Chamber could claim a mandate from the public which would be more powerful? The House would lose a lot of professional expertise it has through the appointment system and just be filled with another set of paid politicians. There is a danger of no proper check on the working of government.</p> | |
| 67 | 41 | Any two from A, C or E | 2 |
| 67 | 42 | <ul style="list-style-type: none"> • Get Brexit Done – the Conservative party – major policy platform in the 2017 and 2019 General Elections. • Stop Brexit – Build a brighter future – the Liberal Democrats, the most pro-European Union political party that opposed Brexit. • It's time to choose our own future – the Scottish nationalist party (SNP) – wanting to gain independence for Scotland. • NHS not for sale – the Labour Party – it established the NHS after the second world war. | 2+2=4 |
| 68 | 43 | <p>This question can be answered following this structure, but it is only one possible route:</p> <p>This is an open style of question, responses should:</p> <ul style="list-style-type: none"> • identify two policy areas – economy, defence, Brexit, housing, welfare, education, etc. • state the position of the Conservative Party. • state the position of the Labour Party. • identify the key differences – just after a general election it is reasonable for the response to relate to position as at that election, as parties revise policy between elections but do not publish them until closer to the next election. | 8 |
| 68 | 44 | A Select Committee of MPs shadow the work of a government department and can call ministers and officials and expert witnesses to scrutinise the work and | 1 |

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| | | effectiveness of the department and publishes reports. | |
| 68 | 45 | <p>Appropriate choice of topic and reason to support the choice.</p> <p>Example – Regret governments slow release of a Covid 19 vaccine.</p> <p>Reason – public interest topic but also links the government to what they consider their lack of effectiveness.</p> | 2+2=4 |
| 69 | 46 | <p>This question can be answered following this structure, but it is only one possible route:</p> <p>Prime Ministers Questions (PMQ) are a weekly event held when Parliament is sitting on a Wednesday at mid-day for at least 30 minutes. The Prime Minister faces questions from the Leader of the Opposition and other MPs. As well as political theatre it is seen as a crucial means of holding the government to account. The PM may know questions that his own MPs are going to ask or have been told to ask but has no idea what opposition MPs are going to ask. Political careers can be made or broken by the ways the Prime Minister and leading MPs cope at Question Time. It is often the only part of the work of Parliament that appears on national tv news. The public's perception of the PM and the Leader of the Opposition are formed by their performances at PMQT.</p> | 8 |
| 69 | 47 | <p>Actions an MP could take:</p> <ul style="list-style-type: none"> • Contact the minister concerned. • Ask questions in the House of Commons. • Call for an early debate in the House of Commons. • Work with others to form an action group to lobby about the issue. • Contact the businesses concerned to get a clearer picture of what is happening. • Seek media coverage of the issue. | 2+2=4 |
| 69 | 48 | <p>This question can be answered following this structure, but it is only one possible route:</p> | 8 |

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| | | <p>This is an open-ended question that enables the response to develop a point of view and make a case. The following elements should be included:</p> <ul style="list-style-type: none"> Propose a topic for that is suitable for a private member's bill – remember that the bill is not allowed if it involves amending levels of taxation. Justification – aim of the bill – who does it impact? Why is it important? | |
| 70 | 49 | <p>Backbencher – freedom to get involved in issues that interest you, free to vote on issues and promote causes.</p> <p>Frontbencher – seen as a leading spokesperson, advancement of your political career, outside bodies contact you to influence policy.</p> | 2+2=4 |
| 70 | 50 | <p>This question can be answered following this structure, but it is only one possible route:</p> <p>Within parliament, political parties have an organisational structure based around a 'whipping system'.</p> <p>Each party leader appoints a group of 'Whips' to control their members.</p> <p>Each week, the party issues instructions as to how members should vote known as one line, two line and three whips. The three-line whip means you must vote as the party wishes.</p> <p>The Whips and the party Leadership control advancement within the party, who sits on what committees in the house and who goes on what delegations. All these positions can be used by the whips as means of control or reward.</p> <p>The party can also try to influence the local party of the MP to ensure the MP supports the party line. As a last resort, the MP can lose the party whip and be expelled by the party.</p> | 8 |
| 71 | 51 | <p>Strength – allow for public participation in setting the political agenda.</p> <p>Weakness – some are excluded such as those with no internet access; can be difficult to gauge what are the most important issues; due to people organising mass signing of</p> | 2+2=4 |

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| | | petitions. | |
| 71 | 52 | <p>This question can be answered following this structure, but it is only one possible route:</p> <p>The House of Commons is one part of our bicameral parliament. The other part is the House of Lords. Most Bills (proposals for new laws) start in the House of Commons.</p> <p>There is a set procedure involved.</p> <ul style="list-style-type: none"> • First Reading – formal notice of the Bill. • Second Reading – debate and vote. • Committee Stage – where a group of MPs go through the Bill in detail and make amendments. • Report Stage – where any changes made by the committee are voted upon. • Third Reading – Final vote on the amended Bill. • The Bill is then sent to the House of Lords where it goes through all the stages again. • The House of Commons can then accept or reject the Lords amendments. • Royal Assent – the Bill is signed by the monarch and thereby becomes Law. <p>Some comment should be made about the process; length, repeating in the Lords; effective government control. Mention may also be made of Private Member's Bill.</p> | 8 |
| 72 | 53 | D | 1 |
| 72 | 54 | <p>Any four choices.</p> <p>The four most important posts are seen as the Chancellor of the Exchequer, The Foreign Secretary, The Home Secretary and the Minister of Defence.</p> | 4 |
| 72 | 55 | <p>This question can be answered following this structure, but it is only one possible route:</p> <p>A coalition government is when a number of parties agree to vote together to form a government. They are normally</p> | 8 |

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| | | <p>formed either at a time of national emergency, i.e., the Second World War, or when a general election doesn't give any one party an overall majority, i.e., 2010 when the Conservatives and Liberal Democrats formed a coalition government which lasted until 2015.</p> <p>Case FOR – provides a degree of stability to government; enables jointly agreed policy to be enacted; help to unite the nation at a time of crisis (1939-45); ensures that the extreme policies of any party in government are not carried out.</p> <p>Case AGAINST – the electorate doesn't vote for a coalition, politicians doing deals after an election with parties they have just fought against; end up with middle-of-the-road agreements about policy; unstable as they are made up of different parties.</p> | |
| 73 | 56 | A and C | 2 |
| 73 | 57 | <p>This question can be answered following this structure, but it is only one possible route:</p> <p>First among equals – refers to the fact that the Prime Minister is a member of a cabinet system and has the official title of First Lord of the Treasury; so, in effect, is a member or 'Captain' of the cabinet team.</p> <p>This is seen as a part of the theory of British government that the PM is not a Presidential position.</p> <p>In recent years, especially with PMs with large majorities, it has been said that they have become more Presidential in style. The media look to them rather than ministers. Many PMs take little part in the workings of Parliament and are more concerned about their media profile. Margaret Thatcher and Tony Blair are both seen as being more presidential.</p> <p>No. 10 has developed a larger support structure of officials and advisors to support the work of a PM. When the cabinet meets, who sits on its committees is all decided by the Prime Minister. Recent past cabinet ministers have complained about the lack of cabinet government. PMs are not all powerful. Mrs Thatcher was brought down by the lack of support from her cabinet in a leadership election. Tony Blair was in effect removed from office by plots by his ministers</p> | 8 |

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| | | and MPs. All PMs have extensive powers but within our party system, they are accountable to their MPs and party members. | |
| 74 | 58 | <p>In the UK, a new government is formed either after a General Election or when a new Prime Minister is appointed. There is no delay in the work of government. The civil service all remains in post, all that happens is that new ministers and advisors are appointed usually within 48 hours of a new Prime Minister taking office.</p> <p>In the USA, the election for President is held every four years in November, the new President doesn't take office until the following January. The existing President remains in office until then. The new President has to appoint a cabinet and over 4000 senior appointments. This period is officially called the 'transition'.</p> | 4 |
| 74 | 59 | <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Points for agency arrangements – work on a private sector model, more efficient, specialist workers, greater accountability, differing conditions of employment; work on a profit model; easier to work with the private sector. • Points against the agency model – loss of accountability to government, lack of public oversight; poorer conditions of employment/pensions for employees, target for private sector profit. • Some evidence can be used both for and against agency arrangements – useful to be able to quote some examples – DVLA, Met Office. | 8 |
| 75 | 60 | <ul style="list-style-type: none"> • The House of Commons is laid out with parties facing each other. With one side being the government benches and the other the Opposition benches. • Only MPs supporting the government sit on the government side. • In the European Parliament, MEPs sit with their | 4 |

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| | | <p>group in a horseshoe shape going from right wing to left wing parties.</p> <ul style="list-style-type: none"> • In the UK, MPs are member of a distinct political party, i.e., Conservative or Labour. • In the European Parliament, MEPs belong to transnational political groups, made up of parties from a number of countries who campaign using different party labels. | |
| 75 | 61 | <p>This question can be answered following this structure, but it is only one possible route:</p> <p>A proportional electoral system rewards parties in relation to the percentage vote they receive. 10% of the vote = 10% of the seats.</p> <p>The advantages claimed for proportional systems are to ensure that everybody's vote counts; the seats won relate to the votes cast; a range of opinion can be represented; no one party can dominant unless it receives 50% of the vote; a large range of parties can stand for election and hope to get some representation; the totality of those elected represent the outcome of the vote.</p> <p>In regard to the EU parliament, because it is not an executive body from which a government is formed, it is important that a range of views from the 27 members are represented. As the parliament works in broad transnational party groupings a range of parties is required to ensure all opinions feel represented.</p> | 8 |
| 76 | 62 | <p>Democratic states have a range of political parties and allow electors to choose which they wish to vote for.</p> <p>Lively political debate and a free media in a democracy.</p> | 2+2=4 |
| 76 | 63 | <p>Remember this is a synoptic question.</p> <p>This question can be answered following this structure, but it is only one possible route:</p> <ul style="list-style-type: none"> • Identify the two sections of the specification the question covers – British Values – Living in Modern Britain and devolution in the UK – Politics and | 8 |

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| | | <p>Participation.</p> <ul style="list-style-type: none"> Points that could be made – devolution is leading to increasing calls especially in Scotland for full independence therefore the breakup of the UK. In Northern Ireland, the community is evenly split on whether it should or should not become a part of the Irish Republic. Devolution is about the centre giving powers to the locality. The more powers that are given, the more there is a sense of independence. Once the breakup occurs, whilst key elements of British values which in many ways are universal human rights will remain, each nation will want to exert a feeling of its own identity which may be reflected in its values; Scottish, Welsh or Irish. | |
| 77 | EP1 | C | 1 |
| 77 | EP2 | The House of commons is directly elected, and it is the chamber from which a government is formed. It initiates most legislation and has the power to overturn decisions of the House of Lords which is largely appointed. | 2 |
| 77 | EP3 | <p>FOR – larger budgets and can make more strategic decisions.</p> <p>AGAINST – danger of the local authority becoming remote for its citizens and councillors having a large area to represent.</p> | 2+2=4 |
| 77 | EP4 | First Past the Post (FPTP) | 1 |
| 78 | EP5 | Cabinet government is the idea that all cabinet members including the Prime Minister share in decision making and accept collective responsibility for the decisions taken. | 2 |
| 78 | EP6 | Referendums are normally binary decisions Yes or No so a clear result is made. Usually, they are on national issues that cross party lines, so people realise that wherever they live their vote is equal to everyone else's, unlike in parliamentary elections, where large numbers of seats are safe for one party or another. | 4 |
| 78 | EP7 | The Prime Minister | 1 |

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| 78 | EP8 | <p>This question can be answered following this structure, but it is only one possible route:</p> <p>Case for coalition governments:</p> <ul style="list-style-type: none"> • Provide stability. • No longer a government of narrow views. • Likely to represent over 50% of those who voted. • In a national crisis shows that politicians can work together in the national good. <p>Case against coalition governments:</p> <ul style="list-style-type: none"> • Decided by the parties not the people. • All policy will be a compromise. • Two or more parties are no guarantee of stability. • History shows that junior partners in coalitions are punished at the ballot box. • Government posts have to be shared so some good politicians are left out. | 8 |
| 79 | EP9 | <p>Accept reasonable response:</p> <ul style="list-style-type: none"> • Raise or lower a tax or excise duty or introduce a new tax or abolish a tax or duty. | 1 |
| 79 | EP10 | In a First Past the Post election, the winner is the person who gets most votes. They do not need a majority. | 2 |
| 79 | EP11 | In the UK, the Queen is Head of State and the Prime Minister is head of government. In the UK, there are also two chambers of the legislature but only one is elected, the House of Commons. The House of Lords is mainly appointed for life. The appointment of judges in the UK is non-political. | 2+2=4 |
| 79 | EP12 | C | 1 |
| 80 | EP13 | <p>Any two of the examples indicated:</p> <ul style="list-style-type: none"> • Seek to make an amendment during its passage in the House of Commons. | 1+1=2 |

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| | | <ul style="list-style-type: none"> • Meet and ask the government to amend. • Seek changes as a member at Committee Stage. | |
| 80 | EP14 | <p>Reasons may include.</p> <ul style="list-style-type: none"> • History, for example, Scotland had its own Parliament in the past. • Support for devolution, Scotland has always shown a higher level of support so was granted greater powers than Wales. • Scotland has a different legal and educational system and traditionally had a sense of being different. • Politics, for example, in Northern Ireland, those who favour the Union are likely to want to limit the extent of the power given to Northern Ireland. | 2+2=4 |
| 80 | EP15 | B | 1 |
| 80 | EP16 | <p>This question can be answered following this structure, but it is only one possible route:</p> <p>The UK currently has an unwritten constitution make up of several components. Many newer countries tend to have formally agreed written constitutions which lay out the rights and responsibilities of government and citizens (USA and France).</p> <p>The advantages of a written constitution are:</p> <ul style="list-style-type: none"> • It is contained within a single document as a point of reference; it may be difficult for any government to change to its advantage. • Provides clarity for legal judgments therefore avoids judges making constitutional law by their judgments. • Clearly lays out rights and responsibilities. | 8 |
| 81 | EP17 | The Speaker of the House of Commons. | 1 |
| 81 | EP18 | Any two of First Reading, Second Reading, Committee Stage, Third Reading, Royal Assent. | 1+1=2 |

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| 81 | EP19 | <ul style="list-style-type: none"> • Freshen up his cabinet promote new people into the system – often a reaction to a poor political situation. • Stifle opposition within cabinet and ensure members will support the PM. • Discourage potential rivals. • Political scandal or mismanagement – needs to remove some people. | 2+2=4 |
| 81 | EP20 | A political group made up of members from several countries. | 1 |
| 81 | EP21 | A government agency provides a public service but is not directly run by the government, but it is responsible to government for its actions, e.g., DVLA, Ofqual, Arts Council. | 2 |
| 82 | EP22 | Working Tax credit: Advantage – encourages people into work, encourages employers to offer jobs even if they are low paid. Disadvantage – Distorts wages, discourages pay rises, means that the state is subsidising employers paying low wages. | 2+2=4 |
| 82 | EP23 | No free press, censorship, no political parties, the military active in politics, no free elections, the judiciary does as the government requires, human rights abuse. | 1 |
| 82 | EP24 | This question can be answered following this structure, but it is only one possible route: Forms of democratic participation – voting, standing for election; join a political party; joining a pressure group; engage with the media; take part in various forms of actions. In a non-democratic society – you may be able to vote, but the choice may be non-existent, there may be no free media to see a range of views or for you to express views; pressure groups and forms of action will unlawful. There may be only one political party to join and it may be compulsory to do so. Case studies could involve Hong Kong and the arrest of democracy activists, North Korea which is a one-party state, Iran which is a theocracy. | 8 |

| Page | Question | Answer | Mark |
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| 83 | 1 | Voter apathy – not participating in the electoral process when able to do so. | 2 |
| 83 | 2 | Signed document either physical or online indicating your support for a specific course of action. | 1 |
| 83 | 3 | Demonstrations: Positive – Shows mass support for an issue, can gain media coverage, brings the issue to public attention. Negative – difficult to control who attends and how they behave. Can be disruptive to others not involved in the protest. Cost to the taxpayers in policing the protest. | 1+1=2 |
| 83 | 4 | A Pressure Group is a group of individuals who share a common aim to achieve a change. Normally, work within legal democratic processes to achieve their aims. The group can be local, national or global. | 1 |
| 84 | 5 | Any two of the examples indicated: Trade Unions – legal and financial support to members, negotiate on behalf of their members, represent their views to employer and government bodies. | 1+1=2 |
| 84 | 6 | Housing but homelessness would gain a mark. | 1 |
| 84 | 7 | Named local example which can be a named branch of a national or global body and the linked issue is identified. | 1+1=2 |
| 84 | 8 | Social Media – web-based forum for exchanging views and opinions such as Twitter or Facebook. | 1 |
| 84 | 9 | Suitable example, i.e., Marcus Rashford – Food poverty | 1+1=2 |
| 87 | 11 | A juror is a citizen who sits in judgment on their fellow citizens in a court. This is a civic duty, the jury made up of citizens determine, based upon the evidence, whether a person is guilty or innocent. | 1 |
| 87 | 12 | Magistrates determine both the guilt or innocence of a person but also determine the sentence given. | 1+1=2 |
| 87 | 13 | Any two suitable responses, e.g., Health, Local Government, Parliament. | 1+1=2 |

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| 87 | 14 | Lobbying means trying to influence those in power related to your issue of concern. Traditionally, this meant meeting your MP in the Lobby of the House of Commons. | 1 |
| 87 | 15 | <p>Examples of actions: Lobby, organise a petition, demonstrate, attract media attention, form a pressure group and recruit supporters.</p> <p>Reasons – direct influence, show level of support, draw the public's attention to the issue, a pressure group can research, be active, raise funds, advertise their issue, media stunts can gain instant recognition, e.g., Fathers for Justice dressing up and gaining TV coverage.</p> | 1+1=2 |
| 88 | 16 | <p>The response must relate to the source information. You are not expected to have detailed knowledge of the campaign beyond that in the source.</p> <p>Reasons for lasting such a long time – relatives and others didn't feel they received justice; media and political support to continue the campaign. Public and media pressure and decisions in the courts eventually gained the campaign the outcome it wanted.</p> <p>Other campaigns that could be used as reference: local and regional campaign you are aware of may be included, but it is helpful if at least one is nationally/internationally recognised; examples may include Grenville Fire campaign, disposable plastic bags, climate change/carbon neutral.</p> | 8 |
| 90 | 17 | Lobby an MP – arrangement to meet and speak to them in the lobby of the House of Commons. | 1 |
| 90 | 18 | An e-petition is a government system whereby the public can initiate an online petition to show support about an issue. If it gains sufficient signatures and MPs support the issue, it is debated in Parliament. | 1 |
| 90 | 19 | <p>Any two of the examples indicated:</p> <p>Parliament televised:</p> <ul style="list-style-type: none"> • The public are able to follow debates. • Listen to their own MP. • Brings Parliament into people's homes. • Citizens don't have to rely on the media view of events they can watch and make up their own minds. | 1+1=2 |

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| 90 | 20 | Examples of helping out in the community, assisting a group or activity. | 1 |
| 90 | 21 | TUC is the body that brings together many of the Trade Unions in the UK. It acts as a forum and speaks to those in power and employer bodies on behalf of member Trade Unions. | 1 |
| 90 | 22 | <ul style="list-style-type: none"> Public institution – Foreign Office – which is now responsible for Oversea Aid. Charity might be Oxfam or the Red Cross. | 1+1=2 |
| 91 | 1 | <ul style="list-style-type: none"> Primary source where you gather the data, i.e., a survey. Secondary source where you used data/ information already gather by others – book or internet research. | 1+1=2 |
| 91 | 2 | <p>You must relate this response to your actual Investigation.</p> <p>Reference should be made to specific research undertaken, surveys, internet or library research, contacting people or organisations.</p> <p>Secondly, stating how this helped inform what your Investigation was going to be about.</p> | 4 |
| 92 | 3 | <p>This question relates to the action you took as a result of your Investigation.</p> <p>The response must relate to your Investigation – possible outcomes might be presentation; completed a report for others to consider, press release, worked with an organisation; set up a group or an ongoing campaign.</p> | 6 |
| 92 | 4 | <ul style="list-style-type: none"> This is the single largest mark question in either paper. It might be worth answering this before some lower mark questions so that you do not run out of time. Using the bullet point to structure your response makes the planning of your answer easier but also will follow the pattern of the mark scheme. This question has to be based upon one of the three stages of your Investigation – Research, Action or | 12 |

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| | | the Evaluation. <ul style="list-style-type: none"> • This specific question relates to the research stage. • It deals with time allocation, what resources were available, if more time was available what more could you have done and how this could have impacted upon the action and outcome. | |
| 93 | EP1 | A special constable is a citizen volunteer who acts in the spare time as a policeman. A community support officer is a full-time employee of the local police force who assist police officers but do not have the powers of a police officer. | 1 |
| 93 | EP2 | To gain support, promote their cause, to advertise events, to raise money. | 1 |
| 93 | EP3 | Peaceful protest can relate to an individual or a group of people. Non-violent form of action. Sit down, a march, a sit in, demonstration, boycott. Include an example for the second mark. | 2 |
| 93 | EP4 | Any two of the examples indicated: <ul style="list-style-type: none"> • Online petitions. • Easy to organise. • People can easily access them. • Can cope with large numbers within a short time who want to sign. • Can collect a large number of signatures in a short timer than a handwritten petition. | 1+1=2 |
| 94 | EP5 | Insider groups work with or are contacted by government and are seen as experts in their own fields. | 2 |
| 94 | EP6 | This is a response that should refer to the source but should NOT be sourced based only. The source is a trigger to a response about how causes use celebrities and how celebrities can promote a cause. Marcus Rashford used social media and the traditional | 8 |

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| | | <p>media to promote the need for free meals for the poorest children during the pandemic.</p> <p>His cause succeeded as it was difficult for politicians to defend the regulations they introduced and the cause had very widespread public and media support as it focussed on children who do not have a voice of their own, and food, a basic human necessity.</p> <p>In this case, it was both the cause and the nature of support that led to success.</p> <p>Other celebrities like Jamie Oliver have worked to support better school meals. Comic Relief is an example of a group of celebrities working together to promote a cause.</p> <p>Celebrity endorsement helps promote a cause through media coverage, and association with the celebrity as well as involving supporters of the celebrity in campaigning. Celebrities have a media platform that enable their thoughts and ideas promote to millions worldwide.</p> | |
| 95 | EP7 | Councillors | 1 |
| 95 | EP8 | <p>Any one of the examples indicated:</p> <ul style="list-style-type: none"> • Campaign to Protect Rural England (CPRE). • Friends of the Earth. • Greenpeace. • Royal Society for the protection of Birds (RSPB). • World Wildlife Fund (WWF). | 1 |
| 95 | EP9 | <p>Any two of the examples indicated:</p> <ul style="list-style-type: none"> • Speed by which news is available. • Mailings and news from political parties and groups. • Social media platforms that encourage political debate and discourse. • Ability to apply to vote online and be on the electoral register. • Use by authorities and groups of messaging and reminder services encouraging participation. | 1+1=2 |

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| 95 | EP10 | <p>Any two of the examples indicated:</p> <p>Important to vote:</p> <ul style="list-style-type: none"> • Indicate your participations in the democratic process. • You are able to register a choice via vote. • The more people that vote the more the outcome relates to the wishes of the electorate. | 1+1=2 |
| 95 | EP11 | <ul style="list-style-type: none"> • Demonstration Advantage – indicates level of support, media coverage, shows others your concern about an issue. • Demonstration Disadvantage – can be difficult to control, no control on who joins in, can become disruptive, inconvenience the public. | 1+1=2 |
| 96 | EP12 | <p>This is a response that should refer to the source but should NOT be sourced based only.</p> <p>The source is a trigger to a response about the role of MPs.</p> <p>The decision on Brexit was made by a national public referendum at which the then PM said that the result would be honoured by Parliament. MPs had a conflict as within a parliamentary democracy they are supposed to vote according to their conscience and not act as a delegate, i.e., voting as they are told by others.</p> <p>The results varied within the nations of the UK, so Scottish MPs could claim Scotland did not vote to leave.</p> <p>Referendums are relatively new and seldom used in the UK.</p> <p>The concept of letting the people decide an issue in a Yes or No vote with a simple national majority runs counter to the concept of a representative parliamentary democracy.</p> <p>If democracy is about the will of the people, a referendum with a larger turnout than a general election makes it difficult for MPs to vote against the outcome. To do so could have undermined the nature of democracy in the UK and further alienated many people to the political system.</p> | 8 |
| 97 | EP13 | <p>Expect clear linkage to one of the three Themes and also mention of the element of the Theme.</p> | 2 |

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| 97 | EP14 | <p>This is an open-ended question that requires a structure to gain marks. The question is essentially asking why your Investigation was either done as a group exercise or why you did it on your own.</p> <p>Points that could be included – nature of the topic, amount of research that had to be undertaken, the nature and extent of the action, the ways the post evaluation took place.</p> <p>All these points would indicate why your Investigation was undertaken alone or with others.</p> | 4 |
| 97 | EP15 | <p>This is a question that relates to your own Investigation, so there can be no correct or incorrect answer.</p> <p>It has a focus upon the research element of your Investigation. It allows you to discuss what did happen or issues that could have happened.</p> <p>You need to address elements of your research. Primary and Secondary research; if in a group, who did what and why? Degree to which it was easy or hard to access research materials. How up to date was your research? Who else assisted you with the research outside the group? If you undertook all the research your self was this helpful or limiting?</p> | 6 |
| 97 | EP16 | <p>This question relates to any Investigation undertaken and provides a framework for your response via the bullet points.</p> <p>Your response should follow the bullets points as this will match the mark scheme. What did you investigate? This indicates how the topic matches the Citizenship specification.</p> <p>Why is it a Citizenship issue? Helps indicates your understanding of citizenship being about the role of a citizen in modern UK society and how they can try to bring about change.</p> <p>Lastly, what did you gain from it?</p> <p>Mention is often made of team building when working in a group; remember that is a generic skill not a specific citizenship skill. Specific skill could include representation or advocacy.</p> | 12 |