



Citizenship

GCSE (9–1) | Edexcel | 1CS0



# Practice Exam Papers

for GCSE (9–1) Edexcel Citizenship  
Paper 1

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# Teacher's Introduction

This resource has been created as a supplement for your delivery of the new Pearson Edexcel Level 1 / Level 2 GCSE (9–1) in Citizenship Studies (1CS0). There are three complete examination papers; the format and mark schemes reflect the new assessment materials, for first examination in summer 2018.

The mark schemes have been written in as straightforward a manner as possible, in order for students to be able to understand what will be required of them in the real examination. All areas of the specification for Paper One are assessed by these examination papers.

The practice exam papers can be used in a number of ways. You may wish to use them to set mock examinations for your pupils, or you may wish to hand them out to pupils for practice and to reinforce their learning of the unit content. The time allowed for each paper is one hour and 45 minutes. The Paper One examination is worth 80 marks, which constitutes 50% of the qualification.

## Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

October 2017

## Free Updates!

Register your email address to receive any future free updates\* made to this resource or other Citizenship resources your school has purchased, and details of any promotions for your subject.

\* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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# Citizenship Studies

## Paper 1

### Practice Paper 1A

Name	
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#### Time allowed

1 hour 45 minutes

#### Instructions

Answer **all** of the questions in Sections A, B, C and D. Answer the questions in the space provided.

#### Information

The total number of marks available for this paper is **80**. The number of marks available for each question is shown in brackets.

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**SECTION A: Living together in the UK**

Answer **ALL** questions. Write your answers in the space

Some questions must be answered with a cross in a box. If you change your mind, draw a line through the box and then mark your new answer

1 (a) Which of the following **IS** a European Union country?

- A Cyprus
- B Jamaica
- C Mexico
- D New Zealand

(b) Describe **two** reasons why countries might want to join the European Union.

1.....

2.....

(c) Give **two** reasons why British schools teach religious education.

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(d) Define what is meant by 'citizenship', giving an example.

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(7)

2 (a) What is the name of the organisation that promotes children's rights?

- A UNESCO
- B UNICEF
- C IMF
- D WHO

Study Source A below and then answer part (b) on the next page.

**Source A: Global Poverty**

Around 1.4 billion people around the world still live in poverty. The government has asked international organisations and the governments of poorer countries to help. The International Development Minister James Wharton reinforced the UK's support for South Sudan suffering from severe drought and conflict, and reiterated the government's commitment. Wharton said:

'South Sudan faces a worsening humanitarian crisis with over half the population in desperate need and ongoing violence forcing over a million people to flee to neighbouring countries. I am proud of the lifesaving support that the UK has provided to millions of the poorest people in South Sudan, including food, clean water and education to increase opportunities for the future. The international community alongside Global Britain and help encourage the longer-term stability of South Sudan, which is firmly in our interests.'

source: <https://www.gov.uk/government/topics/global-development>

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(b) Source A notes how the United Kingdom looks to deal with global  
Outline the major issues that the United Kingdom faces when add

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**SECTION B: Democracy at work in the UK**

Answer ALL questions. Write your answers in the space

Some questions must be answered with a cross in a box. If you change your mind, put a line through the box and then mark your new answer.

3 (a) Name a political party that has at least one MP in the House of Commons.

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(b) Explain **two** reasons why there has been a large increase in UK expenditure on education in the last 30 years.

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(c) Give **three** reasons why a government might decide to increase spending on education.

1.....



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- 4 (a) Identify why first-past-the-post elections to the House of Commons are used.
- A It usually leads to strong, one-party government.
  - B It usually leads to multi-party coalition government.
  - C It helps independent candidates to get elected.
  - D The system is too difficult to understand.
- (b) Which statement about EU elections is correct?
- A They are held once every four years.
  - B They are held once every five years.
  - C The prime minister can normally choose which year to hold them.
  - D The prime minister can normally choose which month to hold them.
- (c) Which of the following groups of adults cannot vote in UK general elections?
- A English pensioners
  - B Scottish citizens
  - C Members of the House of Lords
  - D Anyone who has been living in the UK for at least five years

Study Source B below and then answer part (d) on the next page.

**Source B: The UK Youth Parliament**

The UK Youth Parliament provides opportunities for 11–18 year olds to use their voices and bring about social change through meaningful representation and campaigning. Each year, UK Youth Parliament take part in an annual debate in the House of Commons chamber, the Chamber of the House of Commons. The UK Youth Parliament has over 364 representatives, elected Members of Youth Parliament, all aged 11–18. MYPs are usually elected through local elections throughout the UK. To become an MYP you have to be elected in an official UK Youth Parliament election. Any young person who is a resident in the UK aged 11 and 18 years, has the right to stand for election as an MYP and the right to vote.

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(d) Source B describes the UK Youth Parliament. Explain how the UK strengthen democracy in the UK.

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**SECTION C: Law and justice**

Answer ALL questions. Write your answers in the space

Some questions must be answered with a cross in a box. If you change your mind, draw a line through the box and then mark your new answer.

5 (a) Give two reasons why laws are vital to our everyday lives.

1.....

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2.....

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(b) It has been claimed that prisons are an effective deterrent against crime. Explain why this could be the case.

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(c) Explain one way in which British law considers individuals to be 'independent'.

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- 6 (a) Which of the following would you NOT expect to participate in criminal proceedings?
- A Judge
  - B Jurors
  - C Court Photographer
  - D Solicitors

(b) Give two reasons why a judge may decide not to send a guilty individual to prison.

Study Source C below and then answer part (c) on the next page.

**Source C: Cyberbullying**

Bullying is behaviour that hurts someone else – such as name calling, hitting, spreading rumours, threatening or undermining someone. Bullying that happens on social media networks, games and mobile phones, is often called cyberbullying. A child may not be able to escape because it can happen wherever they are, at any time of day or night. It is an increasingly common form of bullying behaviour which happens on social media and mobile phones. Cyberbullying can include spreading rumours about someone, sending embarrassing messages, images or videos.

Children may know who's bullying them online – it may be an extension of face-to-face bullying. However, they may be targeted by someone using a fake or anonymous account. It is often anonymous online and this may increase the likelihood of engaging in bullying behaviour. Cyberbullying can happen at any time or anywhere – a child can be bullied when they are alone. They may feel like there's no escape. There were over 11,000 counselling sessions requested by children talked to Childline about online issues in 2016.

Source: adapted from <https://www.nspcc.org.uk>

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(c) Source C shows how the Internet can lead to cyberbullying. Explain Source C, why Internet-bullying is an ongoing problem.

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SECTION D: Citizenship issues and debates

Answer both questions.

7 Study Source D in the Sources Booklet about the UK decision to leave the EU. Answer the questions that follow.

(a) Which of the following does Jess Phillips believe?

- A The European Union was badly run.
- B The European Union will promote the United Kingdom's interests.
- C The European Union has taken power away from Parliament.
- D The European Union is undermining the UK's economy.

(b) Which of the following does Cécile Stuart believe?

- A There should be a series of referenda on the European Union.
- B The European Union is well run.
- C The European Union has not been able to reform itself successfully.
- D The European Union is stronger with the UK as a member.

(c) Analyse the sources to identify **two** views that the writers disagree on.

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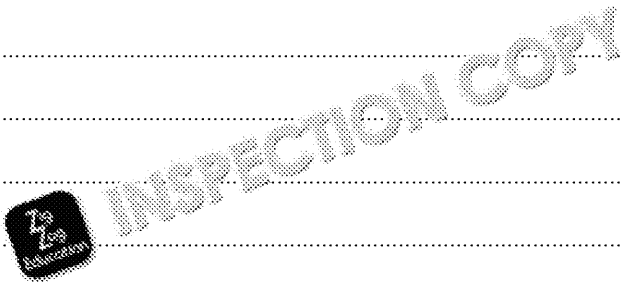
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(d) Which writer do you agree with more? Explain your answer, refer in both sources.

Lined writing area for the student's answer. The page contains 20 horizontal dotted lines for writing.



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(To

8 'Charitable organisations should not have to rely on donations from the public but should be properly funded by the government.' How far do you agree with this?

Give reasons for your opinion, showing you have considered other points of view that you could consider:

- central government and the funding of charities
- the amount raised by the public for charities and the services they provide



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**Leaving the EU will benefit the United Kingdom**

**Jess Phillips MP says 'No'**

**Jess Phillips MP (L):** 'I think being in the EU gave us more influence in the step to be more isolationist. I have seen the desolation of industry in Birmingham and now we are seeing it come back. Leaving the EU will put that at risk.'

Ms Phillips went on to say that quitting the European Union could damage businesses and make them less safe. For example, she worried about cross-border businesses and women from abusive partners, such as orders banning an abusive partner if they move to a foreign country.

**Gisela Stuart says 'Yes'**

**Gisela Stuart MP (L):** 'I had a once in a generation chance to either create an institution that shows a deep inability to reform or to say this won't do. I voted Leave.'

Ms Stuart reassured ordinary voters they were not bad people for wanting to leave. She noted that the United Kingdom does not need the EU and rejected the suggestion that the UK would become a hostile place for foreigners after the vote to leave.

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# Citizenship Studies

## Paper 1

### Practice Paper 1A

Name

#### Time allowed

1 hour 45 minutes

#### Instructions

Answer **all** of the questions in Sections A, B, C and D. Answer the questions in the space provided.

#### Information

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## SECTION A: Living together in the UK

Answer **ALL** questions. Write your answers in the space

Some questions must be answered with a cross in a box. If you change your mind, put a line through the box and then mark your new answer.

- 1 (a) Which of the following **IS** a European Union country?
- A Cyprus
  - B Jamaica
  - C Mexico
  - D New Zealand
- (b) Describe **two** reasons why countries might want to join the European Union.
- (c) Give **two** reasons why British schools teach religious education.
- (d) Describe what is meant by 'citizenship', giving an example.
- 2 (a) What is the name given to the organisation that promotes children's rights?
- A UNESCO
  - B UNICEF
  - C IMF
  - D WHO

Study Source A below and then answer part (b).

### Source A: Global Poverty

Around 1.4 billion people around the world still live in poverty. The government has asked international organisations and the governments of poorer countries to help. International Development Minister James Wharton reinforced the UK's support for South Sudan suffering from severe drought and conflict, and reiterated that the UK's interests in the region are long-term. Wharton said:

'South Sudan faces a worsening humanitarian crisis with over half the population in desperate need and ongoing violence forcing over a million people to flee for refuge in neighbouring countries. I am proud of the support we are providing to help the millions of the poorest people in South Sudan, including food, clean water and education to increase opportunities for the future. The international community alongside Global Britain will help encourage the longer-term stability of South Sudan, which is in our interests.'

source: <https://www.gov.uk/government/topics/global-development>

- (b) Source A notes how the United Kingdom looks to deal with global poverty. Outline the major issues that the United Kingdom faces when addressing global poverty.

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## SECTION B: Democracy at work in the UK

Answer ALL questions. Write your answers in the space

Some questions must be answered with a cross in a box. If you change your mind, put a line through the box and then mark your new answer.

- 3 (a) Name a political party that has at least one MP in the House of Commons.
- (b) Explain **two** reasons why there has been a large increase in UK expenditure on education in the last 30 years.
- (c) Give **three** reasons why a government might decide to increase spending on education.
- 4 (a) Identify why first past-the-post elections to the House of Commons usually leads to strong, one-party government.
- A It usually leads to strong, one-party government.
- B It usually leads to multi-party coalition government.
- C It helps independent candidates to get elected.
- D The system is too difficult to understand.
- (b) Which statement about EU elections is correct?
- A They are held once every four years.
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- C The prime minister can normally choose which year to hold a general election.
- D The prime minister can normally choose which month to hold a general election.
- (c) Which of the following groups of adults cannot vote in UK general elections?
- A British pensioners
- B Scottish citizens
- C Members of the House of Lords
- D Anyone who has been living in the UK for at least five years

Study Source B below and then answer part (d) on the next page.

### Source B: The UK Youth Parliament

The UK Youth Parliament provides opportunities for 11–18 year olds to use their voices and bring about social change through meaningful representation and campaigning. Each year, the Youth Parliament take part in an annual debate in the House of Commons chamber in the House of Commons. The UK Youth Parliament has over 364 representatives, all aged 11–18. MYPs are usually elected through a ballot system. To become an MYP you have to be elected in your local constituency. To become an official UK Youth Parliament member, you have to be elected in an official UK Youth Parliament election. Any young person who is a resident in the UK, aged 11 and 18, has the right to stand for election as an MYP and the right to vote.

- (d) Source B describes the UK Youth Parliament. Explain how the UK Youth Parliament strengthens democracy in the UK.

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## SECTION C: Law and justice

Answer ALL questions. Write your answers in the space

Some questions must be answered with a cross in a box. If you change your mind, draw a line through the box and then mark your new answer.

- 5 (a) Give two reasons why laws are vital to our everyday lives.
- (b) It has been claimed that prisons are an effective deterrent against crime. Explain why this could be the case.
- (c) Explain one way in which British law could lead to individuals to be 'informed'.
- 6 (a) Which of the following would you NOT expect to participate in criminal proceedings?  
A Judge  
B Jurors  
C Court Photographer  
D Solicitors
- (b) Give two reasons why a judge may decide not to send a guilty individual to prison.

Study Source C below and then answer part (c) on the next page.

### Source C: Cyberbullying

Bullying is behaviour that hurts someone else – such as name calling, hitting, teasing, spreading rumours, threatening or undermining someone. Bullying that happens on computers, networks, games and mobile phones, is often called cyberbullying. A child may not be able to escape because it can happen wherever they are, at any time of day or night. Cyberbullying is an increasingly common form of bullying behaviour which happens on social media, text messages and mobile phones. Cyberbullying can include spreading rumours about someone, sending embarrassing messages, images or videos.

Children may know who's bullying them online – it may be an extension of offline bullying or they may be targeted by someone using a fake or anonymous account. It can happen online and this may increase the likelihood of engaging in bullying behaviour. Cyberbullying can happen at any time or anywhere – a child can be bullied when they are alone. They can feel like there's no escape. There were over 11,000 counselling sessions requested by children who talked to Childline about online bullying in 2016.

Source: adapted from <https://www.nspcc.org.uk>

- (c) Source C shows how the Internet can lead to cyberbullying. Explain why, using Source C, why Internet-bullying is an ongoing problem.

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## SECTION D: Citizenship issues and debates

Answer both questions.

- 7 Study Source D about the UK decision to leave the European Union. The questions that follow.

### Source D for use with Section D

#### Leaving the EU will benefit the United Kingdom

##### Jess Phillips MP says 'No'

**Jess Phillips MP [L]:** 'I think being in the EU gave us more influence in the step to be more isolationist. I have seen the desolation of industry in Birmingham and now we are seeing it come back. Leaving the EU will put that at risk.'

Ms Phillips went on to say that exit from the European Union could damage businesses and make them less safe. For example, she worried about cross-border marriages between women from abusive partners, such as orders banning an abusive partner from entering a foreign country.

##### Gisela Stuart says 'Yes'

**Gisela Stuart MP [L]** said: 'I had a once in a generation chance to either end an institution that shows a deep inability to reform or to say this won't do – we should stay.'

Ms Stuart reassured ordinary voters they were not bad people for wanting to leave. She noted that the United Kingdom does not need the EU and rejected the suggestion that the UK would become a hostile place for foreigners after the vote to leave.

- (a) Which of the following does Jess Phillips believe?
- A The European Union was badly run.
  - B The European Union will promote the United Kingdom's role in the world.
  - C The European Union has taken power away from Parliament.
  - D The European Union is undemocratic.
- (b) Which of the following does Gisela Stuart believe?
- A There will be a series of referenda on the European Union.
  - B The European Union is well run.
  - C The European Union has not been able to reform itself successfully.
  - D The European Union is stronger with the UK as a member.
- (c) Analyse the sources to identify **two** views that the writers disagree on.
- (d) Which writer do you agree with more? For each part of your answer, refer to the sources.

(Total 10 marks)

- 8 'Charitable organisations should not have to rely on donations from the public but should be funded by the government.' How far do you agree with this statement?
- Give reasons for your opinion, showing you have considered other points of view that you could consider:

- central government and the funding of charities
- the amount raised by the public for charities and the services they provide

(Total 10 marks)

TOTAL

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This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.



# Paper 1C Mark Scheme

## SECTION A: Living together in the UK

Question number	Answer	
1 (a)	<b>C</b> Christianity	
1 (b)	<p>1 mark should be awarded for a correct response and the second mark for (AO1), e.g.</p> <ul style="list-style-type: none"> <li>The purpose of the Human Rights Act (1998) was to establish the European Rights in British law. <b>(1)</b> For example, the Act completely abolished the United Kingdom. <b>(1)</b></li> <li>The Human Rights Act (1998) maintained the principle of Parliamentary sovereignty. For example, if an Act of Parliament is not compatible with the European Rights, British judges are not allowed to override it. All they can do is issue a declaration of incompatibility.</li> </ul> <p>Accept any other valid reason which has relevant knowledge and understanding (AO1), e.g.</p>	
1 (c)	<p>1 mark for any responses that provide showing of 'right to privacy' or a maximum of 2 marks, e.g.</p> <ul style="list-style-type: none"> <li>24/7 TV and newspaper coverage <b>(1)</b></li> <li>Rise of the internet and social network <b>(1)</b></li> </ul> <p>Accept any other valid answer (showing understanding of 'right to privacy')</p>	
1 (d)	<p>'An economic migrant' is a person who travels from one country or area to improve their standard of living by gaining a better paid job.</p> <p>Award 1 mark for the definition and 1 mark for linking this with an example of an 'economic migrant' in practice (AO1), e.g.</p> <ul style="list-style-type: none"> <li>EU citizens who moved to the UK for work (with higher pay levels). <b>(1)</b> For example, and seven other Eastern European countries joined the EU in 2004, the economic migrants. <b>(1)</b></li> <li>Candidates may also note some economic migrants come for seasonal work such as fruit picking, while more qualified migrants may look for medical or educational opportunities.</li> </ul> <p>Accept any other valid answer (showing understanding of 'economic migrant')</p>	
2 (a)	<b>D</b> Republic of Ireland	
2 (b)	<p><b>Content guidance</b></p> <p>Candidates do not have to include all the relevant material noted below. All the material noted below can also be credited.</p> <p>Possible relevant points:</p> <ul style="list-style-type: none"> <li>Terror threat levels have risen since 2001.</li> <li>Terror threat levels have seen the public have to go through more security checks.</li> <li>Terror threat levels have made some citizens more suspicious of others.</li> <li>Terror threats still remain at a low level.</li> <li>Statistically the chances of a terror attack remain low.</li> <li>It can be difficult to police the terror threat in terms of numbers / applications.</li> </ul>	
Level	Mark	Descriptor
	0	No relevant material.
1	1-2	The candidate presents limited knowledge of the concepts, terms and issues of the question. The answer only provides basic comments about the issues of the question.
2	3-4	The candidate presents some knowledge of the key concepts, terms and issues of the question. The answer includes some key comparisons about the issues of the question.
3	5-6	The candidate presents detailed knowledge shown of the core concepts, terms and issues of the question. There is good understanding as the candidate explains the issues of the question in terms of the threat levels.

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## SECTION B: Democracy at work in the UK

Question number	Answer	
3 (a)	Accept one of the following: <ul style="list-style-type: none"> <li>• Under-18s</li> <li>• Convicted criminals</li> <li>• Members of the House of Lords</li> </ul>	
3 (b)	Award 1 mark for a valid reason and the second mark an accurate explanation. <ul style="list-style-type: none"> <li>• Civil servants offer support and advice on policymaking to the Ministers negotiations. <b>(1)</b></li> <li>• The Civil Service is also responsible for ensuring that government policies are implemented and within the set budget. <b>(1)</b> For example, education spending. <b>(1)</b></li> </ul> Accept any other valid reason which shows relevant knowledge in the context of the civil service in the UK.	
3 (c)	Award 1 mark for a valid reason and the second mark an accurate explanation of understanding (AO1) of the roles and responsibilities of a prime minister. <ul style="list-style-type: none"> <li>• Chief executive (decision-maker) <b>(1)</b></li> <li>• Introduces legislation <b>(1)</b></li> <li>• Power of Patronage (appoints cabinet) <b>(1)</b></li> <li>• Leads on Foreign Affairs <b>(1)</b></li> </ul> Accept any other valid reason which shows relevant understanding of the role of the British prime minister.	
4 (a)	<b>C</b> Regional List System	
4 (b)	<b>B</b> All British laws must be signed by the monarch	
4 (c)	<b>A</b> Chief Whip	
4(d)	<b>Marking guidance</b> Candidates do not have to include all the relevant material noted below. All the material noted below can also be credited. Relevant points may include: <ul style="list-style-type: none"> <li>• The House of Lords acts as a safety-valve on the House of Commons.</li> <li>• The House of Lords can introduce its own legislation.</li> <li>• The House of Lords includes experienced individuals from all walks of life.</li> <li>• The House of Lords provides scrutiny and insight.</li> <li>• The House of Lords is unelected and undemocratic.</li> <li>• The House of Lords has no constituents to represent.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	The candidate presents limited knowledge of the concepts, terms and issues. The answer only provides basic comments about one of the issues.
2	3–4	The candidate presents some knowledge of the key concepts, terms and issues. The answer includes some key comparisons on the issues.
3	5–6	The candidate presents detailed knowledge shown of the core concepts, terms and issues. There is good understanding of the issues. The candidate explores the issues in depth.
5 (a)		Award 1 mark for knowledge (AO1) of what an individual might find themselves charged with under civil law up to a maximum of 2 marks. <ul style="list-style-type: none"> <li>• Breach of contract <b>(1)</b></li> <li>• Personal injury <b>(1)</b></li> <li>• Trespass <b>(1)</b></li> <li>• Defamation <b>(1)</b></li> <li>• Intellectual property rights, copyrights <b>(1)</b></li> </ul> Accept any other valid suggestion which relates to charges under civil law.
5 (b)		Award 1 mark for understanding (AO1) the rights that come at 18 years old, up to a maximum of 2 marks. <ul style="list-style-type: none"> <li>• Vote <b>(1)</b></li> <li>• Open a bank account in your own name <b>(1)</b></li> <li>• Serve on a jury <b>(1)</b></li> <li>• Get a tattoo <b>(1)</b></li> <li>• Buy cigarettes and tobacco <b>(1)</b></li> <li>• Buy and drink alcohol in a bar <b>(1)</b></li> <li>• See an 18 certificate film at the cinema <b>(1)</b></li> </ul> Accept any other valid suggestion which relates to reoffending.

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5 (c)	Award 1 mark for knowledge of why Scotland has a different legal system to mark for the explanation which shows understanding (AO1) of Scottish law. <ul style="list-style-type: none"> <li>Scotland had different historic and cultural legal traditions. (1) For instance from Roman law. (1)</li> <li>The Act of Union with Scotland in 1707 did not unite all legal procedures. Scottish courts can produce a ‘not proven’ verdict. (1)</li> </ul> Credit other valid answers.	
6 (a)	<b>D</b> Stop and search you based on your race or religious background.	
6 (b)	In each case, award 1 mark for evidence of knowledge (AO1) of the roles and constable, e.g. <ul style="list-style-type: none"> <li>patrolling the streets and supporting the work of police officers on duty</li> <li>assisting police officers at road traffic incidents (1)</li> <li>raising awareness of Force initiatives and campaigns (1)</li> <li>liaising with local schools and colleges to promote crime prevention (1)</li> </ul> Credit other valid answers.	
6 (c)	<b>Marking instructions</b> Markers should follow the general marking guidance outlined in the mark scheme. <b>Indicative content guidance</b> Indicative content is noted below, though other relevant material not suggested below. Relevant points may include: <ul style="list-style-type: none"> <li>Restorative Justice provides reflection following a criminal act.</li> <li>Restorative Justice provides a possible positive outcome following a crime.</li> <li>Restorative Justice may provide closure for the victim.</li> <li>Restorative Justice may aid reduction in reoffending if the criminal sees the value.</li> <li>Restorative Justice may not bring closure / may be insincere.</li> <li>Restorative Justice will not work for everyone / undo the crime.</li> </ul>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material.
1	1–2	The candidate presents limited knowledge of concepts, terms and definitions. There is also limited understanding of the source.
2	3–4	The candidate presents some knowledge about the concepts and definitions. Some understanding is shown about the source context.
3	5–6	The candidate presents detailed knowledge about the concepts and definitions. This also sees a good understanding of how these apply to the question. This also sees a good understanding of how these apply to the source context.
7 (a)	<b>C</b> Lower the voting age to 16	
7 (b)	<b>A</b> Votes at 16 will not fix the problem of youth disengagement with politics	
7 (c)	In each case, award 1 mark for analysing the source to identify points of agreement (AO3), e.g. <ul style="list-style-type: none"> <li>They disagree over reducing the voting age to 16. (1)</li> <li>They disagree about young people’s emersion in politics. (1)</li> <li>They disagree over Scottish engagement. (1)</li> <li>They disagree about the consequences of lowering the voting age. (1)</li> </ul> Accept any other valid points of agreement.	
7 (d)	<b>Content guidance</b> The indicative content below is not prescriptive and candidates are not required to cover all of it. Other relevant material not suggested below. Relevant points may include: <ul style="list-style-type: none"> <li>Some candidates will agree with Evans’ belief that 16-year-olds should be allowed to vote. An alternative interpretation is that 16 is too young, especially with ill-informed voters. Evans believes that that 16 is a mature enough age – based on the other countries.</li> <li>Evans believes that voting at 16 was a positive step in Scotland.</li> <li>Some candidates will agree with Evans’ belief that 16+ voters bring vigour to the political system.</li> <li>Candidates may agree with the <i>Guardian</i> belief that voting at 16 is a step towards a more inclusive democracy.</li> <li>The <i>Guardian</i> notes the young people need to be more involved in politics.</li> <li>The <i>Guardian</i> notes that voting at 16+ will not solve all the other political problems.</li> </ul>	

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Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>The candidate provides limited analysis of views expressed understood or considered at a basic level.</li> <li>The responses are undeveloped, lacking reasoned, coherent arguments.</li> <li>An overall analysis on the views is missing.</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>The candidate provides some analysis of the views expressed mainly on one side of the argument.</li> <li>The response has some reasoning, but it is a one-sided argument.</li> <li>Judgements on the views are given, but with limited depth.</li> </ul>
3	7–9	<ul style="list-style-type: none"> <li>The candidate provides analysis of relevant viewpoints on both sides of the argument but the analysis is not fully substantiated.</li> <li>The evaluation contains reasoned, coherent arguments. May lack breadth or depth.</li> <li>Concluding views are given but they are not fully substantiated.</li> </ul>
4	10–12	<ul style="list-style-type: none"> <li>The candidate provides a convincing and sustained analysis of the views from the source.</li> <li>The evaluation contains reasoned, coherent arguments, showing a clear understanding of the issues.</li> <li>Concluding views are well substantiated.</li> </ul>



8	<p><b>Content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to cover all of the content which is indicated as relevant. Other relevant material not suggested below may be used.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>Some candidates will agree that charity is always a good thing.</li> <li>Much charity work is devoted to dealing with the fundamental causes of global poverty.</li> <li>An alternative interpretation is that charity is sometimes carried out because it is easier than other ways of dealing with the problem.</li> <li>Others think that charity can bring bad results even when it is well implemented.</li> <li>Charity helps the recipient with their problem but it does not deal with the underlying causes of the problem.</li> <li>We pay taxes to our government so they should look after charity issues.</li> <li>The rich do not always give to charity, so why should the poor?</li> </ul>	
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Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>The candidate provides limited analysis of views expressed understood or considered at a basic level.</li> <li>The responses are undeveloped, lacking reasoned, coherent arguments.</li> <li>An overall analysis on the views is missing.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>The candidate provides some analysis of the views expressed mainly on one side of the argument.</li> <li>The response has some reasoning, but it is a one-sided argument.</li> <li>Judgements on the views are given, but with limited depth.</li> </ul>
3	8–11	<ul style="list-style-type: none"> <li>The candidate provides analysis of relevant viewpoints on both sides of the argument but the analysis is not fully substantiated.</li> <li>The evaluation contains reasoned, coherent arguments. May lack breadth or depth.</li> <li>Concluding views are given but they are not fully substantiated.</li> </ul>
4	12–15	<ul style="list-style-type: none"> <li>The candidate provides a convincing and sustained analysis of the views from the source.</li> <li>The evaluation contains reasoned, coherent arguments, showing a clear understanding of the issues.</li> <li>Concluding views are well substantiated.</li> </ul>



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## **Preview of Answers Ends Here**

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