



GCSE
Citizenship Studies

8100/2 Paper 2

Report on the Examination

8100
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General

The 2024 examination for paper 2 of the GCSE Citizenship Studies proved to be both accessible and challenging for the students that sat it. There were many excellent responses produced by students. A reflection of how teachers had clearly prepared their students well for the demands of this paper.

This paper is divided into two sections (section A, 'Life in Modern Britain' and section B, 'Rights and Responsibilities'). There were appropriate and convincing responses to questions on both sections. This reflects the fact that teachers are aware of the need to ensure that students appreciate that each question will contain specific instructions. In particular any key words written in bold need to be taken particular note of.

Any specific issues are addressed by the commentary for the relevant question. However, there does continue to be one specific issue concerning the source-based questions. Whilst there is a continued improvement in the quality of student responses to these types of questions, there are still a number of students who were limited in the marks they received. This was because they did not reference the source effectively. It is essential when answering source-based questions that students apply their knowledge of the question topic to the scenarios in the source.

Section A

Question 01.1 (Multiple choice)

The vast majority of students were able to demonstrate a clear understanding that migration is the term for the movement of people between different countries.

Question 01.2

The vast majority of students clearly had a secure understanding of the term 'multiple identities.' A significant number were able to provide an appropriate example to gain the second mark for this question.

Question 01.3

The majority of students demonstrated a clear and secure understanding of how respect for diversity is encouraged in UK society. They were also able to effectively apply this understanding to the source. In particular the diverse nature of the World Cup winning England cricket team being an example of the success of diversity was often discussed. As was the inclusive nature of Wheelchair Rugby League.

Question 02.1 (Multiple choice)

A significant majority of students were able to identify Ofcom as the organisation which is the government regulator for part of the UK media industry.

Question 02.2

The majority of students were able to explain the role of Independent Press Standards Organisation (IPSO) as being to allow the UK newspaper industry to regulate itself. Many of these students were then able to develop their explanations, with reference to features such as IPSO's role of handling of complaints, the powers of IPSO and the Leveson Inquiry, to gain the second mark for this question.

Question 02.3

The vast majority of students were able to discuss how the media in the UK can influence public opinion. Many were also able to apply this knowledge to the source. In particular the impact upon public opinion of the Daily Star's ridiculing of Liz Truss was often discussed. As was the effective engagement of the public via the live feed of the lettuce.

Question 03.1 (Multiple choice)

A significant minority of students were able to identify the United Nations (UN) as the international organisation of which the General Assembly is a part.

Question 03.2

A small minority of students were able to name an agency of the United Nations (UN). These students often named UNESCO.

Centres should be aware that this topic is an integral part of the GCSE Citizenship Studies specification.

Question 03.3

A significant majority of students were able to explain the role of the World Trade Organization (WTO) as being to regulate global trade. Many of these students were then able to develop their explanations, to gain the second mark for this question. This development often referenced features such as the WTO's establishment of the rules for international trade or the aims of the WTO (eg. peace),

Question 03.4

The majority of students were able to discuss the ongoing implications of the UK's former membership of the EU. Many of these students were also able to apply this knowledge effectively to the issue of a labour shortage discussed in the source. There were many very good and considered responses to this question.

Question 04.1 (Multiple choice)

The vast majority of students were able to identify the RedCross/Red Crescent as a non-government organisation (NGO).

Question 04.2

Students were clearly able to understand the demands of this longer response question. A significant minority of students gained level 3, or above, marks. They were able to construct appropriately detailed answers which investigated the area the question focused upon. Many students produced a balanced response, discussing the actions of both NGOs and governments when considering which was most effective at responding to humanitarian crises.

Question 05.1

A significant majority of students were able to identify one reason why the UK Government uses censorship. The most frequently given reasons were to protect national security or citizens from harmful material.

Question 05.2

As with question 4.2, a significant minority of students gained level 3, or above, marks. Students had clearly been well-prepared to answer synoptic-style questions. The scaffolding for this question, provided via the three bullet points, was used very effectively to produce appropriately structured and focused answers by the students. Many students were able to write a balanced response. When considering if the right to freedom of speech should be limited, students frequently discussed the need for the law to protect citizens from hate speech and misinformation.

Section B

Question 06.1 (Multiple choice)

The vast majority of students were able to identify a warrant as being required by the police before they carry out an entry, search and seizure.

Question 06.2 (Multiple choice)

The vast majority of students were able to identify either to investigate if a criminal offence has been committed or to obtain material to help an investigation as one of the two reasons for the police to carry out an entry, search and seizure. A small minority of students were able to identify both.

Question 06.3

The majority of students were able to discuss two features of stop and search which make it a controversial police power and apply this knowledge to the source. A minority of students did not apply this knowledge to the source and subsequently did not gain as many marks as those students that did.

Question 07.1 (Multiple choice)

The majority of students were able to identify Citizens Advice as the organisation which provides free legal advice in civil disputes and were duly awarded a mark for this question.

Question 07.2

A minority of students were able to explain that a tribunal is a lower court. Some of these students were then able to develop their explanations by referring to the tendency for tribunals to specialise in particular areas, to gain the second mark for this question.

Centres should be aware that this topic is an integral part of the GCSE Citizenship Studies specification.

Question 07.3

The majority of students were able to compare the roles of solicitors and barristers and apply this knowledge to the source. However, a small minority of students were unable to differentiate between solicitors and barristers.

Centres should be aware that the role of legal representatives is an integral part of the GCSE Citizenship Studies specification.

Question 08.1 (Multiple choice)

The vast majority of students were able to identify 10 years old as the age of criminal responsibility in England and Wales.

Question 08.2 (Multiple choice)

The vast majority of students were able to identify 17 years old as the minimum age for a full driver's licence in the UK.

Question 08.3

The vast majority of students were able to identify one right which young people in the UK gain when they become 18 years old. A significant number of these students were also able to identify a second right.

Question 08.4

The majority of students were able to discuss the problems associated with recruiting under 18s to the British Army. They were also able to apply this knowledge to the discussion in the source. The reason why the issue of 16-year-olds not being, legally, recognised as adults was a potential problem was frequently discussed.

Question 09.1 (Multiple choice)

The vast majority of students were able to identify reoffender as the term which describes a criminal who continues to commit crime after their punishment.

Question 09.2

Many students were able to demonstrate a clear understanding of the demands of this longer response question. As with the section A 8-mark questions, they were able to construct appropriately detailed answers which investigated the area the question focused upon. The awareness, demonstrated by students, of the nature of community sentences was very encouraging to see. There were many very sophisticated responses to this question in which students demonstrated a secure understanding of the broader debate surrounding the purposes of sentencing. As a result, a significant minority of students were able to gain top level marks.

Question 10.1

The majority of students were able to name one country that is not a member of the International Criminal Court.

Question 10.2

As with question 5.2 it was, once again, very encouraging to see how well-prepared students were to answer a synoptic style question. The scaffolding for this question, provided via the three bullet points, was again used effectively by the students to produce appropriately structured and focused answers. Many students demonstrated a secure appreciation of the impact the ICC, UN and NATO have had in preventing conflicts. A significant minority of students were able to gain top level marks for their responses.

A small minority of students produced generalised responses which demonstrated little precise knowledge of the question topic.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.