



GCSE **Citizenship Studies**

8100/1 Paper 1

Report on the Examination

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General

The specification continues to provide opportunities to students to deploy a wealth of knowledge about the United Kingdom but also the wider world. The active citizenship section of the paper continues to allow students to confidently outline the actions they have been taking and the success that has been enjoyed! The more tightly focused investigations provided more opportunities for students to reflect on their project and gauge success and/or impact. Such activities included improving the environment for bees, increasing recycling in a local community, improving mental health awareness and facilities in a centre, and raising awareness about disabilities and improving access. Where investigations had a clear set of aims, it allowed students to judge success against these. Students who kept a tight focus on the question requirements, such as discussions around specific primary and secondary research materials, typically gained more marks than those who took a more narrative approach to each question. Simply describing a set of actions would not enable students to access the higher levels in the mark scheme.

With regard to safeguarding and the investigation, please could all teachers be aware that the safety and security of all students is paramount.

Overall, the Lead Examiner congratulates teachers and students in their investigation endeavours, as the passion for many projects was clear and a pleasure to read about.

Many centres had effectively prepared students on how citizens can support others in society, as seen through the range of knowledge being deployed in regard to those in fuel poverty. This was also echoed in students confidently explaining ways on how to improve political participation in our democracy. Students also showed a depth of knowledge about the moral and practical issues in regard to increasing money spent on international aid.

More specific key terms, such as ‘Single Transferable Vote,’ were less securely understood. Likewise, specific processes, such as the relationship between the Prime Minister and the Cabinet, were also less securely understood.

Section A

Question 01.1

The majority of responses could name an example of a pressure group, such as Fathers for Justice.

Question 01.2

Most responses provided a clear and concise definition of what a charity is and/or does. The role/actions being undertaken also received a mark.

Question 01.3

Many responses demonstrated an accurate knowledge of what a member of the Jury does when compared to that of a witness. Providing evidence versus coming to a verdict was the most common explanation.

Question 01.4

The majority of students understood what actions could be taken to help change the law. Developing their point with an example was sometimes not present, such as putting pressure on the Government by joining a pressure group to campaign.

Question 01.5

Students responded very well to this question and could suggest a range of ideas to improve political participation. Social media and advertising were common examples to help raise education and interest in politics.

Question 01.6

Stronger responses used the source as a starting point on how people can be helped in fuel poverty, with specific references to ‘warm banks.’ After, this wider knowledge was used to discuss other ways people can be helped, such as campaigns to cap fuel tariffs, educating people about fuel costs and the use of celebrities such as Marcus Rashford. Responses that simply focused on the source didn’t demonstrate enough own knowledge to progress to the higher levels.

Question 02.1

The majority of responses could clearly identify what secondary research they accessed and what influence it had on their topic. Identifying the specific research and its utility was needed for both marks.

Question 02.2

Students were able to successfully explain how they carried out their research. Stronger responses used clear detail/terms and discussed types of research they used and why.

Question 02.3

A summary of the impact of the citizenship action was provided by the vast majority of students. Stronger responses provided a clear judgement about level of success, and some measured this against their initial aims.

Question 02.4

The majority of students used the scaffold in the question to effectively organise their thoughts. The strongest responses clearly evaluated how they went about planning their action and its impact on the final outcome. Reflection on how the overall planning phase was carried out, including a clear rationale and how this influenced their actual tasks, provided high quality analysis to responses. Some responses were more narrative in style and simply stated what they did so could not progress to the higher levels. Some examples of really strong projects were based upon improving mental health facilities in a centre, wildlife preservation projects and changing canteen food to meet different dietary requirements.

Section B**Question 03.1 (Multiple choice)**

There was a wide variety of answers to this question, but approximately half of students could correctly identify ‘No-one.’ The correct response was “A” only.

Question 03.2

Many responses could accurately identify features of a democracy other than elections. This question was particularly well done by a wide range of students.

Question 03.3

Responses that simply lifted examples from the source did not progress to higher levels. The strongest responses used an example from the source and then made a comparable difference using their own knowledge about representative democracy.

Question 04.1 (Multiple choice)

Approximately half of students could identify Scottish Parliament as a place where AMS is used. The correct response was “B” only.

Question 04.2

Many students could correctly identify one disadvantage quite easily, such as it being confusing. Many students struggled to identify another disadvantage, but those that did commonly put ‘it takes longer to decide an outcome.’

Question 04.3

This question required two changes to be explained if a more proportional voting system was used. The source material provided students with some statistical outcomes of FPTP and a more proportional system. Higher level responses correctly identified outcomes clearly based on the source material. Less secure responses made more undeveloped points about it being ‘fairer’ without developing the material from Source C.

Question 05.1 (Multiple choice)

Most responses correctly identified the Conservative and Labour Parties being the largest in the UK. The correct answers were “A” and “C” only.

Question 05.2 (Multiple choice)

Approximately half of students correctly identified Plaid Cymru and the SNP as nationalist parties in the UK. The correct answers were “E” and “F” only.

Question 05.3

This style of question enabled students to apply their knowledge of political ideologies. There was a strong range of responses to this question with students demonstrating a good level of knowledge about political ideas and concepts such as right and left wing. Responses which gained higher marks started with the source material and then made clear differences when looking at the Labour Party, with areas, such as nationalisation being discussed.

Question 06.1 (Multiple choice)

There were a wide range of responses to this question, however the majority did pick Lord Chancellor. The correct answer was “A” only.

Question 06.2

The strongest responses for this question had knowledge of the specific powers and roles performed by the Prime Minister and the Cabinet to produce a coherent debate. Some responses demonstrated an excellent knowledge of situations where the Prime Minister was held to account by the Cabinet, Boris Johnson’s Cabinet collapse being particularly interesting. The highest marks were awarded to those responses that arrived at clear judgements and used subject specific terms/language. A number of responses provided a brief overview of each part of government without any specific knowledge on their actual powers/responsibilities; these were unable to access the higher mark bands.

Question 07.1 (Multiple choice)

Approximately half of students could identify Health and Social Care as being the area that has most spent on it. The correct response was “C” only.

Question 07.2

There were some very interesting and thoughtful arguments provided by students for this question. Responses which gained higher marks could confidently deploy a set of coherent and evidenced arguments for the debate. These responses were also specific in deploying examples, such as the Cost-of-living Crisis, wars around the world and NGOs. There were some responses that understood the debate but couldn't provide an explanation of why spending money on international aid could potentially have a positive impact for all countries involved.

Mark Ranges and Award of Grades

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