**Two-mark questions: exam practice**

Students will find these 2-mark questions useful in preparation for both paper 1 and paper 2.

Please refer to **https://qualifications.pearson.com/en/qualifications/edexcel-gcses/citizenship-studies-2016.html** for the exam board’s guidance on specification and assessment.

***All of these questions are worth two marks. Read each one carefully so that you know how the two marks are awarded. In some cases, you will need to give one example, then expand upon that example, to get both marks. For other questions, you will need to provide two separate facts/responses.***

## PAPER 1. Section A. Theme A: Living together in the UK

1. Suggest **two** ways in which The Equality Act 2010 helps to prevent discrimination (2).

(a)

(b)

2. Using an example, explain what is meant by ‘diversity’ in the community (2).

## PAPER 1. Section B. Theme B: Democracy at work in the UK

3. Identify **two** features of how a bill becomes law (2):

A. In the very early stages, first and second readings take place.

B. In the very early stages, the monarch gives royal assent.

C. The bill is examined in detail during the command stage.

D. The bill is examined in detail during the committee stage.

E. The House of Lords alone (not the House of Commons) is involved in debating each bill.

F. The general public take part in a referendum every time a new law is introduced.

4. Identify **two** key aspects of the Chancellor of the Exchequer’s role (2):

A. To advise upon how the justice system could be improved.

B. To oversee the electoral system in the UK.

C. To act as a deputy Prime Minister.

D. To take overall responsibility for the work of the Treasury.

E. To appoint members of the Cabinet.

F. To act as the government’s chief financial minister.

## PAPER 1. Section C. Theme C: Law and justice

5. Identify **two** ways in which legal age limits are designed to protect young people (2).

(a)

(b)

6. Give **two** rights that a person usually has when they are arrested in the UK (2).

(a)

(b)

## PAPER 2. Section A. Theme E: Taking citizenship action

7. Explain **one** piece of evidence or one viewpoint that was more persuasive than others, during the research stage of your citizenship action (2).

8. Describe **one** of the ways in which your team recorded decision-making within your citizenship action (2).

## PAPER 2. Section C. Theme D: Power and influence

9. **Two** examples of mediation being used in an international disagreement are (2):

A. An NGO (like ‘Amnesty International’) helps to resolve the conflict peacefully.

B. Armies from across the world bomb key areas in the conflict zone.

C. A senior member of the UN aids in the communication between opposing sides.

D. Countries with no direct involvement in the conflict stop importing goods from the conflict zone.

E. A politician within the conflict zone is arrested/killed.

F. Civilians within the conflict zone flee the area to seek safety.

10. Give **one** reason why press censorship may occur in the UK and explain why (2).

(a)

(b)

**EXAM PRACTICE ANSWERS FOR TEACHERS**

## PAPER 1. Section A. Theme A: Living together in the UK

1. Suggest **two** ways in which The Equality Act 2010 helps prevent discrimination (2).

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| **Question number** | **Answer** | **Mark** |
| 1 | In each case, award 1 mark for knowledge (AO1)  Through listing protected characteristics (e.g. age, disability and gender reassignment), against which employers, transport companies, hotel owners etc. are banned from discriminating (1).  Through merging previously separate pieces of legislation (e.g. The Equal Pay Act 1970 and The Race Relations Act 1976) into one act; it is now much simpler for a citizen to understand how they are protected by law if discriminated against (1).  When the act was introduced, the government also provided lots of anti-discrimination training materials to employers, schools, healthcare providers etc. (1).  Accept any other valid answer. | (2) |

2. Using an example, explain what is meant by ‘diversity’ in the community (2).

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| **Question number** | **Answer** | **Mark** |
| 2 | Diversity within the community is where many different types of people live within one area (1).  An example of a diverse community is one in which there are people: from different countries of origin; of different ages; with different beliefs/religions; with different first languages; of different household types; with different sexual orientations etc. (1).  Accept other valid explanations/examples showing relevant application of knowledge and understanding. | (2) |

## PAPER 1. Section B. Theme B: Democracy at work in the UK.

3. Identify **two** features of how a bill becomes law (2):

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| --- | --- | --- |
| **Question number** | **Answer** | **Mark** |
| 3 | A. In the very early stages, first and second readings take place.  B. In the very early stages, the monarch gives royal assent.  C. The bill is examined in detail during the command stage.  D. The bill is examined in detail during the committee stage.  E. The House of Lords alone (not the House of Commons) is involved in debating  each bill.  F. The general public take part in a referendum every time a new law is introduced. | (2) |

4. Identify **two** key aspects of the Chancellor of the Exchequer’s role (2):

|  |  |  |
| --- | --- | --- |
| **Question number** | **Answer** | **Mark** |
| 4 | A. To advise upon how the justice system could be improved.  B. To oversee the electoral system in the UK.  C. To act as a deputy Prime Minister.  D. To take overall responsibility for the work of the Treasury.  E. To appoint members of the Cabinet.  F. To act as the government’s chief financial minister. | (2) |

## PAPER 1. Section C. Theme C: Law and justice

5. Identify **two** ways in which legal age limits are designed to protect young people (2).

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| **Question number** | **Answer** | **Mark** |
| 5 | In each case, award 1 mark for knowledge (AO1).  Safeguards physical health, e.g. age limit on buying cigarettes (1).  Safeguards mental health, e.g. age limit on consenting to sexual relationships (1).  Age limits are designed in line with young people’s strength and brain development, e.g. age limit on driving a vehicle (1).  The age of criminal responsibility is fairly young (age 10 in 2017) because holding young offenders accountable helps them to make safer decisions, e.g. through access to drug rehabilitation programmes (1).  Accept any other valid answer. | (2) |

6. Give **two** rights that a person usually has when they are arrested in the UK (2).

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| **Question number** | **Answer** | **Mark** |
| 6 | In each case, award 1 mark for knowledge (AO1).  The right to inform someone, e.g. a relative, about their arrest (1).  The right to have access to a solicitor (1).  The right to know why they were arrested. (1)  The right to have an ‘appropriate adult’ present if under 18 (1).  Accept any other valid answer. | (2) |

## PAPER 2. Section A. Theme E: Taking citizenship action

7. Explain **one** piece of evidence or one viewpoint that was more persuasive than others, during the research stage of your citizenship action (2).

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| **Question number** | **Answer** | **Mark** |
| 7 | Award 1 mark for describing the piece of evidence/viewpoint, and the second mark for developing how this was more persuasive than others in the research stage (AO2), e.g.:  We found an article in ‘The Guardian’ which simplified the 2017 Budget and described it as damaging to poor households. (1) We feel this non-tabloid newspaper was a trustworthy source as the article linked to media clips of the Chancellor on Budget Day. It contained much more persuasive comments than the jokey ones made in our School Council WhatsApp group! (1)  My mum’s view on the EU is that we should have voted to stay (1). Our group found her views persuasive when we interviewed her because she works for a French-based company. As such, she understands some of the ways in which EU funding can benefit British people (1).  During our research we visited a local food bank, where the man who runs it told us it could be improved by being better advertised to men. (1) His argument was really persuasive because he used to run a food bank in Manchester which got double the clients once job centre staff texted local males about it.  Do not accept generic answers that are not clearly related to the candidate’s own citizenship action. | (2) |

8. Describe **one** of the ways in which your team recorded decision-making within your citizenship action (2).

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| **Question number** | **Answer** | **Mark** |
| 8 | Award 1 mark for describing a decision-making method, and the second mark for developing how this was recorded to help their citizenship action (AO2), e.g.:  Our team leader emailed us the spreadsheet showing who’d decided to do what (1). This was useful because every lesson we started by ticking off who had stuck by the decision they’d made in the previous lesson, e.g. I’d decided to sell cakes in my tutor group for our local hospice, but unfortunately I forgot to do it (1).  There were only two of us, so voting was pointless! Instead, we tossed a coin when we disagreed on anything and made a note of the decision in our phones. (1) This was useful because we couldn’t decide whether to start our research on NHS waiting times by looking online or by talking to a local nurse (my sister). Once we’d tossed the coin though, we got on with writing questions for the nurse really quickly (1).  One of our team filmed us whilst I drew a decision tree on the board. The decision tree was about whether to do our project on recycling in Manchester or on the Green Party’s recycling policies (1). It was useful to refer back to a few lessons later, because we’d started to go off on a tangent about local government initiatives – instead of thinking about the Green Party’s national agenda (1).  Do not accept generic answers that are not clearly related to the candidate’s own citizenship action. | (2) |

## PAPER 2. Section C. Theme D: Power and influence

9. **Two** examples of mediation being used in an international disagreement are (2):

|  |  |  |
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| **Question number** | **Answer** | **Mark** |
| 9 | A. An NGO (like ‘Amnesty International’) helps to resolve the conflict peacefully.  B. Armies from across the world bomb key areas in the conflict zone.  C. A senior member of the UN aids in the communication between opposing sides.  D. Countries with no direct involvement in the conflict stop importing goods from the conflict zone.  E. A politician within the conflict zone is arrested/killed.  F. Civilians within the conflict zone flee the area to seek safety. | (2) |

10. Give **one** reason why press censorship may occur in the UK and explain why (2).

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| **Question number** | **Answer** | **Mark** |
| 10 | In each case, award 1 mark for one reason why press censorship may occur in the UK (AO1), with the second mark awarded for developing the reason (AO2).  The public is not given access to photos of the government’s plans to bomb a foreign target (1) if these photos would compromise national security (1).  Newspapers, TV broadcasters etc. are not allowed to share certain information linked to court cases (1) as this could affect jurors’ decision-making and thus lead to an unfair trial (1).  Measures are in place to protect the privacy and safety of young people, (1) e.g. it would be intrusive and unsafe for the public to have constant access to information about the whereabouts of children in the royal family (1).  Accept any other valid reason. | (2) |