



GCSE

Citizenship Studies

8100/2

Report on the examination

Version: 1.0
June 2025

Further copies of this report are available from aqa.org.uk

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General

The 2025 examination for paper 2 of the GCSE Citizenship Studies provided to be both challenging and accessible for the students that sat it. Many of the responses from the students were excellent. This was a clear reflection of how well Teachers had carefully prepared their students 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'). Teachers are now well aware of the need to ensure that students appreciate that each question will contain specific instructions. This applies in particular to any key words written in bold. The students' clear awareness of this means that there continues to be thoughtful and well developed responses to questions in both sections.

Any specific issues are addressed by the commentary for the relevant question. However, whilst there continue to be an improvement in the quality of student responses to source based questions, one issue continues to require improvement. There are still a number of students who did not reference the source effectively. These students are, as a result, limited in the marks they can receive. It is essential that students apply their knowledge of the question topic to the scenarios in the source.

Section B

Question 1.1

The vast majority of students were able to identify England as having the largest population of the four nations of the UK.

Question 1.2

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

Question 1.3

The majority of students demonstrated a secure understanding of how different national identities are represented in the UK. A significant minority were also able to effectively apply this understanding to the source. In particular examples, such as different football teams, languages, and cultural emblems (e.g. flags), were often discussed.

Question 2.1

A significant majority of students were able to identify mass media as the best term for a means of communication which can reach a large number of people.

Question 2.2

The majority of students were able to explain the term 'public interest,' in the context of media reporting, as being reporting that serves the interests of the public. Many of these students were then able to develop their explanations, with reference to protecting public

health and safety, exposing criminal behaviour, or warning the public of sources of misinformation, to gain the second mark for this question.

Some students explained the term as being stories in the media that the public were interested in and were limited in the marks they could be awarded.

Question 2.3

The majority of students were able to discuss how IPSO helps the UK newspaper industry meet its responsibilities. A minority were also able to apply this knowledge to the source. In particular the powers IPSO has, for example fining newspapers, were often discussed.

Centres should be aware that the topic of how press regulation operates is an integral part of the GCSE Citizenship Studies specification.

Question 3.1

A majority of students were able to identify Canada as a member of the Commonwealth.

Question 3.2

A small minority of students were able to name the United Nations (UN) as the international organisation of which the International Monetary Fund (IMF) is an agency.

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

Question 3.3

A minority of students were able to explain the role of the Council of Europe as being to promote human rights in Europe. Many of these students were then able to develop their explanations, to gain the second mark for this question. This development referred to either the European Convention on Human Rights or the European Court of Human Rights.

A significant number of students confused the European Union for the Council of Europe and were limited in the marks they could be awarded.

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

Question 3.4

The majority of students were able to discuss how the UK benefits from being a member of the Commonwealth. Many of these students were also able to apply this knowledge effectively to the source. In particular features such as the Commonwealth being a global organisation and the values contained in the Commonwealth Charter, were often discussed.

Question 4.1

The majority of students were able to identify the Good Friday Agreement as an example of mediation.

Question 4.2

Students were clearly able to understand the demands of this longer response question. A majority 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 both sanctions and military intervention when considering which was the most effective at resolving international disputes and conflicts.

Question 5.1

A significant majority of students were able explain what was meant by the term ‘individual liberty.’

Question 5.2

As with question 4.2 a majority 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 strike should be one a British citizen should always have, students frequently discussed the need to balance citizens’ right to strengthen their employment conditions, via strike action, with the need for wider society to be protected from excessive disruption.

Section B

Question 6.1

Only a minority of students were able to identify the High Court as the court in which an appeal from a tribunal takes place in.

Question 6.2

The vast majority of students were able to identify either discrimination at work or immigration dispute as a reason for using a tribunal. A small minority of students were able to identify both.

Question 6.3

The majority of students were able to describe two ways a tribunal can help UK citizens 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 7.1

The vast majority of students were able to identify Neighbourhood Watch as the organisation aimed at reducing crime in a local area and were duly awarded a mark for this question.

Question 7.2

A vast majority of students were able to both explain one purpose of prison sentences and then develop their explanations to gain the second mark for this question. The reduction of crime by deterring others from committing the same offence was a popular response.

Question 7.3

A sizable majority of students were able to discuss two factors which can affect the crime rate in the UK and apply this knowledge to the source.

Question 8.1

The majority of students were able to identify '13-year-old found guilty of antisocial behaviour after local park vandalised for the third time' as the youth crime most likely to result in a reparation order.

Question 8.2

The vast majority of students were able to identify 'Youth aged 14 found guilty of senseless murder' as the youth crime which would most likely result in a custodial sentence at a Young Offender Institution.

Question 8.3

The vast majority of students were able to identify one mitigating factor that a youth court might consider when sentencing a young person. A significant majority of these students were also able to identify a second mitigating factor. Popular responses were age and mental health conditions.

Question 8.4

The majority of students were able to describe two differences between a Youth Court and a Magistrates' Court. They were also able to apply this knowledge to the description in the source. The requirement of a parent, or carer, to attend a Youth Court and the informal use of first names in a Youth Court were frequently given as correct examples of difference.

Question 9.1

The vast majority of students were able to identify 12 as the number of citizens selected for a jury in a Crown Court trial in England.

Question 9.2

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 Jury Service 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 role of juries. As a result, a significant minority of students were able to gain top level marks.

Question 10.1

Only a minority of students were able to name judges as the creators of common law.

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

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 debate around whether or not the judiciary should be socially representative. 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.