

# Mark Scheme (Results)

## Summer 2010

GCSE

### GCSE Citizenship Studies 5CS01 Paper 1

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1(a)	1 mark for each: religious tolerance, race equality	(2)

Question Number	Answer	Mark
1(b)	<p>1 mark for <b>basic</b> explanation / definition such as:</p> <ul style="list-style-type: none"> <li>• discrimination that is against the law OR is illegal (no mark for unlawful)</li> <li>• the school broke the law OR what the school did was against the law or illegal</li> <li>• not treating somebody equally OR treating someone unequally (no marks for just fair/unfair)</li> </ul> <p>Plus 1 mark for a <b>development</b> eg:</p> <ul style="list-style-type: none"> <li>• she was denied the right (to wear something) because of her religious beliefs,</li> </ul> <p>OR plus 1 mark for an <b>example</b>, eg:</p> <ul style="list-style-type: none"> <li>• race, gender, religion.</li> </ul> <p>(1 mark can be awarded just for an accurate example of unlawful discrimination)</p>	(2)

Question Number	Answer	Mark
1(c)	A Race Relations Act	(1)

Question Number	Answer	Mark
1(d)	<p>1 mark for any one of the following (max 2):</p> <ul style="list-style-type: none"> <li>• (school) student or pupil or girl or teenager</li> <li>• Welsh</li> <li>• Punjabi</li> <li>• Sikh</li> </ul>	(2)

Question Number	Answer	Mark
1(e)	1 mark for any of the following (max 2): <ul style="list-style-type: none"> <li>• the court did not support the school</li> <li>• the school felt it had made efforts to accommodate her</li> <li>• the school should have the right to decide</li> <li>• the purpose of uniform or rules is to create an ethos of community or conformity or to have no exceptions</li> <li>• it enables or might encourage other students to do the same OR wear jewellery OR to break school rules</li> <li>• the school did not set out OR intend to discriminate</li> <li>• It would create bad press or publicity for the school</li> </ul>	(2)

Question Number	Answer	Mark
1(f)	D the right to consumer protection	(1)

Question Number	Answer	Mark
2(a)	1 mark for any one of the following (max 2): <ul style="list-style-type: none"> <li>• curbs on dog walking</li> <li>• restrictions on keeping horses</li> </ul>	(2)

Question Number	Answer	Mark
2(b)	A Pressure Group	(1)

Question Number	Answer	Mark
2(c)	1 mark for any one of the following (max 2): <ul style="list-style-type: none"> <li>• Petition</li> <li>• March/marching</li> <li>• Waving placards</li> <li>• Direct action</li> <li>• Demonstrate</li> </ul> 0 marks for just protesting or campaigning	(2)

Question Number	Answer	Mark
2(d)(i)	1 mark for any one of the following (max 2) <ul style="list-style-type: none"> <li>• write to MP</li> <li>• write to a government minister</li> <li>• lobby Parliament</li> <li>• invite councillors to a meeting or lobby/complain to council</li> <li>• write a letter to the paper</li> <li>• produce posters</li> <li>• produce leaflets</li> <li>• hold a meeting</li> <li>• use social networking site eg facebook</li> </ul>	(2)

Question Number	Answer	Mark
2(d)(ii)	1 mark for any one of the following (max 2): <ul style="list-style-type: none"> <li>• MP or councillors will support the interests of constituents or residents</li> <li>• the relevant minister is obliged to consider their case and respond</li> <li>• creates greater publicity and support</li> <li>• gives an opportunity to put the case more fully or clearly</li> <li>• easy for people to see or read</li> <li>• it will generate more awareness / interest / support / response</li> </ul>	(2)

Question Number	Answer	Mark
2(d)(iii)	1 mark for any one of the following (max 2): <ul style="list-style-type: none"> <li>• MP may disagree</li> <li>• govt minister may say it conflicts with other policies</li> <li>• it is a local and not a national issue</li> <li>• councillors may have already made up their minds</li> <li>• people might not take notice</li> <li>• it may be the wrong target audience</li> <li>• there may be a poor response OR people may not be interested</li> </ul>	(2)

Question Number	Answer	Mark
2(e)	B Devolution	(1)

Question Number	Answer	Mark
2(f)	<p>1 mark for each relevant point:</p> <p><b>popular</b></p> <ul style="list-style-type: none"> <li>• likely to be more sensational or exaggerated</li> <li>• use more headlines</li> <li>• more pictures</li> <li>• more about celebrities than issues</li> <li>• takes issues less seriously</li> <li>• has less detailed analysis or information</li> <li>• more people read them</li> <li>• they are easier to read</li> <li>• they use different language</li> </ul> <p><b>quality</b></p> <ul style="list-style-type: none"> <li>• takes issues more seriously</li> <li>• has more detailed analysis or information</li> <li>• read by politicians and other decision makers</li> <li>• fewer people read them</li> <li>• they are harder to read</li> <li>• they use different language</li> </ul> <p>Do not award second mark if it is just stating the opposite way to a point already made for the first mark</p>	(2)

Question Number	Answer	Mark
3(a)	<p>1 mark for any one of the following (max 2):</p> <ul style="list-style-type: none"> <li>• (spend \$30bn on) energy-from-waste power plants</li> <li>• (new) transportation (networks)</li> <li>• a clean up of four major rivers</li> </ul>	(2)

Question Number	Answer	Mark
3(b)(i)	1 mark for any one of the following Fact <ul style="list-style-type: none"> <li>• The UN called for a Global Green New Deal</li> <li>• Holding a summit of economists</li> <li>• Many European countries have announced green spending programmes</li> <li>• Japan wants a twenty fold increase in solar power</li> <li>• South Korea intends to spend \$30 bn (on ...)</li> <li>• Tom Burke, former director of Friends of the Earth</li> </ul>	(1)

3(b)(ii)	1 mark for any one of the following Opinion <ul style="list-style-type: none"> <li>• The financial crisis could not have come at a better time</li> <li>• Because it's forcing us to act</li> </ul>	(1)
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Question Number	Answer	Mark
3(c)	1 mark for any one of the following (max 2): <ul style="list-style-type: none"> <li>• wind power</li> <li>• wave/tidal/hydro power</li> <li>• geothermal or heat from underground</li> <li>• biofuel</li> </ul>	(2)

Question Number	Answer	Mark
3(d)	C Security Council	(1)

Question Number	Answer	Mark
3(e)(i)	1 mark for any one of the following (max 2): <ul style="list-style-type: none"> <li>• conserve energy or use less electricity</li> <li>• switch off electric appliances</li> <li>• reduce the temperature of home heating</li> <li>• fit insulation or double glazing</li> <li>• use low energy light bulbs (or other appliances)</li> <li>• recycle rubbish</li> <li>• use the car less/walk or cycle more or use the bus or train instead of the car</li> <li>• don't use (or use less) aeroplanes for holiday or business travel</li> <li>• buy or use a more fuel efficient or low emission car</li> <li>• generate your own power from renewables (eg solar, wind)</li> </ul> <p>Or any other acceptable answer</p>	(2)



Question Number	Answer	Mark
3(e)(ii)	<p>1 mark for any one of the following (max 2):</p> <ul style="list-style-type: none"> <li>• an example of promoting sustainable development (cycle routes)</li> <li>• promoting recycling schemes</li> <li>• develop a 'walk to school' scheme (or similar)</li> <li>• use renewable energy for a local scheme, eg. street lighting or house heating (can have 2 marks if there are two identifiably different ways or schemes)</li> <li>• restrictions on driving in certain places or at certain times OR other local restriction eg congestion charge</li> </ul>	(2)

Question Number	Answer	Mark
3(f)	<ul style="list-style-type: none"> <li>• C Turkey</li> </ul>	(1)

Question Number	Answer	Mark
3(g)	<p>There will be many and varied answers, some general and some specific.</p> <p>1 mark for any one of the following (max 2):</p> <ul style="list-style-type: none"> <li>• More investment from MEDCs or international agencies (specific example is acceptable, eg. irrigation project)</li> <li>• More medicines provided by MEDCs</li> <li>• More education on or more provision of health care</li> <li>• More agricultural education or development (specific example is acceptable)</li> <li>• Emergency aid of any sort eg food or shelter (need not be specific) - (note - this can apply to both 1 &amp; 2)</li> <li>• Development aid (need not be specific)</li> </ul>	(2)

Question Number	Indicative content
<p>4 QWC i-ii-iii</p>	<p><b>Title</b> 'We should never take our human rights for granted and must continue to campaign to ensure that they are safeguarded.'</p> <p><b>Indicative content</b> Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Candidates may refer to the Universal Declaration of Human Rights (UDHR) and/or the Human Rights Act 1998, and the reasons for incorporating the European Convention on Human Rights (ECHR) into UK law.</li> <li>• It is expected that they will list some of these rights, eg. right to life; equal treatment before the law; freedom of speech, religion, press, assembly/association; right to education; freedom of discrimination on any grounds (eg, race, gender).</li> <li>• Reference to some campaigns in history, eg. anti-slavery movement, suffragettes, civil rights (eg. in USA, Northern Ireland, South Africa).</li> <li>• Reference to some campaigns in the late 20th and early 21<sup>st</sup> centuries, eg. Iraq, Sudan (Darfur), FYR, Guantanamo Bay, China, Palestine, Zimbabwe.</li> <li>• Campaigns by one or more of such organisations as Amnesty International, United Nations (UNHCR, UNICEF) Witness, Oneworld.net, Student World Assembly, The Carter Center - including the reasons for their campaign(s) and their effectiveness.</li> <li>• The reasons for incorporating some human rights into legal rights in the UK, eg. laws on Health and Safety at Work or other employment laws, universal suffrage, the right to free education at certain ages, Disability Discrimination Act.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• Campaigns or protests that are lawful in one country may be unlawful in another.</li> <li>• Individuals can do and achieve little on their own.</li> <li>• Governments and the EU, rather than individuals or voluntary bodies, need to work more to ensure human rights are upheld in their own as well as other countries.</li> <li>• People may fear the consequences of their actions, eg. imprisonment or torture, in other words the pursuit of human rights can cause them to be denied.</li> <li>• It is the responsibility of the UN, acting on behalf of everybody, to be more pro-active so that individuals do not put their own lives at risk by campaigning.</li> </ul> <p>(1) Accept any other suitable content. (2) Not all points listed above need to be covered to gain access to the highest mark band.</p>

Level	Mark	Descriptor
0	0	No rewardable material
1	1-3	Opinion with little or no reasoning, showing simple knowledge and little understanding of issues and/or events. <i>There are some errors in spelling, punctuation and grammar but the basic meaning is clear.</i>
2	4-6	Mainly opinion with some reasoning, supported by limited relevant evidence and/or examples showing limited knowledge and some understanding of issues and/or events. Candidates who include <b>only</b> points for, or <b>only</b> points against, are restricted to a maximum of 6 marks. <i>Spelling, punctuation and grammar are reasonably accurate and meaning is clear.</i>
3	7-9	Points <b>for</b> and <b>against</b> are included in a reasonably balanced and mostly reasoned discussion which shows quite good knowledge and understanding of issues and/or events, based on some evidence/argument. <i>Spelling, punctuation and grammar are mostly accurate and appropriate language is used to convey meaning.</i>
4	10-12	Points <b>for</b> and <b>against</b> are included in a balanced and reasoned discussion which shows good knowledge and understanding of issues and/or events, supported by strong evidence leading to a clear conclusion. <i>Fluent and consistently strong use of vocabulary and accurate spelling, punctuation and grammar with use of specialist terms.</i>

Question Number	Indicative content
5 QWC i-ii-iii	<p data-bbox="422 300 1310 367"><b>Title</b> 'Whatever the cause, or circumstances, you can never justify breaking the law.'</p> <p data-bbox="422 405 675 434"><b>Indicative content</b></p> <p data-bbox="422 439 1307 506">Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p data-bbox="470 573 552 602"><b>Agree</b></p> <ul data-bbox="470 607 1382 887" style="list-style-type: none"> <li data-bbox="470 607 1353 674">• The law applies equally to everyone in the country and it is reasonable that in a civilised society all should obey it equally.</li> <li data-bbox="470 678 1382 779">• Just because we disagree with or don't like a law because it prevents us from doing something we want to do does not justify breaking the law.</li> <li data-bbox="470 784 1235 813">• Ignorance of the law is no justification if you break it.</li> <li data-bbox="470 817 1358 887">• If you don't agree with a law there are lawful ways of trying to change it.</li> </ul> <p data-bbox="470 920 588 949"><b>Disagree</b></p> <ul data-bbox="470 954 1382 1335" style="list-style-type: none"> <li data-bbox="470 954 1326 1021">• You may believe that some laws are unjust - examples and reasons should be given, such as minimum or maximum ages.</li> <li data-bbox="470 1025 1342 1093">• Sometimes religion or conscience or moral codes may conflict with the law of the country.</li> <li data-bbox="470 1097 1382 1198">• If you disagree with a law then lawful protest may be ineffective so some people believe that breaking the law is justified in order to achieve change, eg. some animal rights groups.</li> <li data-bbox="470 1202 1374 1270">• Civil disobedience may be deemed necessary to ensure a change in a law that you believe to be unjust.</li> <li data-bbox="470 1274 1366 1335">• It may be necessary to break the law in order to save life - with example and reason.</li> </ul> <p data-bbox="376 1402 895 1435">(1) Accept any other suitable content.</p> <p data-bbox="376 1440 1326 1507">(2) Not all points listed above need to be covered to gain access to the highest mark band.</p>

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3	7-9	Points for and against are included in a reasonably balanced and mostly reasoned discussion which shows quite good knowledge and understanding of issues and/or events, based on some evidence/argument. <i>Spelling, punctuation and grammar are mostly accurate and appropriate language is used to convey meaning.</i>
4	10-12	Points for and against are included in a balanced and reasoned discussion which shows good knowledge and understanding of issues and/or events, supported by strong evidence leading to a clear conclusion. <i>Fluent and consistently strong use of vocabulary and accurate spelling, punctuation and grammar with use of specialist terms.</i>

Question Number	Indicative content
<p>6 QWC i-ii-iii</p>	<p><b>Title</b> 'Globalisation is not the way forward for the Less Economically Developed Countries (LEDCs) since the More Economically Developed Countries (MEDCs) are the only countries that gain from it.'</p> <p><b>Indicative content</b> Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p><b>Agree:</b></p> <ul style="list-style-type: none"> <li>• International companies such as Nike or Coca Cola may locate in LEDCs because of cheap labour rather than because of economic development opportunities.</li> <li>• The profits generated by such companies may not benefit the LEDCs but the companies and the shareholders.</li> <li>• Consumers in MEDCs benefit more from lower priced goods than do the workers in the LEDCs who produce them, even though jobs may have been lost in MEDCs as a result of relocation of production.</li> <li>• International companies may have more access to resources than the LEDCs and thus can have the power to influence, if not determine, the economic future of LEDCs. However, this may not always be to the advantage of those countries.</li> <li>• NGOs, aid and relief agencies and charities such as Christian Aid, Action Aid, other organisations such as the World Bank and the Commonwealth can be involved in economic development in various and different ways.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• LEDCs cannot raise the money needed for investment and so are dependent on other countries and companies.</li> <li>• International companies bring job opportunities, as well as capital and infrastructure investment, and thus also opportunities for income and wealth generation in those countries.</li> <li>• Globalisation is not a development that can be stopped.</li> <li>• LEDCs may be trapped in a poverty cycle or be burdened by debt and/or debt interest payments before they can invest.</li> <li>• LEDCs are likely to be powerless to influence companies so any economic development in an LEDC is better than none.</li> </ul> <p>(1) Accept any other suitable content. (2) Not all points listed above need to be covered to gain access to the highest mark band.</p>

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