

ResultsPlus

Examiners' Report June 2010

GCSE Citizenship Studies 5CS01

ResultsPlus
look forward to better exam results
www.resultsplus.org.uk

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com. If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>



ResultsPlus is Edexcel's free online tool that offers teachers unrivalled insight into exam performance.

You can use this valuable service to see how your students performed according to a range of criteria - at cohort, class or individual student level.

- Question-by-question exam analysis
- Skills maps linking exam performance back to areas of the specification
- Downloadable exam papers, mark schemes and examiner reports
- Comparisons to national performance

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus.

To set up your ResultsPlus account, call 0844 576 0024

June 2010

Publications Code UG023673

All the material in this publication is copyright

© Edexcel Ltd 2010

Introduction

The comments in this report should be read in conjunction with the published mark scheme. Both the mark scheme and this report are intended to serve as a helpful guide to centres in preparing candidates for future examinations.

At this first sitting of the examination for the new specification centres should have been familiar with both the similarities and differences between the types of questions set on the legacy paper (3280/01) and those set on this paper. The major differences are that there are no questions related to the coursework activity, questions are set on each of the three themes linked to source material and one piece of extended writing is required worth approximately one quarter of the total available marks. The allocation of marks to each question is reflected in the rubric which advises that no more than 40 minutes should be spent on section A questions and no more than 20 minutes on the extended writing in section B. Candidates should consider not spending time unnecessarily writing out the introduction to the answer that is already contained in the question. A good example here is the answer shown below for question 1a. The candidate has simply written the key words, there being no need to preface these with: "The two British traditions that Liberty claimed had been upheld were...".

Although quality of written communication (including spelling, punctuation and grammar) is assessed only in section C, centres are asked to emphasise to candidates the importance of writing answers that are not only legible but also coherent.

Unfortunately a minority of candidates wrote answers to questions in section A which bore no relationship to the question asked. Some questions are clearly indicated "Using the source..." which means that the answer is to be found there. Candidates should read the source material carefully in order to be able to answer these questions more easily and accurately.

There were six multiple choice questions, two for each of the three themes and requiring candidates to select the correct answer from four possible answers. Question 1b was correctly answered (A, The Race Relations Act) by virtually all candidates, but only just over half were able to correctly identify that the right to consumer protection (question 1e, D) is not a human right. It is, in the UK, a legal right and all the other three options are some of the more commonly recognised human rights. About three quarters of candidates identified Forest Uprising as a pressure group (question 2b, A). Only a small minority knew that devolution (question 2e, B) is the principle on which the form of government is based in Scotland and Wales. The topic is new to this specification, along with others in politics such as proportional representation in electoral systems. Although the United Nations is a topic on both the new and the legacy specifications, less than a quarter of candidates could identify the Security Council (question 3d, C) as the correct answer. The recently published textbooks relating to the new specification give good coverage of these and many other key points and topics. Less than half of the candidates gave the correct answer to question 3f (C, Turkey).

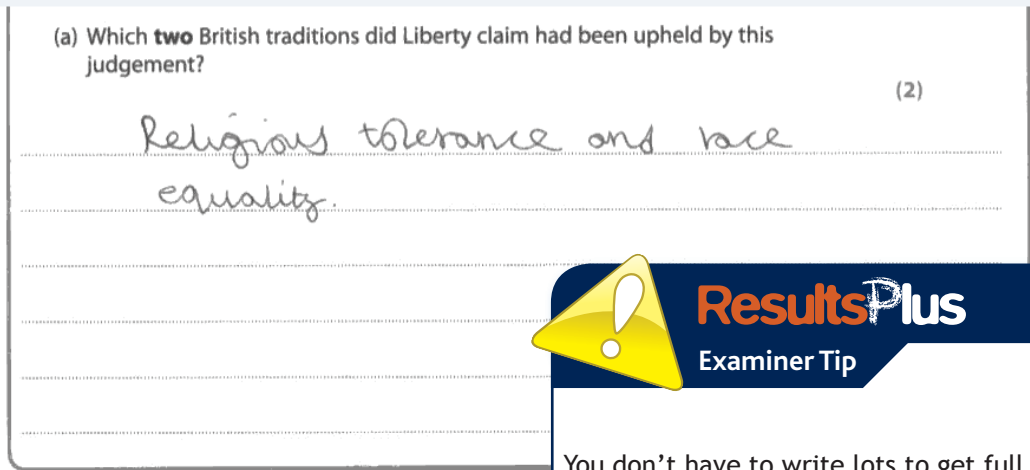
This report will provide exemplification of candidates' work, together with tips and/or comments, for a selection of questions. The exemplification will come mainly from questions which required more complex responses from candidates

Question 1(a)

This was a straight forward question with which to begin the paper and taking the candidate directly to the source material.



The vast majority of candidates were able to gain two marks on this question. Those attempting to use their own words or identifying the wrong part of the source material were highly likely to provide a wrong answer.



You don't have to write lots to get full marks.

Question 1(b)

Just over half of the candidates achieved at least one mark. There were some very awkwardly expressed answers. Unlawful is simply something that is against the law. Candidates should have a better understanding of what is meant by discrimination - being treated unfairly or unequally with regard to the law is a sufficient answer. Given that virtually all candidates answered question 1c correctly it was surprising that more candidates did not make the link to the case of Sarika who was discriminated against with regard to her race (as well as her religion)

**ResultsPlus**

Examiner Comments

Although this answer is longer than necessary to gain two marks, the key words of “against the law” and “over her race” are what achieve these marks.

(b) Explain what is meant in Source A by ‘unlawful discrimination’.

(2)

It means if you have discriminated against someone (by) and by doing so is against the law for e.g. in this case they had discriminated against sarika be over her race and forced her to take of a religious object.

**ResultsPlus**

Examiner Tip

Discrimination is an example of one of the key words and terms used in Citizenship. Candidates could be encouraged to use key word glossaries.

Question 1(d)

Two correct identities were selected by virtually all candidates from four possible answers, each of which appeared in the source.

Question 1(e)

This question proved to be more demanding in that the answer required candidates to think beyond the source material. A question concerning a school hopefully made the question less hypothetical. As a result there were some realistic answers, but although about one third of candidates achieved no marks only a few achieved two marks. There were some confused responses focussing on breaking school rules rather than considering the purpose of school rules or what the possible undesirable consequences or effects might be on a school of its losing a court judgment.



ResultsPlus

Examiner Comments

The two marks are awarded to this example response for two clearly identifiable different points in the first sentence. The reaction of parents is linked to the "bad image" in the first sentence so in itself would not have been awarded the second mark.

(e) Explain why some school leaders and governors might be disappointed by this judgement.

(2)
 • The school ~~gets~~^{may get} a bad image from the public even though their intentions was not to discriminate.
 • Parents ~~will~~^{may} discourage others to attend the school in the future.

Question 2(a)

The two plans to which Forest Uprising objected were identified correctly by a very large majority of candidates. The key words, however, were "curbs" and "restrictions". The NPA did not propose to ban walking dogs and keeping horses.

Question 2(c)

Virtually all candidates were able to identify correctly at least one method of protest and a large majority identified two. However, some also included unnecessary extra answers, perhaps suggesting that they were not completely sure.

Question 2(d)

This question posed some difficulties for many candidates. The question was seeking to find out what methods other than protest or demonstration might be used to put across a point of view and how successful or otherwise they might be. In the Controlled Assessment of unit 2 there is a key element of the work involved in 'how to make a difference'. Candidates will have engaged in work learning how to influence decision makers. The answers given here suggested that only some knew how to effect such influence. Well over one third of candidates gained no marks for this question. Very few candidates realised that their councillors and MPs are key people when it comes to residents or citizens wanting to get across their point of view to try to influence a decision. It is highly unlikely that any elected representatives would ignore reasonable letters. Using the local media is a key platform, but it is of concern that very few candidates know how they might use it to try to effect change. There is little point in writing a letter without knowing to whom it should be written or in holding a meeting without knowing with whom it should be held.



ResultsPlus

Examiner Comments

This answer gives two clear and different ways of presenting views, without mentioning the use of elected representatives. The internet is used increasingly to engage people in debate and in trying to influence others. This candidate clearly understands how or why some methods might work or not work.

(d) (i) State **two** other ways in which residents could present their views.

(2)

1 Create a Facebook group

2 Put an advert in the local paper

(ii) Suggest why each of these ways might be successful.

(2)

1 I think creating a Facebook group would be a good idea because

it would give people around the area and outside the area more awareness of the issue.

2 It would be another good way to raise awareness of the issue.

(iii) Suggest why each of these ways might be unsuccessful.

(2)

1 The Facebook group might not attract lots of people also it could put people on NPA's side

2 Some people don't bother to read the local paper.



ResultsPlus

Examiner Tip

Candidates should be encouraged to see the connections between their Controlled Assessment work and this section of the specification.



ResultsPlus
Examiner Comments

This answer shows two clear and different ways of presenting views and an understanding of how successful or not they may be.

(d) (i) State **two** other ways in which residents could present their views.

(2)

- 1 Write to a local newspaper to get media coverage
- 2 Write to your local MP or council

(ii) Suggest why each of these ways might be successful.

(2)

- ~~was~~ Getting media coverage,
- 1 ~~it~~ raises awareness on their issue, and can help more people get involved
 - 2 ~~as~~ Writing to your local MP and getting politicians involved can give you great support and may influence them to do

(iii) Suggest why each of these ways might be unsuccessful. *Something about it.*

(2)

- 1 The newspaper / tv. company may not want to ~~sign over rights~~ ~~use~~ Publish the ~~pressure~~ groups story
- 2 Your local MP or council may not support your view, and go in favour of the other side of the argument / campaign.

Question 2(f)

As on previous GCSE Citizenship Studies papers, questions on the media were not well understood. Many candidates still seem to be convinced that popular papers are biased and that quality papers tell the truth or give the facts. It is the case that all papers are biased to some extent or other and all give facts and opinions but in varying amounts. The mark scheme identifies the key points of difference between the two types of paper, from which only one quarter of candidates selected two correct answers, with just over one third selecting no answer or wrong answers. Some candidates confused popular or tabloid papers with local papers. All papers print news; the point is that different types of paper present different types of news in different ways for different audiences.



ResultsPlus

Examiner Comments

There are two correct answers in point 1 here (see mark scheme). The second point illustrates a common misunderstanding but does not negate the two marks already gained.

(f) Identify **two** ways in which popular newspapers are different from quality newspapers.

(2)

- 1 Quality newspapers are often more informative whereas popular newspapers write about gossip and portray relative images.
- 2 popular newspapers ~~portray~~ ^{are} images based on getting the paper to sell without giving the whole truth to gain profit.

(Total for Question 2 = 14 marks)



ResultsPlus

Examiner Tip

A useful exercise in class is to spend a lesson looking at the papers and getting the students to identify similarities and differences, bias and truth, fact and opinion etc.

Question 3(a)

The vast majority of candidates were able to correctly identify two correct answers, from the three possible ones, directly from the text. The question refers to South Korea and yet a few answers referred to Japan.

Question 3(b) (i)

Questions concerning the ability to distinguish fact from opinion are a feature of the new specification and it is good to see that a large majority of candidates were able to do this correctly. There were six possible correct answers that could be taken from the text.

Question 3(b) (ii)

As referred to above for (b)(i), questions concerning the ability to distinguish fact from opinion are a feature of the new specification and it is good to see that a majority of candidates were able to do this correctly. There were two possible correct answers that could be taken from the text.

Question 3(c)

One quarter of candidates gained 0 marks for this question and only just over half were able to state correctly two forms of renewable energy. Less able candidates did not appreciate that the question asked for forms other than solar power (which was mentioned in the text). Nuclear power was not an acceptable answer. A minority gave a correct answer to 3(a) as their answer to this question.

Question 3(e)

Questions asking about individual or corporate responses to the issues of global warming and related matters have been asked on previous GCSE Citizenship Studies papers. Many candidates have a clear understanding of how their individual actions can make a difference. However, only half of the candidates were able to identify one or two ways in which local councils can help. A minority of candidates have little idea of the power of their local councils. Answers such as cutting car tax, using renewable energy (without saying how or on what) are not solutions that local councils can offer. Very few mentioned a congestion charge and there were many unrealistic answers.

(e) (i) State **two** ways in which your individual actions can help to cut carbon emissions. (2)

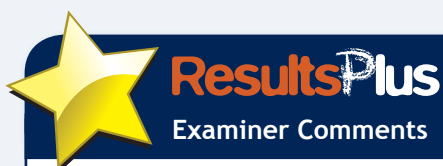
1 By going on holidays less & thinking about your air mileage

2 By recycling more things like plastic instead of throwing them away because they take a long time to degrade

(ii) State **two** other ways in which local councils can help to cut carbon emissions. (2)

1 By setting out more recycling bins boxes & ideas for the people to follow instead of burning the rubbish

2 Promote less car use & more walking & bus use



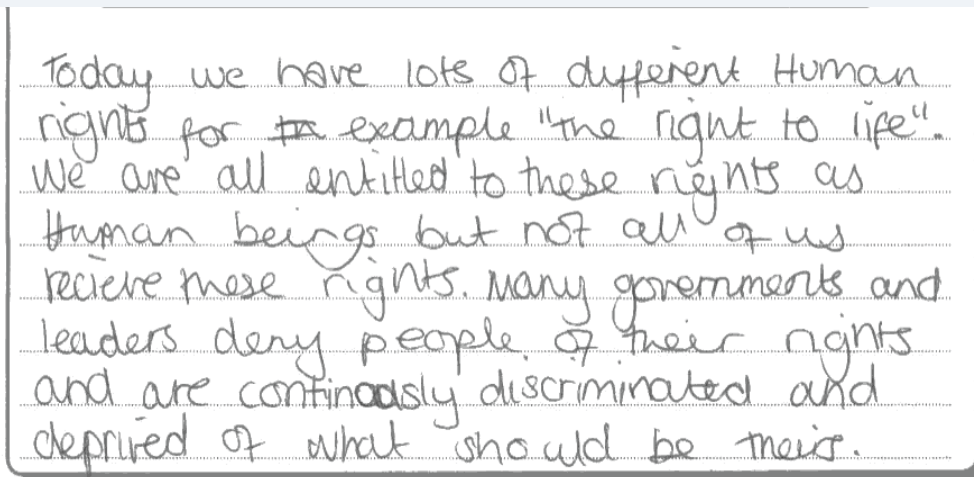
These four suggestions identify and express clearly the different ways in which both individuals and local councils can help to cut carbon emissions.

Question 4

The questions requiring extended writing relate to themes that have been examined on previous GCSE Citizenship Studies papers. It is important that candidates are given the opportunity to write at length and in some detail about a topic that they may have studied. Topics about human rights, breaking or obeying the law and the role of MEDCs and international companies are common topics within each of the three themes.

These questions are marked out of twelve, using four levels. Whether through poor time management or lack of knowledge and expertise in presenting different arguments supported by evidence, the majority of candidates did not achieve marks above level 2. However, there were some good examples of well thought out responses, presenting evidence for and against with relevant contemporary or historical examples. It is important for future candidates to understand the significance of the levels mark scheme. To move beyond level 2 requires points both for and against but with balance and reason supported by examples of issues or events. Candidates should not lose sight of the question being asked, for which the four bullet points are just a guide. Writing four mini essays in response to each of them may show relevant discussion but may not result in actually answering the question that was set at the top of the page.

The exemplars show the type of response that can achieve level 3 or 4 marks. There are no typical or specimen answers. The indicative content in the Mark Scheme gives a clear idea of the sorts of points that might reasonably be expected to be discussed.



Today we have lots of different Human rights for ~~the~~ example "the right to life". We are all entitled to these rights as human beings but not all of us receive these rights. Many governments and leaders deny people of their rights and are continuously discriminated and deprived of what should be theirs.

I don't think everyone especially women would have rights if people hadn't fought in the past like the Suffragettes. Many black people would not have rights if it wasn't for Martin Luther King, Nelson Mandela, Malcom X, Rosa Parks and many others. Many people would have the rights we have today because people wouldn't have realised we needed them. Most third world countries have dictators or corrupt governments which means they don't have equal opportunity like more economically developed countries such as America and Britain. This is because our governments are far from corrupt and we live in a democracy. Lots of people in less economically ~~the~~ developed countries don't get basic rights that every human is entitled to like "the right to life" or "the right to live without fear". Lots of people daily are being killed and ~~tormented~~ tortured and imprisoned because of racial issues, religion issues and political issues.

However many people might disagree and believe that the people whose rights have been taken away do not deserve them. Their rights were taken away for a reason and it was a valid one. Many countries that have dictators have laws of their own and the country has to follow them if you don't then you will have to suffer the consequences like death and torture and imprisonment. Many corrupt governments take matters into their own hands and that's ok because it's their decision. Some people might believe that some people don't deserve rights in the first place because of racial ~~and~~ colour, religious beliefs and much more. Maybe they might believe that ~~no one~~ ~~should~~ have rights and then ~~everybody~~ everybody would be equal because if there's no rights in the first place no one can take them away.

I agree with that issue because as a human being I want rights and I want to be equal to others

Whether they are a different colour, nationality or religion, I don't want to be treated better or worse than others. I want to be treated the same because we are all the same no matter where you come from we all bleed the same colour blood and we are all of the same race therefore we all deserve rights and the same ones.

**ResultsPlus****Examiner Tip**

This answer shows a balanced discussion with some good knowledge and understanding of issues but insufficient depth or detail to be marked as a level 4 answer even though it contains a conclusion.

Question 5

Breaking the law is a serious offence. In Britain there are many laws and Acts to ensure that if someone does do something bad, they are punished for it.

On one hand, some people believe that breaking the law, no matter what situation someone is in, is incorrect and they should be punished for it. They may argue that rules are set in place, and if you break them, you should deal with the consequences, no matter how bad the crime you have committed is. Some may protest to make laws stricter, so that criminals 'get what they deserve'; they feel that crime and punishment is 'an eye for an eye' situation.

(P.T.O)

On the other hand, some others do not agree with this view. In a case of emergency, ~~rules can~~ if someone breaks the law, some people feel that they should be able to get away. For example, if you are being attacked and hurt the person in ~~self~~ an act of self-defence, you should not be charged, as you ~~did~~ acted to ~~so~~ prevent yourself from being attacked. In some cases, they may feel that the law itself is unjust, for example, if someone acting in self-defence does get arrested and charged, it would be unfair. However, for those who do agree with the statement, a crime is a crime, and must be dealt with in the correct manner, and accepted.

Those who agree with the statement must also accept that if they commit a crime, they could never justify it. They may also feel that no matter how 'wrong' or unjust you think a law is, you can't condone going against it.

In my opinion, I feel that the statement is incorrect. In some cases of emergency, ~~breaking~~ it is sometimes needed for the law to be broken, and for the person to be able to ~~accept~~ accept and get away with it. Although many agree with the statement, I feel it is incorrect. For example, if you had someone dying in the back of your car, and you were speeding in the rush to ~~get~~ get them to

hospital to get treated, should you have to justify it?
In some cases, such as the examples I have just given
it is ~~not~~ acceptable, however, in extreme cases, for example
stabbing a person for their phone, and giving that as an
excuse. Although I disagree with the statement, I can
see and understand why some may agree with it.
It is incorrect.

**ResultsPlus**

Examiner Comments

This response is a clear level 3 answer, with sufficient depth and detail to justify awarding it the top mark in level 3. Although it has a clear and sound conclusion the strength of evidence and argument does not justify its being awarded a mark in level 4.

Question 6

This was the least popular of the three extended writing questions, being answered by barely 12% of candidates. However, there were slightly more answers achieving marks above level 2 than for questions 4 and 5.

MEDC's contain the most successful companies in which most of them gather resources from LEDC's. Companies in MEDC's should start to take more interest in other countries when making decisions on production or trade, as LEDC's are usually treated unfairly and only given a small amount of money for resources compared to how much they should receive.

LEDC's make a dramatic impact to MEDC's and their companies as the majority of resources originally comes from LEDC's making MEDC's almost dependant on them.

LEDC's could develop with resources of their own as they are usually countries which hold a large quantity of a certain material or product which could be oil, harvested products e.g. ~~cocoa~~ ~~tobacco~~ cocoa, wheat etc. Raising prices of their resources could help ~~also~~ sufficiently reduce their poverty which may however cause a decline for them as MEDC's may result to trading with other LEDC's who are in need of money and selling cheaper goods.

There should also be more control over operations of international companies so that every country is equal, so that trade can be globally divided and so LEDC's could benefit from it. Having fixed prices on resources could also help as it would mean that companies globally all benefit from it so that one company does not make larger profits while another one may suffer.

LEDC's have a right to be dependant on aid from MEDC's and international organisations as LEDC's are ^{situated where they are} ~~situated~~ ~~that~~ are mostly prone to natural disasters like earthquakes meaning that they would need a frequent amount of aid as being LEDC's also means that they do not have enough money to support themselves properly to maintain a lifestyle in which they have enough food and drink to survive. MEDC's also are wealthy enough to support LEDC's as at the

same time they are dependant on LEDC's so giving them aid means they also benefit in return, as LEDC's provide MEDC's with a majority of resources which MEDC's would suffer without.

In conclusion, I do not entirely believe that MEDC's only ~~benefit~~ ^{benefit} from Globalisation, as MEDC's have also started to help them in return as small things like introducing "Fairtrade" has dramatically impacted people in poverty as this has helped them gain more money for the resources and services they provide MEDC's with.

Despite this, I could argue that it does only benefit MEDC's, as some countries are still given a very small amount of money for resources they provide us with in comparison to how much they are actually worth, making them suffer while MEDC's gain.

To summarise this, I ~~support~~ disagree with the statement that only MEDC's benefit as they have also gradually started to increase and introduce new things for LEDC's so that they can benefit as much as possible for the things they provide us with.

**ResultsPlus**

Examiner Comments

This answer meets the criteria for level 4. There is a conclusion but greater clarity and development would have justified its being awarded more than the bottom mark in level 4.

There are two sample question papers and mark schemes available on the Edexcel website. There is no substitute for practice by candidates of both sample and past questions and gaining an understanding of how to give clear answers to questions and how marks can be achieved. There are textbooks and also student and teacher workbooks available which support and follow the requirements of the Edexcel specification, with plenty of advice, help and guidance about using source material and answering questions. Centres should try as much as possible to use the work needed for Controlled Assessment to support knowledge and understanding of one or more of the three themes examined on this paper.

Grade Boundaries

Grade Boundaries	Max. Mark	A*	A	B	C	D	E	F	G	U
Max Paper Mark	50	38	33	28	24	21	19	17	15	14
Max UMS	100	90	80	70	60	50	40	30	20	0

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publications@linneydirect.com

Order Code UG023673 June 2010

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

