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Examiners' Report January 2011

GCSE Citizenship Studies 5CS01 01

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Introduction

It is pleasing to report that candidates sitting this first January examination produced an encouraging performance. Centres are encouraged to support candidates with exam techniques as some candidates had left little time to answer the Section B essay pages.

General comments on essays

Most candidates attempted to make use of the scaffolding points provided for each of the questions to help structure their answers. Their success in doing so largely depended on the depth of their knowledge and use of examples to build up their answers. Some weaker responses sometimes lost sight of the main question by addressing each of the scaffolding points in turn but failing to make an overall case (there are important exam technique issues to consider here). Many responses were far too brief and mainly consisted of personal (and at times highly subjective) opinion. Nevertheless, there were many stronger, well articulated and fuller responses seen that easily accessed levels 3 and 4. Question 5 was the most popular choice and was generally the best answered.

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)

The vast majority of candidates correctly identified the main reason of 'proving identity' for the introduction of Identity Cards.

Question 1(b)

The key word in this question was 'documents', however a few responses were not documents but referred to photographs or thumb-prints.

Question 1(c)

Weaker answers focused on a 'person's nationality' and 'where they were from' rather than the key point that Identity Cards could be used to check identities in a range of places / situations.

Question 1(f)

Candidates were generally more successful in answering part (i) than part (ii). Stronger answers in part (i) tended to focus on greater equality of pay between men and women, or less racism / greater multiculturalism in society at large. Good answers to part (ii) looked at the difficulties in finding work (often in quite topical ways linked with current government spending cutbacks) and increasing wealth inequalities. Others addressed issues around education, tuition fees etc, often to good effect

(f) (i) Identify **one** way in which British society has become more **equal** in recent years.

(1)

New laws such as: The sex discrimination act have been brought in

(ii) Identify **one** way in which British society has become more **unequal** in recent years.

(1)

with the Post Code lottery on cancer treatment which is: If your area does not fall into the right area of the NHS budget you will be refused treatment because where you live



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Examiner Comments

This is a strong response with two good ideas. The second point is an excellent suggestion of inequality.

Question 1(g)

Many candidates provided some interesting examples of how diversity is promoted in their centres (sometimes examples that were already happening). Weaker responses gave no example and were just about why it would be a good idea. Responses needed to focus on the concept of diversity in relation to citizenship (not about individuality in general, or group work in classrooms). Others did not explain at all as to why their example would be effective.

(g) Give **one** example of the way in which diversity might be promoted in your school or local community. Explain why you think this would be effective.

(2)

A festival of culture, where all customs and traditions are exhibited, would help people to realize the reason for cultures other than their own and make people feel more included.

(Total for Question 1 = 11 marks)



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Examiner Tip

Good technique is shown here: the example is stated and the justification follows immediately afterwards.

Question 2(b)(i)

The majority of candidates gave the correct answer of 'referendum'.

Question 2(b)(ii)

Stronger responses identified both the two types of consultation and provided figures for the two different responses. More limited answers focused on one type of consultation and neglected to reference any of the provided percentages figures for the polls taken.

(ii) What evidence in Source C shows that different types of public consultation produce different responses?

(2)

as when a public consultation took place 72% were not in favour but when a separate telephone produced a different view 38% were against and 32% were for it



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Examiner Comments

This is a well-written answer, succinct and has clarity. Evidence is provided to back up the statement.

Question 2(c)

Some responses simply repeated one of the ways already presented in Source C (such as a protest or march), which did not answer the question.

(c) State **two** ways, other than those mentioned in Source C, in which you as an individual citizen could have your say in the debate about fluoride.

(2)

I could write a formal letter to the council or houses of parliament. I could also attend a council meeting and put my views across.



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Examiner Comments

Two methods are identified here - note also that two different scales of government are identified, which is good to see.

Question 2(d)

The majority of candidates correctly identified the answer to part (i) as opinion. There were some very good and valid reasons given to why the statement was an opinion to part (ii) for instance by focusing on the tone of language.

Question 2(g)(i)

Most candidates knew that a parenting order meant the need to attend classes to part (i) although some incorrectly thought that this involved attending their child's school lessons.

Question 2(g)(ii)

Many candidates were able to achieve one out of the two marks available to part (ii) by providing a simple statement such as "fine".

Question 3(a)

It was pleasing to see that most candidates know what fair trade is and clearly understand why it matters.

People who are in less developed countries get a fairer price for the goods and materials they produce.



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Examiner Comments

This is fairly typical example of a good response.

Question 3(b)

Candidates applied many relevant examples of benefits to all three parts of question 3 (b). However, some responses demonstrated less understanding of the term 'shareholders' to part (iii). Workers "getting a fair price" was the most common answer in part (ii).

Peace of mind about where the products come from.

(ii) suppliers of goods to The Body Shop

(1)

More pay.

(iii) shareholders of The Body Shop

Shares will increase as people want to buy the products and The Body Shop makes more money.


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Examiner Comments

All three points are well made. The answer to part (ii) shows that it is not necessary to write a lot for a one mark question. Good candidates understand this - as they are storing up time for their essay in Section B.

Question 3(d)(i)

The majority of candidates could recognise the recycling / reuse issue here for companies. Some could also link it to sustainability or landfill concerns.

(2)

They can ~~use up every scrap~~ use up every scrap the majority of material provided which reduces waste. For example, companies that ^{manufacture} use sheets of material could cut the material close together to ~~redu~~ produce more quantities of material as well as reducing waste produced.


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Examiner Comments

This is a good response that uses a specific example of industry to good effect.

Question 3(d)(ii)

The use of advertising and incentives was a popular response; as was the provision of more recycling bins. Many were keen to see the introduction of fines for those who don't recycle! Only a tiny minority referred to local agenda 21.

Local Councils can promote recycling by putting out more recycling bins. Not only outside houses but on streets and in parks. If people see these bins then they are more likely to put their cans and bottles in there rather than a normal waste bin.

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Examiner Comments

This thoughtful response really does explain how promotion is achieved by making the facilities highly visible.

Question 3(d)(iii)

Many responses used recycling as an example again. Candidates should understand the differences between what local councils are likely to do and where central government efforts are more likely to be focused. This is a Specification topic that needs attention from centres. In the better answers, a good understanding of renewable energy was shown.

(iii) Identify and explain **one** way that the government can encourage people to live more sustainably.

By giving people ideas, such as sharing a ⁽²⁾ car to get to work, this reduces the amount of CO₂ emitted into the atmosphere and is therefore more sustainable, this will benefit future generations, such as their children.

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Examiner Comments

An example of a response with a reference to 'future generations.'

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Examiner Tip

When asked about sustainability, it is a good idea to make some mention of how 'future generations' will benefit - after all, this idea lies at the heart of sustainable development.

Question 4

Many responses competently explained the difference between rights and responsibilities. Some were caring in their tone, and felt that mutual respect for one another was important and desirable. Responses which achieved the higher mark bands developed the issue of rights beyond common-sense assertions about "looking after each other". The weaker responses did not identify human rights at all. In contrast, some produced a list of human rights but could not develop an argument around the information.

put in a position in which they are not safe. They are both as important as each other, not one can overrule the other. However can't we choose to not abide by a responsibility?

The declaration of human rights was enforced on the tenth of December 1948, ~~rights~~ human rights are rights that every individual is entitled to: the right to safety, the right to have a job, the right to a family, the right to religion - there are all rights and everyone's right should be respected ~~because~~ because it is what keeps people alive - ~~its~~ they are therefore more important than responsibilities.

However ~~think~~
some people may believe
responsibilities are more
important because without
responsibilities rights are

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Examiner Comments

This is an example of what is expected of a Level 4 response. The essay starts off by correctly mentioning a range of rights. The candidate clearly appreciates that rights and responsibilities are like a two-sided coin and uses examples and evidence to illustrate this point in a reasoned and balanced discussion. There is a clear conclusion (not shown).

Question 5

Candidates were good at differentiating between different types and severities of crimes; they could identify different forms of punishment (and their appropriateness for certain crimes). Many usefully questioned why young people might get involved with crime in the first place and could develop a rehabilitation argument based around this. Some used statistical information to support their argument - particularly the investigation of "why prison doesn't work". Some gave two sides of the argument and many used the example of James Bulger to support their case. Weaker answers tended to be one-sided and opinionated assertions that prison is good / bad for offenders - with very little discussion of alternative punishments.

To the modern day, youth culture is negatively analysed due to the occasional misbehaviour of primarily teenagers in local communities. The more criminal of youths get punished for committing crimes and such punishments may include being sent to prison or a young offenders institute. In some cases the concept of a prison proves an effective punishment however there are some cases where I agree that there are more effective ways of dealing with young offenders than sending them to prison.

There are a wide variety of punishments which include community service and being fined. A fine can be issued for minor cases such as speeding or anti social behaviour. Community

service can be issued when the fine cannot be paid or if the offender has damaged their community in some way, possibly through vandalism of some sort. Both punishments address considerably mild crimes but a more serious or intense crime such as GBH has to be treated more severely. In that instance, it would be in the interest of British citizens to keep the offender isolated due to their threat towards the public.

Many people believe that young people offend due to boredom, a bad upbringing or peer pressure. Boredom can encourage young people to play up in the face of the law as a sign of rebellion and it could mean they take part in things such as anti-social behaviour. A bad upbringing can mean that some youths don't understand certain morals or responsibilities so find it challenging to comply with the law. Similarly, through peer pressure, young people could find their morals being manipulated or effected by people that surround them. There are several reasons why youths could offend.

Prison ~~can~~ may not necessarily work for all offenders. It is possible that a young person's behaviour could deteriorate in a prison due to close association with other people with similarly manipulated or absent morals. Prison may make the offender subject to peer pressure which is the



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Examiner Comments

This is an extract from a strong essay (not all of the essay is shown here). The work is well-written and well-structured and argues for and against the proposition using a range of ideas such as peer pressure.

Question 6

A good number of answers made use of relevant world events, notably the earthquake in Haiti. Some could develop the alternate theme of trade and recognised the difference between providing long-term developmental aid to poorer countries and a possible moral duty to give life-saving aid in a specific crisis. Weaker responses lacked any mention of specific major charities or names of countries other than “Africa” - which was disappointing in light of the sheer amount of highly relevant current affairs reported during the last year.

Although saying this, recently in the media, there has been a lot of talk about Britain giving Ireland billions of pounds to help recover their economy. I personally would call this aid. So, we can't be completely certain that aid is always used for its actual purpose. However, some would say that this is its purpose, and it is logical because if it isn't going to be used to help a country in time of need, then what would it be used for?



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Examiner Comments

This extract is taken from the second half of the essay - and shows that the candidate has really grasped the discursive nature of the essay task. The underlining of the word “always” is especially effective in helping set out a case and several statements are carefully qualified (“Although, saying this...”)

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