

# ResultsPlus

Examiners' Report

June 2011

GCSE Citizenship Studies 5CS01 01

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## 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 third sitting of the examination for the new specification, centres were familiar with the types of questions set on this paper. It was encouraging to see some good quality scripts, with answers to both the short and extended writing questions clearly presented and showing good knowledge and understanding. However, there were also candidates who wrote little in their answers to questions 4, 5 or 6 or who showed little knowledge or understanding of some topics.

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.

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

Unfortunately a small 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, three for theme 1, one for theme 2 and two for theme 3, requiring candidates to select the correct answer from four possible answers.

Q1a was correctly answered (C) by the majority of candidates and most were able to correctly identify the correct answer to Q1b (C) which was more easily identified directly from the source material. A large majority correctly identified B as the correct answer to Q1d. Although the vast majority of candidates could correctly identify the winning party from the constituency result in the General Election in Q2a(i), only a small minority could identify the correct answer in Q2a(ii) about that result. It is evident, therefore, that many do not understand the concept of 'majority' in an election result, giving D as their answer.

Only a minority knew that France(Q 3b, answer C) is the only country of the four mentioned that is not a member of the Commonwealth, since it is a member of the EU. A surprising number thought that Pakistan was not a member of the Commonwealth. Some correctly identified D as the correct answer to Q3c, this being an objective of the UN. Some knowledge and understanding of the three international organisations of the Commonwealth, United Nations and European Union have always been an important part of Citizenship education. Recently published textbooks and relevant websites give good coverage of these and many other key points and topics. Maps of the Commonwealth and the EU are readily available and very useful.

## Question 1 (c) (i)

Most candidates correctly identified that this statement was a fact.

## Question 1 (c) (ii)

Only a minority could give a correct reason for the statement in Q1c(i) being a fact. Many thought that it was a fact because it was in the source. Those who answered 'opinion' gave as their reason that the court "heard" the statement. Centres should carefully check the second sample question paper and the two earlier papers set, with the mark schemes, in order to be clear about what is required from questions that ask candidates to explain how to correctly identify fact and opinion or to distinguish between them.

(c) 'The employment tribunal heard that Riam was paid £6.50 an hour by Abercrombie & Fitch.'

(i) Is this sentence from Source A fact or opinion? (1)

a fact

(ii) Give **one** reason for your choice. (1)

because they know the Riam was payed £6.50 an hour, so it can't be an opinion.



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**Examiner Comments**

This was a common type of answer seen by examiners.



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**Examiner Tip**

Looking at mark schemes from previous question papers about fact and opinion will help candidates to appreciate that answers need to include words such as 'can be verified or supported by evidence' to show what differentiates a fact from an opinion.

## Question 1 (e)

Knowledge and understanding about trade unions are often found to be limited and the answers seen by examiners this year were no exception. Answers which correctly identified a benefit of TU membership, whether or not linked to an employee like Riam, were awarded marks. Many candidates thought that if Riam had been a member of a TU she would have gained more compensation, not realising that an employment tribunal, not a TU, decides the amount of compensation. Some candidates confused the benefits of TU membership with going on strike. Some thought that TU membership would "give" more pay. The general principle that an employee who is a member of a TU has the benefit of support and advice, however narrowly or broadly defined, is widely not understood. There are many good resources available to enable more understanding about the role and purposes of TUs in a democratic society. If young people are to have an understanding about their rights and responsibilities as they mature into adults then those which relate to them as employees are very important.

(e) Riam was not a member of a trade union. State **two** benefits that employees like her might gain from being members of a trade union.

(2)

1 They might get support if they are claiming against their employer

2 Will be provided information on their rights as an employee



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**Examiner Comments**

Two very simple and clear statements indicating benefits, correctly referring to support and rights.

## Question 1 (f)

The question asked candidates to "state" two laws, not give a commentary on what any particular law involved. Some of the candidates were unable to correctly identify a law. Many of those who correctly named a law mentioned the Sex Discrimination Act, but more mentioned Race Discrimination Act which is incorrect - it should be the Race Relations Act. A minority of candidates correctly identified the Human Rights Act and/or the Equality Act. Textbooks contain straightforward details on all of these laws and how they affect employees.

## Question 1 (g)

The rights and responsibilities of consumers, employers and employees are a clearly identified section of theme 1. Although most candidates have a general understanding that if dissatisfied with a good or service they can gain compensation or a refund, only a very small minority could correctly state a law and/or what right that law gave consumers. Many answered "Consumer Rights Act" which is incorrect. Clear descriptions and explanations of consumer laws are in textbooks.

(g) (i) State **one** law which protects consumers' rights.

(1)

Consumer credit act

(ii) How does this law protect consumers?

(1)

If you buy faulty goods from ~~the~~ with a credit card, you can claim from the credit company.



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**Examiner Comments**

The name of the law is correct and is supported by a clear and simple statement of what benefit it gives a consumer.

## Question 1 (h)

Human rights, and their support by legal rights, are at the core of any study of Citizenship, and a simple understanding was all that was required to gain marks on this question. Answers to questions on human rights and/or legal rights on this paper and previous papers were often very awkwardly expressed or incorrect, suggesting confusion and misunderstanding of human rights and legal rights.

The question asked candidates to explain the difference, but a correct explanation or definition of each was sufficient for 2 marks. Giving examples was not asked for (although helpful in some cases because it made the answer clearer), but on their own neither explain nor define anything. There were many correct statements made, such as "legal rights vary between countries" but they do not answer the question that is asked. Some candidates referred to rights as something that you "do" or "follow" rather than "have" or referred to them as something "you have in court".

Human rights are universal, are natural rights, and do or should apply to everybody (not just 'we' or 'us' as written by some candidates). Any one of these statements gained 1 mark. A legal right can simply be expressed as a human right that is protected by law or is determined by a country's government. Referring to legal rights as being determined by age does not explain what they are. Good explanations and definitions are present in textbooks.

(h) Explain the difference between a human right and a legal right. (2)

A human right protects a person as an individual, whereas a legal right is a right which in a court of law is apparent. A human right is also based more on the welfare of a person, whereas a legal right is set via law.

(Total for Question 1 = 13 marks)



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**Examiner Comments**

Close scrutiny of this answer reveals that the only correct part that answers the question is the last line.



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**Examiner Tip**

Good explanations and definitions are present in textbooks.



(h) Explain the difference between a human right and a legal right.

(2)

A human right is something that all humans should be entitled to in order for them to survive and to fulfill their basic needs. A legal right is a right protected by legislation enforced by the government and are present in different countries depending on the government.



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**Examiner Comments**

Although this candidate has used more words than are necessary to gain 2 marks it is a clear explanation of a human right and a legal right.

## Question 2 (a) (i)

The vast majority of candidates identified the correct party that won the election in the Redcar constituency. There is plenty of information about the 2010 General Election on the internet for candidates to identify their own constituency and its result.

## Question 2 (b)

Some candidates did not identify a correct reason for voting in an election. Many wrote answers such as "so the wrong party doesn't get in" or "to stop the wrong party winning". An answer such as "to change the government" in itself is insufficient, because the point of voting is 'to have your say' or 'voice your opinion' on who you want in government, whether by a change of party or by no change of party. Engagement in democracy is a key element of Citizenship education and it is of concern that so many candidates are unaware of the crucial role in it of voting. Voting can be seen as a right or even a duty and there were some clear answers referring to the struggle to gain voting rights in the past and in the present, linked to either of these reasons.

(b) Only 62.5% of the electorate voted in Redcar in 2010.

Give **two** reasons why it is important for citizens to vote in elections.

- (2)
1. Because our system is a democracy and this wouldn't work if no-one voted, because then the result wouldn't be public opinion.
  2. Also, general elections are very important since they decide who runs the country, so everyone should vote to make their opinion count, because of its importance.



### ResultsPlus Examiner Comments

No marks are given for the answer in part 1 in the mark scheme. The issue of the validity of a result based on a low turnout can be, and indeed is, questioned but this does not answer the question set. The 2 marks awarded for this answer are both to be found in part 2.



### ResultsPlus Examiner Tip

Simple and clear reasons for voting and engagement in representative democracy are to be found in textbooks.

(b) Only 62.5% of the electorate voted in Redcar in 2010.

Give **two** reasons why it is important for citizens to vote in elections.

(2)

1 It is your chance to have a say at the future of your country or local area.

2 Your vote could be the deciding vote, if you don't vote your favourite party may lose due to that one vote.



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**Examiner Comments**

Answers to both parts 1 and 2 are worth 1 mark (bullet points 1 and 6 of the mark scheme).

## Question 2 (c)

Electoral systems, how they work and how different systems do or might produce different outcomes, are another key element in understanding the workings of representative democracy. The May 2011 referendum on the Alternative Vote (AV) took place just before this exam, it was unfortunate that its only discernible effect was one of confusion. A few candidates attempted to write something about AV but usually not clearly.

For decades the arguments about the election system and any reform have centred around the relationship between votes cast and the number of MPs elected for each party. Those candidates who understand how the current system works showed clearly that an MP can, indeed is likely to, be elected in a constituency on a minority of votes, but has a clear link to the constituents. They also showed that it can produce stable government but usually one with a minority of votes and that some parties are underrepresented in the House of Commons in relation to their votes across the country. It is interesting to note that a commonly stated, and perfectly valid, argument against using a more proportional voting system is that it is very likely to produce coalitions which are considered to be less preferable to single one party government. Experience since May 2010 may have changed this perception.

It is normally regarded as true that using a more proportional system would result in smaller parties, including the Liberal Democrats, gaining more MPs. However, that in itself is not a reason for reform, rather that reform will produce a more equitable ('fairer') relationship between votes cast and MPs elected of all parties including smaller ones.

The question referred to "first past the post", so any answers referring to the minimum age for voting were irrelevant.

(c) The system used for electing MPs to the House of Commons is usually referred to as 'first past the post'.  
Using Source B and your own knowledge.

(i) Give **one** reason in favour of changing the system of voting.

(1)

Because the party that is first past the post may have fewer votes than the other parties combined, so most of the public may not want that party.

(ii) Give **one** reason in favour of **not** changing the system of voting.

(1)

The system that would replace the first past the post system would be very complicated and confusing, it might be tampered with to give an unfair advantage



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#### Examiner Comments

The answers to both (i) and (ii) are expressed accurately, simply and clearly.



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#### Examiner Tip

Understanding how the current electoral system works (for general elections in particular) can be difficult for some candidates to understand. There are readily accessible websites with easily used and helpful information on the electoral system.

(c) The system used for electing MPs to the House of Commons is usually referred to as 'first past the post'.

Using Source B and your own knowledge.

(i) Give **one** reason in favour of changing the system of voting.

(1)

To ensure that the number of seats won is in accordance with votes one (i.e. in proportion). This means that the people who voted Conservative will be represented as well as Labour.

(ii) Give **one** reason in favour of **not** changing the system of voting.

(1)

The system of First Past The Post is easy to understand and implement. The citizens voting understand the rules.



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#### Examiner Comments

The answers to (i) and (ii) express sufficiently clearly the idea of a proportional relationship between votes and seats and of an easily used system.

## Question 2 (d)

The answer was to be found in the source, as was clear from the question. Some candidates, however, could not correctly identify one of the three sentences in the source in which the answer was to be found. Often such incorrect answers referred to signing the petition.

(d) What evidence is there in Source C to suggest that the *News of the World* has influenced the adopting of 'Sarah's Law'?

The news of the world has announced a massive victory in its 'Sarahs law' to protect children from paedophiles' (1)



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**Examiner Comments**

A clear and accurate extract from the source citing one of the pieces of evidence needed to answer the question.

## Question 2 (e)

The majority of candidates correctly answered this question.

(e) Why did the Liberal Democrat spokesperson urge caution?

He urged caution because he said we need far more information about this Scheme before it is rolled out across the country. He also said this will do nothing for safety of children and could even lead to an increase in Sex (1) offenders. (1)

(f) (i) Give **one** reason why it is appropriate to allow children to take part in campaigns such as 'Sarah's Law'.



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**Examiner Comments**

There is more than is needed in this answer in order to gain the 1 mark available.

## Question 2 (f) (i)

The majority of candidates who gained 1 mark for this question mentioned, whether briefly or at length, that it was appropriate because the campaign was about children or for their benefit.

(f) (i) Give **one** reason why it **is** appropriate to allow children to take part in campaigns such as 'Sarah's Law'.

(1)

To encourage politicians that this law is positive and good.



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**Examiner Comments**

A correct answer, but one that was mentioned by only a minority of candidates. It is encouraging that they saw the link between campaigning and its effect on those who make the decisions.

## Question 2 (f) (ii)

Many candidates correctly identified why it is not appropriate to involve children in such campaigns. Both questions 2f(i) and (ii) are seeking comments about campaigning. Whether or not some children are too young to campaign is a subjective judgment; that they are not likely to understand the issues involved in the campaign or that those issues might upset them, as opposed to exposing them to danger, is more likely to be the case.

(ii) Give **one** reason why it **is not** appropriate to allow children to take part in campaigns such as 'Sarah's Law'.

(1)

Children may be confused, or scared by this it can be over whelming even braumazing for their age.



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**Examiner Comments**

An answer showing insight into how a child might view participation in the campaign.



## Question 2 (g)

Some candidates mentioned either the effectiveness of the Sarah's Law campaign and not what they themselves might do, or that they would 'campaign' (in what way?) or form a pressure group (to do what?) or hold a meeting (with whom?) without being sufficiently specific. If they were going to 'give out leaflets' to whom were they going to give them? As in recent years, this question asked what "you as an individual" could do. 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. Therefore, it was anticipated that candidates would move beyond petitions or marches (which give decision makers an idea of the strength of support) or social networking or e-campaigns (which focus on raising awareness). Citizenship students should be able to identify ways in which they can communicate directly with decision makers such as MPs and government ministers. Assessing the effectiveness of any one course of action is clearly more difficult but is a key element in understanding how 'to make a difference'.

(g) State **one** way, other than those referred to in Source C, in which you as an individual could campaign to support 'Sarah's Law'. Explain why you think this would be effective. (2)

Getting in touch with an organisation such as the British Youth Council, which is a group of over 2000 young people aged 15-23 across the country and running a campaign which would get large attraction from MPs and councillors and it would reach the people who can do something about it and the amount of young people involved shows a united front.

(Total for Question 2 = 12 marks)



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**Examiner Comments**

This was a very untypical answer but it clearly shows insight into campaigning and its likely effectiveness.



(g) State **one** way, other than those referred to in Source C, in which you as an individual could campaign to support 'Sarah's Law'. Explain why you think this would be effective.

(2)

Sending letters to the MP of your constituency in huge numbers so that the government can clearly get the message of what the people of that area want to happen.



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**Examiner Comments**

A clear answer referring to making contact with the local MP as a means of influencing the government. It is good to read answers indicating that candidates have some understanding of the processes involved in representative democracy.

### **Question 3 (a)**

The answers are in the source and refer to the spending pledge which is mentioned only in paragraph two. Some candidates could correctly identify any two of the three purposes of that spending pledge. A significant minority referred to "the new fund" in paragraph four and although this meant that they could gain credit for referring to (coastal) "flood defences" they could not gain credit for "renewable supplies" without reference to "energy". This is a very good example to show the importance of candidates reading carefully both the source material and each question.

### **Question 3 (d) (i)**

Most candidates correctly identified this statement as an opinion.

### **Question 3 (d) (ii)**

Some candidates could identify a reason. Many focused on the word 'should'. An opinion is distinguished from a fact because it cannot be proven or be supported by evidence. Please see the comments for Q1c(ii) to help candidates in answering correctly questions about fact and opinion.

### Question 3 (e) (i)

As with some other questions on this paper and in previous years, candidates are being asked what "you as an individual" could do. Whilst many candidates could identify two realistic courses of action that they could take, some could identify only one and a minority could identify none. Individual as well as collective actions are given very high profile in schools and many forms of media today. Using less electricity is vague, but actions such as using less electricity by turning down the heating thermostat, switching off appliances and lights when not in use, or fitting insulation or solar panels are realistic (even if the latter two are more likely to be done by parents). Many candidates said they could walk or cycle more rather than ask parents for a lift to school.

(e) (i) State **two** ways in which you as an individual could make a greater contribution to reducing carbon emissions.

(2)

1. Walking / cycling to school instead of going by car.

2. Turn all electronic devices off when not in use instead of leaving them on stand-by.



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**Examiner Comments**

Two clear and identifiably different and realistic courses of action that any individual could take.

### Question 3 (e) (ii)

The understanding that candidates have of what actions their local council can take to reduce carbon emissions is worryingly low. The question asked about councils making a "greater" contribution to reducing carbon emissions. All councils, but depending on their status or level, are involved in recycling so answers that just said recycling were not awarded marks. Answers that referred to making it easier for people to recycle or promoting it more gained 1 mark. Very few councils today operate transport services so answers such as "putting on more buses" were not awarded marks in the mark scheme but candidates who identified a target group for subsidies such as young people to encourage them to use buses instead of cars gained 1 mark. A few candidates considered congestion charges or traffic control measures in town centres or innovative schemes concerning bicycles or local power generation schemes using waste or renewable energy sources. A small minority thought that councils can force people to do certain things such as not drive on certain days.

(ii) State **one** way in which your local council could make a greater contribution to reducing carbon emissions.

(1)

Bring in a policy of a reward system for people who are biking or walking for journeys instead of in the cars. It could encourage them to do so.



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**Examiner Comments**

An innovative idea which does operate in some local council areas.

(ii) State **one** way in which your local council could make a greater contribution to reducing carbon emissions.

(1)

Campaigning to get people walking. Start walking buses for schools and encourage workers to car share or walk together.



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**Examiner Comments**

A practical suggestion which does operate in some areas.

### Question 3 (f)

A few candidates could not correctly identify one form of renewable energy though many could correctly identify two. Knowledge of renewable energy sources is a key element in any understanding of reduction in carbon emissions. Similar questions have been asked in earlier years. Candidates need to understand that nuclear and biofuels are not renewables.

(f) Identify **two** forms of renewable energy that individual nations could invest in. (2)

1. Wind Turbines

2. putting Solar pannels on most buildings + all new ones being built.



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Examiner Comments

The explanation in part 2 is not necessary to gain a mark but it shows a clear understanding of what can be done. Wind and solar power were the two most frequently mentioned renewables.

### Question 3 (g)

This was a challenging question. Many candidates confused developing with developed. Explaining or giving a reason, as opposed to just being asked to state something, is clearly difficult for many candidates. Those candidates who did gain one mark for this question were more likely to have given an answer consistent with the idea that 'the polluter should pay'.

(g) Give **two** reasons why developing nations should be expected to pay for their own carbon reduction.

(2)

- 1 Because it has to be their responsibility ~~And first~~ to reduce the amount of carbon they use. only they can reduce it.
- 2 If it were payed by another country then later on the developing country may have trouble paying it back.



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**Examiner Comments**

This is a good example of how even candidates who could show that they understood the issues had difficulty in expressing themselves clearly. This was awarded 2 marks - bullet points 5 and 4 respectively of the mark scheme.

1 As they are devolping and earning more money, so they can afford it.

2 If they are devolping they should be responsible for how sustainable they are as a whole, no matter ~~when~~ ~~in how much~~ what excuse.



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**Examiner Comments**

This answer shows a clear understanding of developing nations earning more income and being more responsible for their actions. 2 marks were awarded for bullet points 2 and 5 of the mark scheme.

## Question 4

The questions requiring extended writing relate to themes and topics that have been examined in 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 a multicultural society, the role of the media and fair trade are common topics within each of the three themes. The three questions asked this year linked these three topics with law and education, with politics and with globalisation respectively, thus requiring candidates to express their knowledge and understanding on more than one topic within each theme. These questions, as always, also gave an opportunity for candidates to write more extensively on a topic that they may have studied in greater depth or indeed have researched as part of their controlled assessment activity. It is a concern that many had a narrow focus.

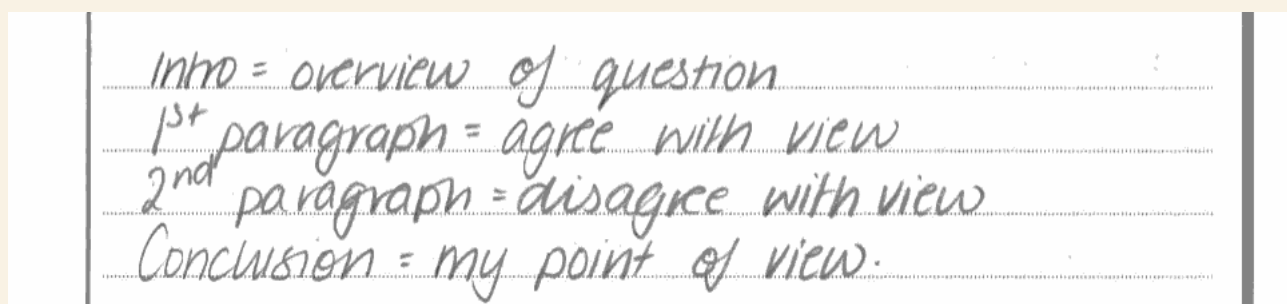
These questions are marked out of twelve, using four levels. Whether through poor time management or lack of knowledge and expertise in presenting different arguments supported by evidence, some of candidates did not achieve marks above level 2.

However, there were some good examples of well thought out responses, presenting evidence for and against with relevant contemporary or historical examples and evidence.

It is important for 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.

Q4 is a particularly good example of the importance of reading the question set and determining what is required for a good and relevant answer. The words 'successful' and 'multicultural' are the key words. Better responses showed considerable insight into the nature of a multicultural society and how it can be successful both through laws to protect citizens and promote their welfare, and through education to enhance their knowledge and understanding of the changing nature of society. Weaker responses were in general about the benefits of laws and education in society.





A successful multicultural society depends on both laws and education. Many people are migrating to different countries, and with them they take their culture, this in turn will cause them to dress differently, act differently or speak differently. It is our right as humans to have Freedom of movement, freedom of expression, but also <sup>it is our responsibility</sup> to respect differences and not discriminate against others or be discriminated against.

Indeed, laws are set in place to ~~enable~~ support a multicultural society. These laws allow people who feel discriminated against because of their culture <sup>to</sup> receive justice. A multicultural society could not become successful if ~~it~~ <sup>there</sup> wasn't laws and rules in place to protect people. However, we do have to think about why these <sup>protective</sup> laws have to be established in the first place.

Laws are established because in the past people have proved that there is a need for them. Such as racial discrimination in many societies around the world. However creating a law cannot



change the way that people think and act. For this there must be education, to provide people with knowledge on why these people are migrating and knowledge on their different culture. Also, the people who are moving could also do with information about the culture of the new countries.

Education could be used in many ways to prevent conflict. If people understood more about other cultures they would not be so quick to judge them on racial/prejudicial stereotypes. Education would also aid them in understanding why different cultures act like they do.

Younger people have the most impressionable minds, so therefore they should be taught from a young age about different cultures, because they could get their prejudices from their parents. However, the older generation could possibly be stuck in their ways and therefore harder to educate. This would be where the laws to protect

all citizens would come in helpfully.

Overall, both law and education help provide a successful economic community. In my opinion, I disagree with the statement that law is more important than Education. Education is as important as law, if not more so.



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**Examiner Comments**

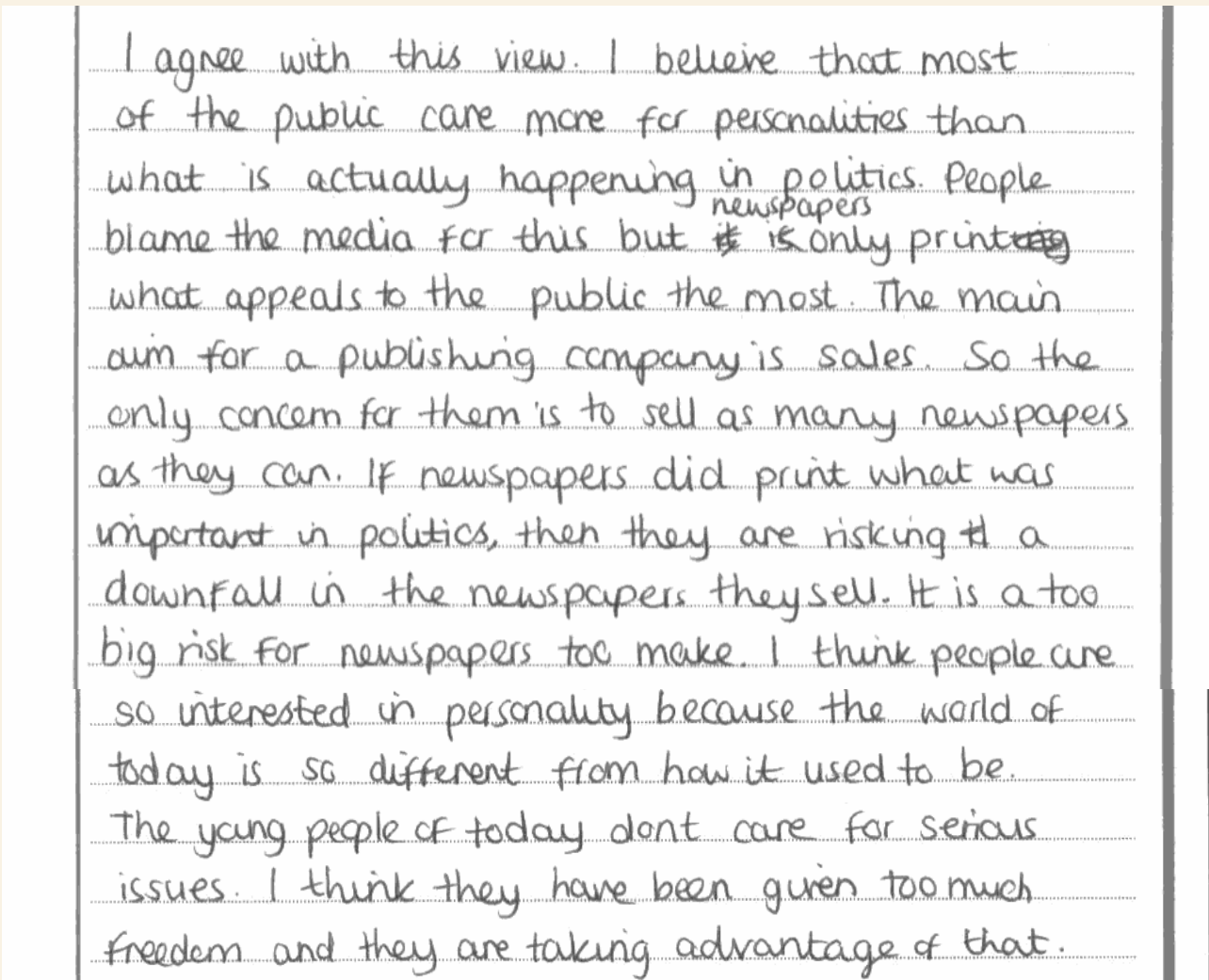
This is a clearly written essay with good use of evidence and examples combined with a clear understanding of the issues involved. Both laws and education are discussed, with arguments for and against being presented with supporting evidence. A clear conclusion is drawn, as opposed to just stated, taking this answer clearly into level 4. Quality of Written Communication, ie clarity of expression as well as punctuation, grammar and spelling, are excellent.

## Question 5

Q5 is about both media and politics. The word 'celebrities' did not appear either in the question or in the bullet points and yet candidates wrote at length about celebrities and gossip in the newspapers rather than about personalities. Some good answers referred to the emphasis in the media on the personalities of politicians rather than their policies and the issues which those policies were concerned.

The third and fourth bullet points drew candidates into the different types of media. Very few answers moved beyond comparing tabloid with broadsheet or quality newspapers, ignoring the role of TV, radio and the internet as important means of conveying news, information and comment about personalities and political issues.

Some candidates discussed bias, perhaps because they expected a question on media bias and as a result wrote an answer more relevant to a question on a previous exam paper. A good answer to this question did not require any reference to bias. There were many references to politics being "boring" cited as a reason for the lack of attention paid to it by the tabloid press where the preference was to pay attention to 'celebrities'.



I agree with this view. I believe that most of the public care more for personalities than what is actually happening in politics. People blame the media for this but <sup>newspapers</sup> it is only printing what appeals to the public the most. The main aim for a publishing company is sales. So the only concern for them is to sell as many newspapers as they can. If newspapers did print what was important in politics, then they are risking a downfall in the newspapers they sell. It is a too big risk for newspapers to make. I think people are so interested in personality because the world of today is so different from how it used to be. The young people of today don't care for serious issues. I think they have been given too much freedom and they are taking advantage of that.

freedom and they are taking advantage of that. So because none of their interests ~~lies~~ lies in politics they just judge peoples personalities. Media can present the same information in different ways. The radio is probably the best approach to discussing politics because people can only hear what politicians/representatives are saying they cant judge them by looks or personality very well. If a debate between two politicians was on television then viewers can clearly see what is happening. Yet if this same debate was written in a newspaper. It will have the writers view along with it, this means ~~whoever~~ whichever party the writer supports is getting a better view across to the readers, which is causing a bias view on the two parties. Despite the publics interests causing the papers to focus on peoples personalities rather than their approach/changes/views on laws/government and rights. I believe the papers have in the long term caused this. The publishing industry ~~has~~ and media has been giving too much freedom, they fuel the ~~new~~ readers with what they want to hear, whether it is <sup>entirely</sup> true or not. I think that there should be some sort of act put into place that prevents newspapers favouring one thing over another unfairly.



favouring one thing over another unfairly.

The media, despite influencing the lack of interest people have in politics, tend to handle and act responsibly. They may exaggerate articles/programmes, but they don't tend to write things that are completely false. Also they have strict rules on discrimination, they do not highlight certain people purely based on their gender or skin colour, this is a good message to get through to people, to keep conflict at bay.

I believe because the media and individuals have so much more freedom than they used to, this is the reason why individuals take more of an interest in celebrities/politicians than their cause.

In recent years celebrities have become more outrageous and unique, so because readers/viewers take more of an interest in celebrities rather than politics. The papers have mainly put stories regarding the celebrities in the paper, which is what has caused the lack of interest in politics.



### ResultsPlus Examiner Comments

This is a clearly written essay with some good use of evidence and examples combined with an understanding of some of the issues involved. There are arguments for and against being presented with supporting evidence and, although limited, there are accurate references to other parts of the media. A clear conclusion is drawn, taking this answer just into level 4. Quality of Written Communication, ie clarity of expression as well as punctuation, grammar and spelling, are very good.

## Question 6

Most who answered this question knew about fair trade to a greater or lesser extent but knowledge of globalisation was largely inadequate or misunderstood. This question was not an invitation to write just about fair trade and globalisation but to assess their relative roles in reducing the problems of poverty in the world.

Some people believe that "fair trade alone cannot reduce the problems of poverty in the world and only more globalisation can provide the necessary economic development". This is true ~~since~~ because although fair trade does work to treat farmers and producers of products from less than fair by paying them a better price etc... it only makes a little difference to individuals ~~the~~ people's lifestyle but it doesn't actually provide enough income to help the whole country to develop. And so more globalisation could definitely provide necessary economic development since it includes things such as TNCs - trans national companies which come into the poorer countries - establish a factory there and therefore bring in income for the country to be able to develop. Globalisation therefore can tackle poverty in the world in numerous ways but fair trade alone can't really.

Furthermore globalisation is on a much larger scale than fair trade which again contributes to the fact that fair trade alone is not powerful enough to make a significant change to ~~solve~~ the problems of poverty whereas globalisation being a much larger organisation than fair trade ~~and~~, therefore if there would be more globalisation it would help ~~to~~ solve the problems of poverty in poor countries.

Moreover many people <sup>in this</sup> are not aware of what fair trade actually ~~achieve~~ achieve and so don't make an effort of buying fair trade products. This again shows that fair trade alone cannot reduce the problems

This again shows that fair trade alone cannot reduce the problems since they are not so supported by people from HICs simply because they are not aware and don't contribute.

On the other hand, some people disagree with this statement. They believe that fair trade alone could definitely reduce the problems of poverty in the world. Governments in developed countries can promote more fair trade by raising public awareness - encouraging people to support it, increasing the amount of money given to LDCs farmers and so on. This way people in LDCs will receive more + better income and so ~~solve~~ ~~strong~~ reducing the problems of poverty as people will be receiving more.

Furthermore it is not true to say that only more globalisation can provide the necessary economic development since an increase in fair trade can also provide the necessary economic development as people will get more income and so the country can develop.

Overall I feel that since fair trade are not done the most

that they could since there still are so many problems of poverty in countries like South Africa and ~~India~~ <sup>India</sup> and so more globalisation would indeed provide necessary economic ~~development~~ development in poorer countries and ~~help~~ reduce the problems of poverty.



### ResultsPlus Examiner Comments

This is a less clearly written essay than the exemplars used for questions 4 and 5. It may be repetitive in parts but candidates are not penalised for this. It has good use of evidence and examples but they are of a general nature, although used to show a clear understanding of some of the issues involved in both fair trade and globalisation. Arguments for and against are presented with supporting evidence. A clear conclusion is drawn, as opposed to just stated, taking this answer just into level 4. Quality of Written Communication, ie clarity of expression as well as punctuation, grammar and spelling, are good.

## Summary

Careful reading of a GCSE Citizenship Studies exam paper is required in order to answer questions accurately. To support candidates' success in the exam it is recommended that they are familiar with questions and source material from past question papers and the mark schemes. The following points constitute advice and guidance to teachers.

- Ensure candidates use past question papers to enable familiarity with the type of source material used and questions asked.
- Ensure that they understand how and why questions are awarded marks by careful use of mark schemes.
- Ensure that they read carefully and understand the source material.
- Ensure that they read carefully and understand the questions set, answer the questions and not make a statement about a key word or term in the question which is not an answer to it.
- Questions asking them to "use source X" mean that the answer is in the source whereas questions asking them to 'Use source X and your own knowledge' require the candidate to go beyond the source in their response.
- To help candidates to gain marks for questions 4, 5 and 6 they need to practice extended writing, gain practice in how to use the bullet points provided, in how to use evidence and examples and in how to present another point of view.
- Candidates need to understand that someone else is reading their writing. Writing should be legible and expression should be coherent, conveying the answer in a clear form.
- There are many excellent websites plus textbooks, student books and teacher guides, all relevant and supportive of the needs of teachers and candidates. If further help, guidance or advice are needed on any resources please contact Edexcel via the usual channels.



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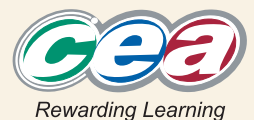
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