

# Mark Scheme (Results)

June 2011

GCSE Citizenship  
(5CS01) Paper 1 – Citizenship Today

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Publications Code UG027616

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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)	C	(1)

Question Number	Answer	Mark
1(b)	C	(1)

Question Number	Answer	Mark
1(c)(i)	fact	(1)

Question Number	Answer	Mark
1(c)(ii)	Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• because it can be verified by/supported by reference to evidence</li> <li>• because it can be proven/cannot be disputed</li> </ul>	(1)

Question Number	Answer	Mark
1(d)	B	(1)

Question Number	Answer	Mark
1(e)	1 mark for any of the following (max 2): <ul style="list-style-type: none"> <li>• It can ensure that the employer respects/observes your rights (whether in general as an employee or more specifically as a disabled person)</li> <li>• It helps/advises/guides/supports you/represents your interests/campaigns if you have a dispute or disagreement with your employer (inc. any reference to legal help in a tribunal)</li> <li>• It can negotiate a pay rise/fairer pay/minimum wage</li> <li>• It can negotiate improvement in conditions of service or contract of employment</li> <li>• It can make you aware of your rights, conditions etc</li> </ul>	(2)

Question Number	Answer	Mark
1(f)	Any two of the following (with or without the word 'Acts' or 'law'): <ul style="list-style-type: none"> <li>• Sex/Sexual Discrimination Act</li> <li>• Race Relations Act</li> <li>• Equal Pay Act</li> <li>• Health and Safety (at work) Act</li> <li>• Employment Rights Act</li> <li>• (National) Minimum Wage Act</li> <li>• Human Rights Act</li> <li>• Equality Act</li> </ul>	(2)

Question Number	Answer	Mark
1(g)(i)	Any <b>one</b> of the following (with or without the word 'Acts' or 'law'): 1. Consumer Credit Act 2. Consumer Protection Act 3. Sale (and Supply) of Goods Act OR Supply of Goods and Services Act 4. Food Safety Act 5. Weights and Measures Act 6. Trade(s) Description(s) Act	(1)

Question Number	Answer	Mark
1(g)(ii)	Answers must specifically relate to the Act given in 1(g)(i). One mark for any of the following: 1. You can get your money back (compensation) if the good or service is wrong or faulty or not up to standard/satisfactory quality if you paid by credit/credit card 2. It is illegal to sell or supply unsafe goods OR if you are sold unsafe goods you can claim damages/compensation OR goods must be safe. 3. Goods OR services that are sold or supplied must be fit for purpose/of satisfactory quality. 4. The food you buy (in a shop or pub or restaurant) must be fit to eat. 5. You must get the right amount or weight of something that you buy. 6. Manufactures or suppliers cannot make false claims about a good or service.	(1)

Question Number	Answer	Mark
1(h)	1 mark for any of the following: a human right is: <ul style="list-style-type: none"> <li>• a natural right</li> <li>• a right everybody has/should have</li> <li>• a right declared by the UN/is part of UDHR</li> <li>• should apply to all countries</li> </ul> 1 mark for the following: a legal right is: <ul style="list-style-type: none"> <li>• a (human) right that is protected/decided/given by law/government/country</li> </ul>	(2)

Question Number	Answer	Mark
2(a)(i)	Liberal Democrat	(1)

Question Number	Answer	Mark
2(a)(ii)	C	(1)

Question Number	Answer	Mark
2(b)	<p>1 mark for any of the following (max 2):</p> <ul style="list-style-type: none"> <li>to have a say in/to decide who represents/governs you or how you/the country are governed or who is in power/control/ government</li> <li>if you want to influence what happens/make your opinion heard/count (then voting is often the only way to achieve this)</li> <li>it should be your duty to vote /engage in democracy</li> <li>you have a right to vote/engage in democracy which is not always the case in some other countries</li> <li>if you don't vote then you don't have a right to complain if you don't like the result of the election or what the government does</li> <li>because one vote/your vote (could) make/makes a difference</li> </ul>	(2)

Question Number	Answer	Mark
2(c)(i)	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> <li>so that governments are elected, OR the number of MPs of each party elected, accurately reflect the votes cast</li> <li>because governments are often elected on a minority of votes</li> <li>because the proportion of MPs in each party in the House of Commons does not accurately reflect the proportion of votes cast in the election</li> <li>if votes counted for more then more people may vote</li> <li>an MP can be elected on a minority of votes</li> </ul>	(1)

Question Number	Answer	Mark
2(c)(ii)	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> <li>so that we (usually) have a stable government with a secure majority</li> <li>it normally ensures one party government</li> <li>it normally prevents coalitions or reform might mean more coalitions</li> <li>people can easily identify with /know who their MP is</li> <li>current system is easy to understand</li> <li>a different system could be complicated/expensive</li> </ul>	(1)

Question Number	Answer	Mark
2(d)	<p>1 mark for quoting or accurately interpreting <b>any one of these three</b> sentences from Source C:</p> <ul style="list-style-type: none"> <li>• The News of the World has announced a massive victory in its campaign to protect children from paedophiles</li> <li>• The 'Sarah's Law' paedophile alert scheme is set to be extended across the country.</li> <li>• All parents will have the right to ask police if anyone with access to their children has a conviction for child sex offences and domestic violence.</li> </ul>	(1)

Question Number	Answer	Mark
2(e)	<p>1 mark for quoting or accurately interpreting <b>any one of these three</b> statements from Source C:</p> <ul style="list-style-type: none"> <li>• We need far more information about this scheme before it is rolled out across the country.</li> <li>• This will do nothing for the safety of children</li> <li>• It could even lead to an increase in sex offenders.</li> </ul>	(1)

Question Number	Answer	Mark
2(f) (i)	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> <li>• Because children are the potential victims/are at risk/need protecting/need to be safe</li> <li>• Because it is children who are important</li> <li>• People/politicians/government will be made more aware of the importance or it will raise the profile of the campaign/Sarah's Law if children are involved</li> <li>• Because children will become more aware of the issues</li> <li>• Because children want others to know that they care/are concerned/want their voice heard.</li> </ul>	(1)

Question Number	Answer	Mark
2(f) (ii)	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> <li>• Because this could be seen as an abuse of children/as being unsafe or as exposing them to a risk or issue they do not understand</li> <li>• Because children might not realise or understand what the issues are</li> <li>• Because children might not realise or understand what they are campaigning for</li> <li>• Because children could be upset/frightened/disturbed/scared by what they learn/see/hear</li> </ul>	(1)

Question Number	Answer	Mark
2(g)	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> <li>• set up or use a social network site/facebook/twitter/blog</li> <li>• set up a petition or e-petition</li> <li>• set up a meeting, but it must be <b>clear</b> who the people involved are or where the place is, eg. of children/of parents/in school/in the community/village) OR distribute leaflets/information to such people</li> <li>• contact MP, ie. write, email or visit</li> <li>• write to the government, a minister or Prime Minister</li> <li>• organise/join a march/rally</li> </ul> <p>1 mark for any of the following explanations:</p> <ul style="list-style-type: none"> <li>• because this will raise awareness of /inform people/show level of support</li> <li>• because government/MPs will see how/what people feel/think about it</li> <li>• because MPs/ministers/PM can influence or make decisions</li> <li>• attracts public/media attention</li> </ul>	(2)



Question Number	Answer	Mark
3(a)	Any two from the following: <ul style="list-style-type: none"> <li>• halt deforestation</li> <li>• build flood defences</li> <li>• boost renewable energy supplies</li> </ul>	(2)

Question Number	Answer	Mark
3(b)	C	(1)

Question Number	Answer	Mark
3(c)	D	(1)

Question Number	Answer	Mark
3(d)(i)	opinion	(1)

Question Number	Answer	Mark
3(d)(ii)	Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>• because it cannot be verified by/supported by evidence/proven</li> <li>• because it is what someone thinks/says OR is a point of view</li> </ul>	(1)

Question Number	Answer	Mark
3(e)(i)	1 mark for any of the following (max 2): <ul style="list-style-type: none"> <li>• conserve or use less energy in the home, by reference to any one of the following: <ul style="list-style-type: none"> <li>○ switch off electric appliances when not in use</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>○ fit a solar panel</li> </ul> </li> <li>• recycle rubbish</li> <li>• use the car less OR walk/cycle more OR use the bus or train instead of the car OR use electric car/low emission car</li> <li>• don't use aeroplanes for holiday or business travel</li> </ul>	(2)

Question Number	Answer	Mark
3(e)(ii)	<p>1 mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• an example of promoting sustainable development eg <ul style="list-style-type: none"> <li>○ cycle routes or more cycle use</li> <li>○ using renewable energy for street or council buildings lighting (ie must be linked with a scheme)</li> <li>○ local electricity generation scheme, eg from waste</li> <li>○ turn off street lights earlier</li> </ul> </li> <li>• promoting/encouraging/developing recycling schemes OR having more recycling places/bins (<i>not</i> just recycling - local councils already do that)</li> <li>• develop a 'walk to school' scheme (or similar) OR promote/develop a park and ride scheme/car sharing scheme/congestion charge/restricting car use in town centre/subsidies for bus travel</li> </ul>	(1)

Question Number	Answer	Mark
3(f)	<p>1 mark for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• wind power/energy/turbines/farms/mills</li> <li>• solar power/energy/panels</li> <li>• tidal or wave power/sea power/energy</li> <li>• hydro electric/water power/energy/dams</li> <li>• geothermal power/energy</li> </ul>	(2)

Question Number	Answer	Mark
3(g)	<p>1 mark for any of the following (max 2):</p> <ul style="list-style-type: none"> <li>• LEDCs cause/give off lots of pollution</li> <li>• LEDCs have money to do this/are growing economically</li> <li>• LEDCs receive aid</li> <li>• LEDCs should be financially responsible/avoid debt</li> <li>• The idea that 'the polluter pays'.</li> </ul>	(2)

Question Number	Indicative content
<p><b>4</b> <b>QWC i-ii-iii</b></p>	<p><b>Title</b> ' A successful multicultural society depends more on laws than on the education of its citizens.'</p> <p><b>Indicative content</b> Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p><b>Agree</b> Examples of laws are likely to include the Race Relations Act and any others that seek to prevent discrimination in society Laws protect people, particularly minorities Laws should ensure that everybody is treated equally Behaviour sometimes needs to be controlled by laws If there is a law which prevents or promotes a certain kind of action then it is our duty to obey it whatever we may think</p> <p><b>Disagree</b> As society changes, multiculturalism becomes the norm Citizenship education helps us to understand the cultures of different ethnic or religious groups Education can be achieved through several means, not just school, but can include the role of the media It may be easier for young people to adapt to change than it is for older people and perhaps influence others</p> <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
<b>0</b>	0	No rewardable material
<b>1</b>	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>
<b>2</b>	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>
<b>3</b>	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>
<b>4</b>	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
<p><b>5</b> <b>QWC i-ii-iii</b></p>	<p><b>Title</b> 'It is difficult to know the truth about what is happening in politics because the media are more concerned with sensation and personalities than presenting facts.'</p> <p><b>Indicative content</b> Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p>The question is asking about politics, so the focus of answers should be on politics, not just on sensation, personalities or facts unconnected with politics.</p> <p><b>Agree</b> Newspapers may focus on people and what they are doing rather than what they are saying. Examples should be given of how the media may treat an issue and focus on who is saying certain things about it rather than what is being said. Examples of personalities will be given, eg, celebrities, politicians, sportspersons Different newspapers will present news differently - popular press may focus on headlines and photos of personalities. Some discussion may well centre around the attention paid by the popular press to such events as 'I'm A Celebrity...' or who wins a TV show such as X Factor, compared to the attention paid by the quality press to world events and issues.</p> <p><b>Disagree</b> Broadcast media have legal responsibilities to report without bias. Different newspapers will present news differently – quality press with serious analysis with diagrams, maps etc., Quality press may set or influence the agenda for politicians more than popular press. Broadcast journalists ask detailed questions of politicians</p> <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
<b>0</b>	0	No rewardable material
<b>1</b>	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>
<b>2</b>	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>
<b>3</b>	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>
<b>4</b>	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
<p><b>6</b> <b>QWC i-ii-iii</b></p>	<p><b>Title</b> 'Fair trade alone cannot reduce the problems of poverty in the world. Only more globalisation can provide the necessary economic development.'</p> <p><b>Indicative content</b> Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p><b>Agree</b> Explanation of what is fair trade and how it has developed in recent years. Examples should be given Discussion of how fair trade has benefited farmers and growers in LEDCs. Examples should be given Explanation of what is meant by globalisation and how it has developed in recent years, probably with examples of multi national companies. Discussion of the benefits of globalisation, eg. economic growth, investment, job creation. Governments can enter into agreements with companies for inward investment.</p> <p><b>Disagree</b> Fair trade is limited in scope for the products that it can apply to. Even if it is desirable to have globalisation it has consequences in terms of child labour, sweated labour etc. Governments can enter into agreements with companies for inward investment, but powerful international companies may wish to impose conditions.</p> <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
<b>0</b>	0	No rewardable material
<b>1</b>	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>
<b>2</b>	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>
<b>3</b>	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>
<b>4</b>	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>



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