

ResultsPlus

Examiners' Report

June 2011

GCSE Citizenship Studies 5CS03 3B

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/>



Get more from your exam results

...and now your mock results too!

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance, helping you to help them more effectively.

- See your students' scores for every exam question
- Spot topics, skills and types of question where they need to improve their learning
- Understand how your students' performance compares with Edexcel national averages
- Track progress against target grades and focus revision more effectively with NEW Mock Analysis

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 2011

Publications Code UG027619

All the material in this publication is copyright
© Edexcel Ltd 2011

Introduction

It is pleasing to report that many candidates approached this first sitting of the Unit 3 Papers with confidence. They demonstrated an ability to focus in greater depth on the three themes introduced in Unit 1: Option A Environmental change and sustainable development, Option B Changing communities: social and cultural identities, and Option C Influencing and changing decisions in society and government.

Option B was the most popular choice for candidates in this session. However whichever the option chosen, many candidates responded effectively to the challenge of examining a theme from a number of different perspectives: individual, community, national, global, political, social and ethical. They successfully identified and sought to reconcile the different and often conflicting ideas and opinions associated with these different perspectives.

The strongest responses demonstrated sound knowledge and understanding in the multiple choice section and complemented the source material in the data response and short extended writing questions with relevant and topical `own knowledge`.

Most candidates made good use of the time available and left sufficient time to respond to the final 15 mark question.

A few candidates misinterpreted some questions and failed to exploit fully the stimulus source material or the scaffolding points provided for question 15. These however were in a minority.

Question 8

A number of candidates misread this question and proposed events that would be successful community events rather than suggesting actions which would make them successful events.

8 Source E shows how a successful event was eventually supported by a community. Suggest **two** actions an individual could take to ensure success for an event which aims to bring the community together (such as a fun run or a talent show).

(2)

1 getting backing by the community leaders, etc

2 well planning and organising



ResultsPlus Examiner Comments

This answer suggests two appropriate actions (bullet points 7 and 8 in the mark scheme).



ResultsPlus Examiner Tip

Ensure that you have clearly understood the meaning of the question. Some candidates produced a response which did not answer question 8 but a different question altogether.

Question 9

This proved to be a very accessible question and most candidates suggested two correct ways in which the laws and justice in Malaysia differ from those in the UK.

Some candidates however confused corporal punishment with capital punishment.

Question 10

This was a very accessible question and many candidates demonstrated a thorough knowledge of societal differences between the UK and Africa and Asia. A few candidates did not read the question carefully enough and repeated suggestions relating to law and justice issues.

10 Apart from differences in law and justice, suggest **three** other ways in which life in many African or Asian societies differs from the UK enough to make some people want to migrate to the UK.

- (3)
- 1 Healthcare is not free in Asia and Africa and is not as accessible as the UK.
 - 2 Education is not free in most parts of Africa and Asia and therefore may make move to the UK.
 - 3 In many African and Asian countries there aren't as many jobs and many involve hard labour and poor pay.



ResultsPlus
Examiner Comments

This answer states three acceptable differences relating to bullet points 6, 5 and 8 in the mark scheme.

Question 11

There were some excellent answers in which relevant features of strong united communities were discussed. There were relatively few mentions of such physical features as church, pta's, scouts/guides and sports clubs but much more about multicultural communities and low crime rates. Some mentioned more intangible features such as trust and pride.

11 Using Source E and your own knowledge, what features are most likely to be found in a particular area generally regarded as having a strong, united community?

(6)

The features that I believe are most likely to be found in a particular area regarded as having a strong, united community are:

- community events, which would of course cause the community to support each other and cause them to have a sense of friendship.

- neighbourhood watch, as this demonstrates the communities respect and care for each other, ~~and~~ whilst at the same time keeping the area safe.

- low crime rate, places that have been the victim of crime wouldn't usually be described as having a strong community.

- good relationships between tenants, as a good relationship demonstrates a united community.

- a clean area, a community that is clean & without litter shows that the people within that community respect each other.

I think that a combination of these things demonstrates a strong, united community.



ResultsPlus

Examiner Comments

This answer has a good set of relevant features, with sound examples clearly explained. It satisfies the criteria for a level 3 mark.

Question 12

This question was generally quite well answered. Many gave examples of storylines in soaps to illustrate discussion points. Many spoke about the educative effect of soaps in understanding real life events as well as being able to identify with the characters in soaps. In part (b) the most popular answer was showing multicultural communities and being able to understand how damaging and hurtful discrimination is.

12 Using evidence from Source D and your own knowledge

(a) Identify **two** ways in which 'soaps' help people understand and accept reality.

(2)

1. They often have storylines which relate to things in reality which help us understand the truth, eg. abortion and drug addiction.
2. They also relate to both grief, happiness and pain. This opens up emotions and help us accept the emotions people go through.

(b) Identify **two** other ways in which 'soaps' on television help to reduce discrimination.

(2)

1. Soap stars act as role models to many people, by seeing them talk about and relate to issues with discrimination, it puts them off ~~de~~ being discriminate.
2. Within soaps, there are people of different races, to see that they are working well with each other, it reduces discrimination.



ResultsPlus

Examiner Comments

This answer gives two clear and relevant answers to part (a) (bullet points 4 and 3 in the mark scheme) and to part (b) (bullet points 5 and 6 in the mark scheme).

Question 13

There was some sound understanding of this area. Misleading headlines, negative spin and distortion of facts being the most popular answers. Some gave real life examples of celebrity experiences to illustrate an answer.

13 Using Source C and your own knowledge, state **three** ways in which a newspaper may produce a biased point of view.

(3)

- 1 By retelling a fact in a negative light such as 'one in ten state-subsidised homes goes to an immigrant family.'
- 2 Portraying a biased opinion like a fact so that people believe it.
- 3 By not giving out all of the information and facts to the reader so not letting them make a full decision.



ResultsPlus

Examiner Comments

This answer describes three sound ways in which a newspaper might produce a biased point of view: distort the facts/put a negative spin, use opinion rather than fact and a selective presentation of information. (Mark scheme bullet points 5, 9 and 6.)

Question 14

Many candidates had a very good understanding of the area of discrimination and were thus able to tackle this question with a considerable degree of confidence. However the requirement to discuss discrimination in terms of 'sufficiently reduced' rather than in just general terms created a problem for some candidates. Many candidates understood the requirement to give two viewpoints. Few candidates however were able to confidently cite specific laws passed to protect individuals from discrimination.

14 Using evidence from Source D and your own knowledge, do you agree that discrimination has been sufficiently reduced in the UK? You may refer to issues such as race, religion, gender, sexual orientation, age and disability.

laws
Government.

Give reasons for your opinion showing that you have considered an **alternative point of view**.

(8)

Some people think that discrimination has been eliminated from the UK, however others would be strongly opposed to this point.

There are many people in the UK who still suffer from discrimination on a daily basis. This includes a large proportion of bullying at schools or workplaces. The fact that the pay for women is 17% less for full-time workers and 36% less for part-time workers also argues this point. If we look at the Government, we would see that they are not diverse. Most MPs are white males and the fact that the UK has had only one female Prime Minister and no black Prime Minister also argues this point.

However many people would agree with this point as there are many laws protecting minority groups (Disability Discrimination 1995 and Sexual Orientation of 2003). It is also necessary to have disabled access to any building. The fact that homosexual people can now get married and adopt children highlights Britain's acceptance of homosexual people.

In my opinion, although there are many laws and acts protecting minority groups, I do not think that public opinion and discrimination has been reduced sufficiently. It is illegal to discriminate against people, but this does not mean that people are completely equal to others.



ResultsPlus
Examiner Comments

This is a top level 4 answer. It gives a balanced approach and there is a clear focus on 'sufficiently reduced'. There is reference to specific evidence to support well developed arguments. This answer clearly satisfies the criteria for a level 4 answer.

Question 15

The most significant weakness in some answers was the failure to make a distinction between immigration and asylum seekers. Those who failed to make that distinction clearly put a limit on the marks that could be awarded.

Sound responses grasped the key issues and produced detailed examples and information to illustrate points of view (for example the specific amount of money that asylum seekers can claim in benefits).

Many candidates successfully used the four scaffolding stimulus bullet points attached to the question to support a logically structured response.

*15 'The UK should never close its doors to asylum seekers.'

Do you agree with this view?

Give reasons for your opinion, showing you have considered **another point of view**.

(15)

You could consider the following points in your answer and other information of your own.

- Why do asylum seekers wish to come to the UK?
- What problems can be caused by the arrival of asylum seekers in the UK?
- What problems may be caused if asylum seekers are sent home?
- What would be fairest to everyone – asylum seekers and UK residents alike?

Some people may agree and say that if someones life is in danger because of something like their Sexuality, then it is their human right to be saved from death. The right to life, and nobody can decide ~~to~~ who has the right to live or die.

Others may argue and say that Britain is over crowded enough without

having to house more people who we don't know if they are being persecuted or are just trying to get into the country. In which case they would be an economic migrant.

Many people say that asylum seekers come in and take our jobs. But others may argue that they do the jobs like toilet cleaning which other British citizens don't want to do because they aren't well

paid. So in fact asylum seekers are helping our economy.

Many asylum seekers come to the UK because they are being persecuted in their own country. Or they are in search of a better life.

Some reasons for trying to come to Britain are because of their sexuality or their gender.

Some people may state that it is the person's own fault that they are being persecuted and they should be left to face their own punishment. ~~be~~ Because the British government's responsibilities are to British citizens only and it costs millions of pounds to look after asylum seekers which is money being taken away from the British. Also because some immigrants do not try and learn English and do not attempt to integrate with their new communities so why should they be allowed to come to Britain.

In my opinion in some cases the UK should close it's doors to some people asylum seekers because the UK cannot house all of these new intake of people. Also because some asylum seekers lie to get into the country, so the authorities need to be certain that they will be persecuted if they go back to their home countries.



ResultsPlus

Examiner Comments

This answer is an example of a level 4 answer. There are points for and against, there is balance and some reasoned discussion. The knowledge and understanding is quite good though variable at times. Although the fundamental distinction between immigrants and asylum seekers is made there is some drift into ambiguity leading to some confusion at times. However there is a logical progression towards a conclusion and a good number of relevant issues are discussed to justify a level 4 mark.

Paper Summary

In order to improve their performance candidates should:

- * spend time to ensure each question is given sufficient consideration to ensure a relevant interpretation is made
- * where appropriate be more concise eg where the question says give a reason a relevant sentence will be rewarded equally with a longer and more time consuming paragraph
- * in narrative type questions/answers attempt to summarise the discussion and give a simple conclusion
- * recognise that source material for some questions will be contextual rather than information providing
- * make full use of scaffolding points where appropriate. It is not essential that you use these but experience suggests that they can be very useful in supplying a structure for organising material and can often be a stimulus for developing ideas and arguments

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG027619 June 2011

For more information on Edexcel qualifications, please visit

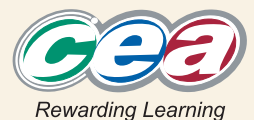
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Rewarding Learning