

Mark Scheme (Results)

June 2011

GCSE Citizenship

5CS03/3B

Changing communities: social and cultural identities

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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	B The Times	1

Question Number	Answer	Mark
2	D The Times, The Guardian, The Independent	1

Question Number	Answer	Mark
3	A (i) and (iii)	1

Question Number	Answer	Mark
4	C distorted	1

Question Number	Answer	Mark
5	B diversity	1

Question Number	Answer	Mark
6	C contains both facts and opinions	1

Question Number	Answer	Mark
7	A identity	1

Question Number	Answer	Mark
8	<p>Allow one mark for each point (max 2) e.g.</p> <ul style="list-style-type: none"> • make sure the activity is something popular /people are likely to support • do not commit yourself to the activity until it is clear enough people will take part • make sure the event is well publicised/advertised • promote/advertise event with posters/leaflets/local radio/facebook • Involve all sections of the multiracial community/race/religions etc.. eg. Leaflets in different languages • make sure it will take place at a convenient day/time • try to get local community leaders/celebrities involved • make sure the event is well organised/planned • set up meetings to publicise the event • effective policing of the event <p>Marks may be awarded for any other relevant points. Some candidates might well suggest specific actions related to 'fun runs and talent shows' mentioned in the question. These should of course be rewarded. Also some candidates might suggest 2 appropriate actions in the one line – worth 2 marks</p>	2

Question Number	Answer	Mark
9	<p>Award one mark for each point (max 2) eg:</p> <ul style="list-style-type: none"> • corporal punishment not used in the UK • adults drinking alcohol not against the law in UK • Human Rights law in UK requires that individuals will not be subjected to degrading treatment • Punishment in the UK is out of the public eye/public shame in Malaysia • Heavy fines for drinking alcohol in the UK are unusual/unlikely <p>Two suggestions could be given in one line</p>	2

Question Number	Answer	Mark
10	<p>Allow one mark for each broad difference between African/Asian society and UK e.g.</p> <ul style="list-style-type: none"> • life expectancy generally much higher in UK/Europe than Africa/Asia. • standards of living/wages • gender equality generally much higher in UK/Europe than Africa/Asia • democracy and acceptance of human rights much stronger in UK than in many African/Asian countries • better education in the UK • better/free health services in UK than in many African/Asian countries • a breakdown in law and order -people will naturally wish to flee to a 'safe' country/less racial and religious conflict • more and better paid employments/jobs in the UK • more/better housing available in the UK • more democratic opportunities in the UK to influence policy and specifically votes for women • adequate food and water in the UK <p>Marks may be awarded for any other relevant points or examples.</p> <p>N.B.: do not award marks for any suggestions relating to law and justice.</p>	3

Question 11 – Indicative content

Acceptable points could include:
Most likely features of a strong united community

- strong community organisations (church, parent teachers organisation at school, scouts, guides, sports clubs etc)
- sense of neighbourliness
- many opportunities for people to meet together, do voluntary work or support charities/lots of community events
- multicultural community in which customs and festivals of people with different festivities and backgrounds are celebrated and supported
- limited crime
- less anti-social behaviour
- tolerance of beliefs and values of others

Level	Mark	
0	0	The answer does not seriously address the question.
1	1-2	The answer offers just 1 or 2 very simple points without any development.
2	3-4	The answer makes 2 or 3 points but they are fairly superficial with limited explanation.
3	5-6	Well developed points supported by simple but acceptable examples with clear explanation.

Question Number	Answer	Mark
12(a)	<p>Award one mark for each clearly different point made (max 2) e.g.</p> <ul style="list-style-type: none"> • soaps give people an insight into lives and experiences very different/similar to their own • characters / events become people with somebody with whom viewers can identify and accept. • help people to understand the impact of key events in life (e.g. birth, death, illness, relationships etc)/ share the emotions they experience • have an education effect on a range of social issues eg: eating disorders, drug addiction, disability • show positive and negative aspects of discrimination and difference <p>Marks may be awarded for any other relevant points.</p>	2

Question Number	Answer	Mark
12(b)	<p>Award one mark for each clearly different point made (max 2) e.g.</p> <ul style="list-style-type: none"> • the soap may show how discrimination can affect someone's life/be tackled • often viewers and listeners will compare their own experiences with those of a character in a soap who is suffering discrimination • somebody taking part in discrimination may realise how hurtful and wrong their actions are/educates them • shows potential impact of discrimination on the lives of people • characters act as role models so as to make discriminated groups not look unusual/seem like everyone else • shows how multicultural communities can get on/work well with each other • use telephone helplines to provide more information/support/advice <p>Marks to be awarded for any other relevant points/examples</p> <p>NB: A simple repeat of any phrase used in part (a) should not be given a mark in part (b).</p>	2

Question Number	Answer	Mark
13	<p>Allow one mark for each different point made (max 3)e.g.</p> <ul style="list-style-type: none"> • may over-emphasise/exaggerate views it supports • may say little or nothing about other points of view • may focus on issues the readers will particularly like or dislike with a view to influencing them / undue influence • produce unflattering images of alternative positions • may distort the facts/put a negative spin/make harmful comments about others • selective presentation/interpretation of information/lack of evidence • may produce misleading headlines which lean strongly towards its point of view • support only one political point of view/ideology • use more opinions than facts <p>Marks may be awarded for other relevant points/examples.</p>	3

Question 14 – Indicative content

Acceptable points could include:

DISCRIMINATION SUFFICIENTLY REDUCED

- Even if there are still instances of discrimination, these may be seen as uncommon.
- In terms of legal rights, anti-discrimination laws have equalised the rights of individuals in terms of gender, sexual orientation, age, ethnicity and disability.
- Better anti-discrimination education at school.
- The UK is increasingly more integrated.
- Most people openly agree it would be wrong to discriminate against people
- There is a strong ethical dimension in the question and the need for fairness will hopefully be reflected in answers

DISCRIMINATION NOT SUFFICIENTLY REDUCED

- Particularly at times of unemployment and housing shortage there are complaints that immigrants are taking jobs/houses.
- Although the Equal Pay Act 1970 has been in force for 40 years, women are often paid up to 30% less than men doing identical work.
- The numbers of women in top jobs have increased but there are still many fewer of them than men / operation of the 'glass ceiling'.
- Too much 'hidden discrimination'.
- Takes a long time to change beliefs and values.
- Prejudice is hard to dislodge/remove.
- Even though discrimination based on sexual orientation, race, age, disability and religion is now unlawful, we do not really know what an individual's motives are.

Level 0	0 marks	No rewardable material
Level 1	1-2 marks	Basic and/or very brief approach – relying on opinion with basic knowledge and little understanding of the issue.
Level 2	3-4 marks	An approach which relies on opinion but with limited relevant evidence and some knowledge and understanding of the issue. Students who give only one point of view (either for or against) are limited to a maximum of 4 marks
Level 3	5-6 marks	An approach covering both points of view and which uses some evidence to develop limited arguments and demonstrates quite good knowledge and understanding.
Level 4	7-8 marks	A balanced approach covering both points of view and which uses clear evidence to support arguments and demonstrates good knowledge and understanding.

Question 15 (includes QWC) – Indicative content

Acceptable points could include:

AGREE

- Asylum wouldn't be as much of an issue as it is if all countries fully embraced the idea of human rights
- Given the conditions in many countries of the world – persecution, disorder, civil war, denial of human rights, natural disasters etc – it is not surprising that many people seek somewhere safer.
- In terms of right and wrong, it cannot be right to ignore the plight of individuals who are injured, or who lose their homes and jobs - or should we be more financially generous in helping them to overcome their problems?
- Agreeing that those in fear of their lives should be given asylum, also raises questions about how realistic such fears are and whether asylum seekers' claims are totally genuine. Extent to which such people should be given the benefit of any doubt?
- There is a strong ethical dimension in the question and the need for fairness will hopefully be reflected in answers

DISAGREE

- Even if it is agreed that a person's asylum claim is genuine, should they have the right to pick and choose where they go? (EU rules say they must claim asylum in the first 'safe' country they reach; rarely is this the UK.)
- Allegedly racist organisations such as the BNP and EDL often campaign hard over migrants being given homes and jobs which (they suggest) should go to those originally based in the UK.
- There is no doubt that this is a real fear in some white working class areas about asylum seekers but not much evidence to suggest that such fears are justified.
- Notions of what's meant by 'Britishness' and 'our country' especially if an area is taking large numbers of asylum seekers.
- Britain is a small island and asylum seekers often settle in most heavily populated areas.
- May be difficult to distinguish between asylum seekers and economic migrants.
- At present asylum seekers in the UK are not allowed to take employment – so they have to live on state-handouts and make little contribution to the society, increasing opposition to their presence.

Level 1	1-3 marks	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>
Level 2	4-6 marks	Opinion with limited reasoning, supported by limited relevant evidence and/or examples showing basic knowledge and understanding of issues and/or events. Students who include ONLY points for, or ONLY points against are restricted to a maximum of 6 marks. <i>Spelling, punctuation and grammar are reasonably accurate and meaning is clear.</i>
Level 3	7-9 marks	Points FOR and AGAINST are included in a simple but reasonably effective discussion which shows some knowledge and understanding of some issues and/or events. <i>Spelling, punctuation and grammar are mostly accurate and appropriate language is used to convey meaning.</i>
Level 4	10-12 marks	Points FOR and AGAINST are included in a mainly balanced and reasoned discussion which shows quite good knowledge and understanding of issues and/or events, based on evidence/argument and leading towards a conclusion. <i>Spelling, punctuation and grammar are accurate & appropriate language is used together with some use of specialist terms</i>
Level 5	13-15 marks	Points FOR and AGAINST included in a balanced, reasoned and coherent discussion which shows good knowledge and understanding of issues and/or events, supported by strong evidence and arguments leading to a reasoned 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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