

# ResultsPlus

Examiners' Report

June 2011

GCSE Citizenship Studies 5CS03 3C

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](http://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](http://www.edexcel.com/resultsplus).  
To set up your ResultsPlus account, call 0844 576 0024

June 2011

Publications Code UG027625

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

There was a very significant gap in the knowledge of candidates in this area. There were many answers that were unable to suggest anything about the activities of solicitors and only some candidates could recall one relevant activity.

8 Source B refers to a solicitor. Outline **two** different activities which solicitors undertake on behalf of clients.

(2)

1 Put together a case for their client that will be used in court

2 Represent their client in court, including cross-referencing witnesses



**ResultsPlus**

**Examiner Comments**

This was one of the few answers that suggested two clear and different activities carried out by solicitors: giving legal advice to a client and representing a client in court (bullet points 4 and 5 in the mark scheme).

## Question 9

Candidates were much more confident with this question and most answers contained two relevant ways in which individuals can most effectively campaign for a cause.

A minority of candidates misread the question and focussed on the source material relating to the 'Chicken out!' campaign.

9 Using Source D, state **two** ways in which individuals can most effectively campaign for a cause they support.

(2)

1. Create their own website or fanbase eg facebook.

2. Make a TV program those the problem in depth and explain the help/support needed.



**ResultsPlus**  
Examiner Comments

This answer included the rather ambitious proposal to make a TV programme but it was an acceptable suggestion (bullet point 7 in the mark scheme). The suggestion for using a website and facebook in fact satisfied bullet points 8 and 9 on the mark scheme and this candidate had secured the 2 marks before the TV suggestion was considered.

## Question 10

This was a challenging question with some candidates unable to clearly spell out even one difference between a pressure group and a political party. A number of answers simply defined a pressure group but did not then make any sort of comparison with a political party.

Asking for three points of difference was always going to make this question a more discriminating question than some of the others on the Paper. Only some responses showed a sound knowledge of the very important features of the political process.

10 Give **three** ways in which pressure groups such as Compassion in World Farming, mentioned in Source D, differ from political parties.

(3)

1 They don't stand for election

2 They are focused on pressuring those in power to do something - not trying to get into power to change things themselves

3 They seek to raise awareness of a particular issue, and campaign for this



**ResultsPlus**

**Examiner Comments**

While the first and third suggestions lacked the clarity and development given to the second suggestion, this candidate was deemed to have provided 3 accurate points of difference between a pressure group and a political party (mark scheme bullet points 4, 3 and 1).

## Question 11

This was a well answered question with many candidates making effective use of the stimulus information in the source. Sound responses added their own comments demonstrating their 'own knowledge'.

A number of answers presented well developed points with relevant examples and clear explanation to reach a level 3 mark.

11 Using Source E and your own knowledge, what are the arguments for abolishing or retaining juries as part of the legal system?

(6)

Arguments to abolish juries is that "Citizens sometimes find it too difficult to serve as jurors listening to a complicated trial". This is a fair point as the public are chosen at random and are given no training for this course, and they are expected to know what they need to do. "Unable to tell right from wrong", this justifies my statement. On the other hand, juries should not be abolished as "Justice is supposed to be evenhanded; Every person has the right to have their innocence or guilt decided by fellow citizens." This is another fair point because if it was for the police to decide if they were innocent or guilty, and they were found innocent, what would have been the point arresting them?



**ResultsPlus**

**Examiner Comments**

This is an example of a level 3 answer. The candidate selects appropriate information points from the source material and adds some individual comment and rationale for supporting the view expressed.

## Question 12 (a)

This was a challenging question for some candidates who wrote about the means used to publicise the 'Chicken Out!' campaign rather than explain why the campaign gave publicity to celebrity endorsement.

12 Using evidence from Source D and your own knowledge.

(a) Give **two** reasons why the *Chicken Out!* campaign gave great publicity to the fact that it was supported by well-known people such as Hugh Fearnley-Whittingstall, Jamie Oliver and Joanna Lumley.

(2)

1 The public know who these people are. Jamie Oliver is a world wide food specialist and is Trust worthy.

2 People are more likely to get involved as it is supported by celebrities. People would be more interested that it be supported by someone not famous.



**ResultsPlus**

**Examiner Comments**

This answer produced two relevant reasons for publicising celebrity endorsement: celebrities as trustworthy/experts and celebrities more likely to attract followers (mark scheme bullet points 5 and 4).



## Question 12 (b)

Many focused on the desire of MP's to get noticed and to win votes. Fewer were willing to acknowledge that an MP might have a genuine concern about animal welfare and a number of answers reflected a rather cynical view of the motives of MP's in supporting any cause.

(b) Give **two** reasons why so many MPs may choose to give public support to providing better welfare standards for chickens.

(2)

1 To get themselves more involved and noticed. They are seen in a good light and become more famous

2 They may agree with the actually topic and would like to support it for the changes made.



**ResultsPlus**

**Examiner Comments**

This answer was one of the few that recognised that an MP might well have a genuine interest in the campaign issue as well as recognising the opportunity for publicity (mark scheme bullet points 5 and 3).

## Question 13

This proved to be a very accessible question and many candidates demonstrated a sound understanding of life expectancy and reasons for differing rates between countries.

13 Using Source A and your own knowledge, give **three** reasons why life expectancy at birth varies from country to country.

(3)

- 1 ~~parts of the UK~~  
in the UK theres too much drug-taking  
and smoking
- 2 india for lack of housing, food  
and clean water.
- 3 Junk foods in the UK increase  
the rate of obesity.



### ResultsPlus Examiner Comments

This answer gives answers that relate to issues 'within' countries as well as to issues 'between' countries. This interpretation of the question was considered acceptable.

This candidate's second statement: 'India lack of housing, food and clean water' in fact under the mark scheme contains 3 rewardable points.

The maximum mark for this question was in fact 3 and this answer was awarded 3 marks.

## Question 14

Many students made effective use of the helpful information in the source material and in consequence tended to place more emphasis on the alternative view to keeping the voting age at 18.

Few candidates added their own knowledge or experience to the arguments contained in the source. However a pleasing number of answers used information and argument in a logical and structured way to merit a level 3 mark.

**14** Using evidence from Source C and your own knowledge, do you agree that the voting age should remain at 18?

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

(8)

I think that the voting age should be lowered to 16 as at that age, teenagers are leaving school either going into further education or jobs. I feel that as a 16 year old I should be able to vote because I would like to have an input to what happens in my country and how it would be run.

On the other hand, some teenagers at the age of 16 may not take voting seriously and could vote for what they don't feel. Some 16 year olds may feel too ~~to~~ under pressure to vote and make a quick decision or not vote at all.



**ResultsPlus**

**Examiner Comments**

This is an example of an answer that covers both points of view but relies almost entirely on 'own knowledge'. Although this is a concise and well structured answer and is awarded a level 3 mark, this candidate could well have moved the mark into a level 4 mark with additional information and argument from the source material.

14 Using evidence from Source C and your own knowledge, do you agree that the voting age should remain at 18?

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

(8)

There is a lot of debate about whether the UK voting age should be changed to 16, with campaigns being fronted by TV stars and the youth government holding particularly strong views.

When a person is 16, they can get married with parent's consent, buy a lottery ticket and much more... so why can't they have a say in how the country is run as well? People argue that if they are being given responsibilities such as being allowed to have sexual intercourse then they should be mature enough to vote for the person they agree with the most in an election.

As a democracy surely we should aim to have voters from as young as possible, to give a true view?

Others might think that if 16 year olds can't be trusted to drive a car, how can they be trusted to vote in a sensible way? Studies have shown that <sup>not only are</sup> young people are least likely to vote in an election but also that they are the least interested in politics... when there's the possibility of them voting for the "monster-raving leoney party", do we really want <sup>them to have</sup> the vote?

In my opinion the voting age should be lowered to 17 because this satisfies both sides of the argument.



**ResultsPlus**

**Examiner Comments**

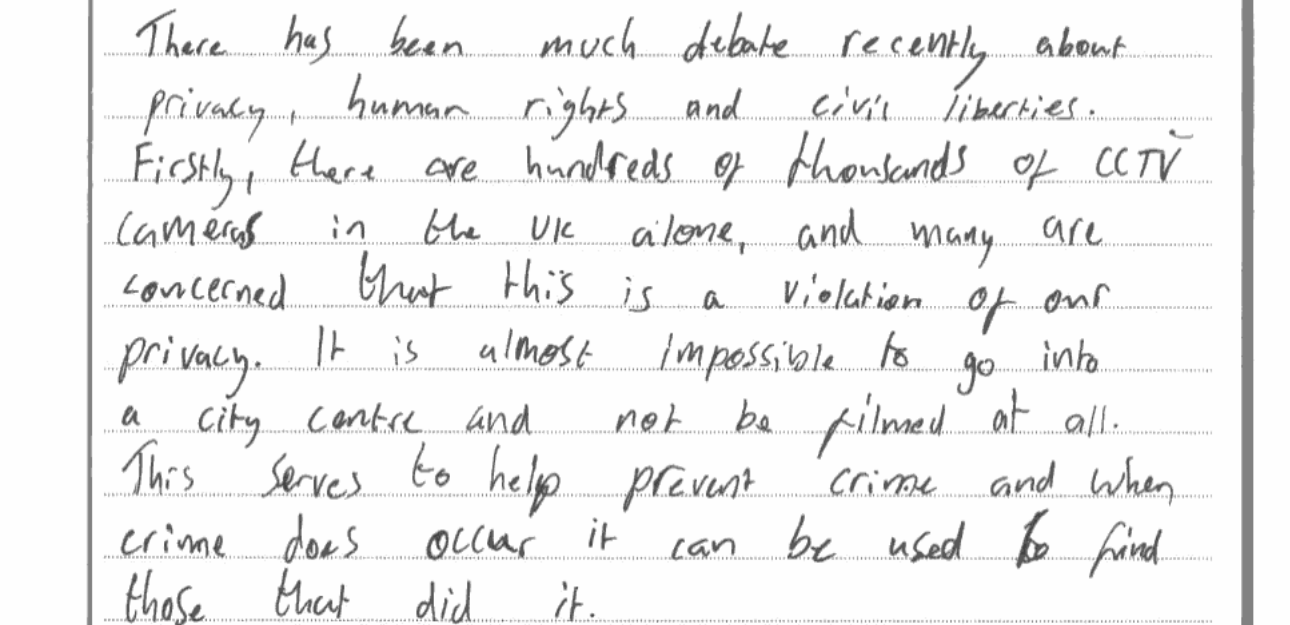
This second example contains a little more information and development and attempts to come to a summary conclusion. This was marked as a level 4 answer.

## Question 15

The majority of answers included something about CCTV cameras, body scanners at airports and the impact of laws to deal with terrorism. A number of enterprising answers widened the interpretation of human rights to consider the potential impact of university funding arrangements on rights and access to education.

Some answers drifted somewhat from the focus of the question on UK government actions to discuss the role of newspapers and the invasion of the privacy of celebrities.

Some candidates made only very limited use of the scaffolding bullet points attached to the question and therefore often lacked a supportive framework for their views and opinions.



There has been much debate recently about privacy, human rights and civil liberties. Firstly, there are hundreds of thousands of CCTV cameras in the UK alone, and many are concerned that this is a violation of our privacy. It is almost impossible to go into a city centre and not be filmed at all. This serves to help prevent crime and when crime does occur it can be used to find those that did it.

A recent phenomenon has been the prevalence of terrorism and events such as 9/11 and 7/7, among others, have resulted in much tighter security checks and an increase in surveillance on targets suspected of committing terrorism. Linked to this is the length of time that someone suspected of terrorism can be held without being charged, and despite the fact that some people have been held in Guantanamo Bay for years without trial in this country the legal limit is within one or two months. This is an ~~issue~~ issue of much importance to many people and some people consider this to be in violation of our human rights, and amounts to illegal imprisonment. On the other hand, if these people are set free they may be able to commit terrorism and kill innocent lives. I personally think that if it will reduce terrorism and crime, I don't have a problem with CCTV cameras or even a 'DNA database', as I won't be the one committing crime.

(Total for Question 15 = 15 marks)



### ResultsPlus Examiner Comments

This answer is an example of a very good essay that has balance and coherence together with strong evidence and examples to support very strong discussion and arguments. A reasoned conclusion is given that supports the earlier comment and analysis.

The extract of the opening paragraph of this answer together with the final section indicate the high quality of the work which merits a level 5 mark.

## 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](mailto:publication.orders@edexcel.com)

Order Code UG027625 June 2011

For more information on Edexcel qualifications, please visit

[www.edexcel.com/quals](http://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