



Examiners' Report January 2012

GCSE Citizenship 5CS01 01

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Introduction

Candidate performance for the second January examination of 5CS01 was very encouraging. Some candidates performed well across all three sections and showed real engagement with rights, politics and environmental issues. Examiners reported marking very strong essays across all three topics. Many candidates argued passionately about issues such as bias in the media, or individual responsibility for the environment.

A general point: there is no need to repeat the question in the question answer space in Section A questions, as time can be better spent.

In Section B, there were strong, well-articulated and full responses seen that easily accessed levels 3 and 4. Good answers were properly discursive and could address both sides of the argument. There was marked variation in the standard of written communication and the level of evidence used to back up assertions. The best answers could provide specific details, such as the *Sun* newspaper's coverage of the miner's strike in the 1980s, in essay 5; or cases where multiculturalism has posed specific difficulties for policy-makers in essay 4.

Some reminders about essays:

The scaffolding points continue to provide candidates of all ability levels with useful guidance to help them shape their response

Candidates must address the question in its totality and make an overall case

It is important for candidates to add some of their own ideas and not merely follow the bullet points

Good responses go beyond purely personal (and at times highly subjective) opinion

Question 5 was the most popular choice and was generally the best answered.

Viewing the paper as a whole, some candidates' answers did not demonstrate the appropriate level of skill. Here, the command words on the examination paper and the mark scheme are particularly relevant and focus candidates on the Assessment Objectives:

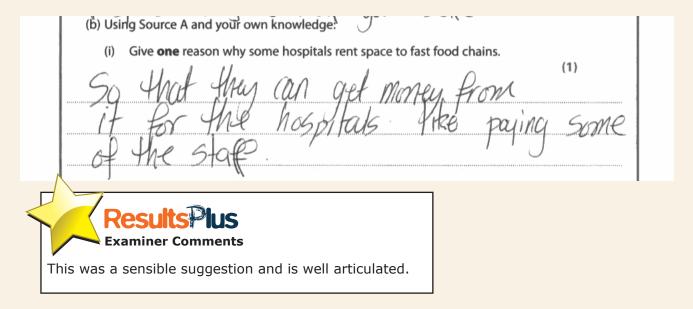
- AO1: Recall, select and communicate their knowledge and understanding of citizenship concepts, issues and terminology.
- AO2: Apply skills, knowledge and understanding when planning, taking and evaluating citizenship actions in a variety of contexts.
- AO3: Analyse and evalutate issues and evidence including different viewpoints to construct reasoned arguements and draw conclusions.

Question 11 (a)

Many candidates correctly identified two ways from the source.

Question 1 (b) (i)

Some candidates were able to provide real-world insight (hospitals need to raise money).



Question 1d

Some candidates' answers suggested people are not acting with responsibility, which was the focus of the section of the examination paper. A number of reponses mentioned the waste of NHS time and money, and that these resources could be better spent on someone more deserving. Responses that merely repeated the phrase 'won't help themselves' did not answer the question.

Question 1 (e)

Most candidates correctly identified 'freedom of speech' as one of the answers.

Question 1 (b) (ii)

Many candidates were able to offer a sensible analysis here, suggesting that it would not send out 'the right message' or words to that effect.

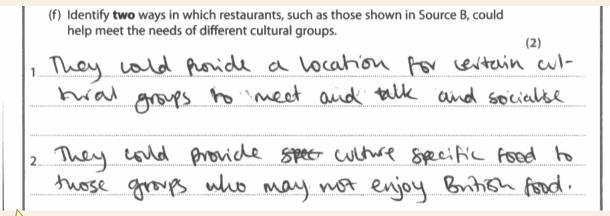
(d) Using Source A:
Explain why doctors may be unwilling to treat people who won't help themselves. (2)
If people do not do anything to help improve their condition such as
by eating more healthily and exercising regularly then their problem will
become worse.
It also costs to treat people, and it would be a waste of maney to
treat these patients who do not care or are not responsible for their
health.



This is a very well written answer that touches on the theme of responsibility.

Question 1 (f)

'Providing community focus' and 'traditional foods' were popular correct answers. Some responses, eg 'different food' or 'places to go', lacked sufficient clarity and did not answer the question.





An effective answer that is well focused on the question. Specific examples were not required for full marks.

Question 2 (a)

Many candidates correctly identified two reasons from the source.

Question 2 (c)

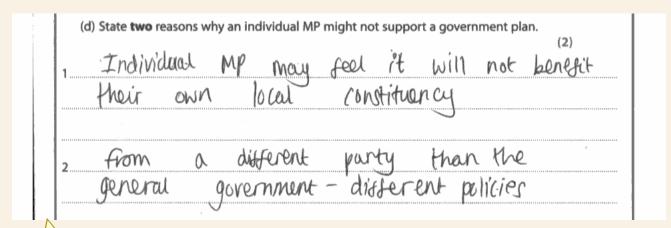
Candidates often included two of the bullet points in one sentence/answer. Credit was given when this happened.



This is a good answer which makes two points well. Candidates are not penalised for spelling errors ('surgerie') if the point comes across clearly, as this does.

Question 2 (d)

Only some responses actually used the word 'constituents', although many did refer to 'locals' in their answer.





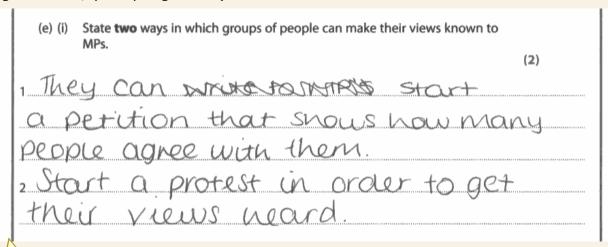
This is a good example, well focused on the MP, that gained 2 marks.



Candidates needed to address the specific question set, which asked about the motivations of an MP, not a member of the public.

Question 2 (e) (i)

Candidates must continually be reminded that protests need to be explained (as a way of getting attention/ prompting action).

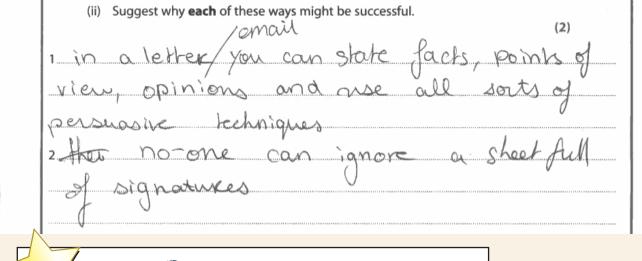




A response that only provides one concrete answer.

Question 2 (e) (ii)

Some candidates stated the impact of their action. Examiners were looking for a small range of ideas showing that candidates comprehended what 'success' might mean in this context. The most effective answers tended to provide a mix of actions that could communicate information to the MP (so that he could be briefed on the issue) and also make sure that actions were difficult to ignore (such as an eye-catching demonstration outside of Parliament).





An excellent, thoughtful answer from a candidate who is meeting the assessment objective and applying knowledge to the question. The question is asking for some identification of what might be meant by 'successful' in making their views known to MPs.

Question 3 (a)

Some candidates were able to correctly identify two problems from the source.

Question 3 (c)

A minority of candidates referred to 'donor fatigue' as a reason here.

Question 3 (d)

The majority of candidates answered this question well and could express themselves clearly.

Question 3 (e)

The majority of candidates answered this question well. Weaker responses tended to list 'TV, Radio and newspapers' as three separate answers, rather than suggest some diversity of approaches that might be more appropriate to Citizenship actions taken in 2012.

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A good answer where three diverse ways of raising awareness are suggested.



When looking at forms of protest or campaigning that use media, encourage candidates to describe a variety of approaches. For instance use of **traditional** media (TV, radio), **electronic** media (Twitter, Facebook) and **public space** advertising (posters, leaflets) provides the basis for a good answer.

Question 3 (f)

This longer question allowed candidates to recognise the difference between emergency aid and long term development. Many answered well: knowledge was visible of long term aid, education, fair trade, investment, water aid, health care and long term charity aid; links were made to long term development (more money or jobs, or improved health). Some candidates concentrated on how countries could send emergency aid, an approach which was explicitly ruled out by the wording of the question.

(f) Other than emergency aid, explain two ways in which rich countries can help poor countries.
, They can help them by providing
trem with some food and clean
water.
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2 re Coma que trem movey
Ward Making Shelter or help Elim
make Shaltes:

Results lus
Examiner Comments

Although quite well written, the candidate has not answered the question. These are forms of emergency aid.

(f) Other than emergency aid, explain two ways in which rich countries can help poor countries.

(4)

1 MCA Countries Can Cancel dobt that poorer Countries

OWE this will mean poorer Countries can Invest

Money on Important thing Such as water and education

Tich Countries Can Reports buy more fair trade

products which aims to give the producer often
a poor Worker who can hardly afford to live a

fair Wage:



A very good answer, displaying knowledge of the topic. Both points are developed.

Question 4

The majority of candidates could explain what is meant by cultural diversity and how the UK has changed demographically in recent years. Candidate answers at times clearly drew on personal experience. Good answers showed some understanding of Human Rights Laws (Human Rights Act UK, UDHR, Equality Act), with some discussing the conflict between laws and religious beliefs. A few candidates did not focus sufficiently on the 'culturally diverse' aspect of the question, and instead wrote 'all I know' about general human rights.

Although candidates generally touched on relevant areas in general terms, only some demonstrated sufficient depth of knowledge about this topic with specific examples of how multiculturalism is negotiated by civil society. There were some references to religion, dress and marriage but in the main these lacked any real detail.

Some candidates explored how some people's intrinsic personal/cultural rights impacted on/could be in conflict with, those of others (and how these could be protected, or the conflict resolved).

So MON trackers to be a rational balance & rales is oder not to discommand 1256 LOS s pesons eligion lor example,

Colours on their independance deux although that is part of their Culture and could be defined as discrimination. Having tots of cultures compliance the protest of defining human rights and another names it more difficult to protest people.



This is an extract from an essay that is very well written and structured; note the use of evidence and strong discursive style.



Structure your essay:

- statement of viewpoint
- points in agreement, clearly set out with examples that directly relate to the question, discussed in detail
- points against, with clearly illustrated and reasoned arguments
- a clear conclusion, which sums up both sides and finishes with a clear statement of the viewpoint

Question 5

This was the most popular question, with the majority of candidates demonstrating an awareness of the difference between the various types of media.

Candidates:

- recognised that there was a difference between popular and quality newspapers
- understood their support for political parties
- recognised the objectivity of the BBC (most knew that the bias of media can hinge on its ownership).

The majority of candidates gave examples to support their answers. However, many focused solely on whether the British media are biased or not, rather than proceeding to ask if this leads to a difficulty in discovering the truth about any particular issue.

Candidates need to read the question carefully, breaking it down into its component parts in order then to be able to formulate an answer which responds to the whole question, rather than just one element.

Good responses referred to concrete examples; weaker answers tended to be very opinion-based and spent a great deal of time showing what the word 'bias' means (sometimes in relation to a highly populist theme, such as football reporting).

As per Question 4, it is important to structure the essay, providing clear examples, relating these specifically to an argument on the question posed.

as the "Guardian" or K"The Times as the last bastion of British media. They will girore the critics claiming that powerful where such as Rupert Nurdoc have too much influence over what we see and read.

I believe that although the truth in British media may be at times hard to find it is there. Sources such as the 8BC have to remain impartial due to various Ofcom codes of conduct. This means that they will be good from the sources and should present a "true" version of events



This is the concluding page of a Level 4 essay. Note the balanced ending - exactly the right length. Also, the candidate has clearly chosen a topic s/he knows something about!

Question 6

This was often very well answered, with candidates able to construct an argument for and against this issue. Many candidates were able to give examples of recent initiatives to reduce our carbon footprints ('Boris Bikes' were a popular example). Candidates clearly knew a lot about certain key environmental issues, notably climate change and some excellent, well informed answers were seen.

Some candidates expressed thoughts on issues but did not recognise that specific examples could help support and justify their arguments.

take any intrest Wheel so ever into tack of motivation down little have knowledge and title fine these issues and help fight them. about use lots of ways COLA frese doing people own little world. TV ads freir 10 that obvious way has been esternated because surreys ar least Britain apend Felevision and government and those 10 m people would sowething. Aso This doing 15 others shong OWN government carbon

that the public have no Some people daim back and Lhowld normal issues things these 50 10 Stop Gritain (OC toause



This is the second page of an essay at the bottom of Level 3. You can see one or two specifics but for the most part it is rather thin on evidence and lacking any structure (paragraphs).

This would be a useful exemplar to show a class and ask them to think about what level it is in and what a higher-scoring response would additionally do.

weather, droughts, sea levels rising, ice caps melting etc Individuals might not be motivated because believe it makes no difference. Others expect some kind if they take actions to safe the environment In my opinion people with such issues need taught or shown through a documentary impact global warming has on our life and future generations. The Kyoto Protocol is an agreement between international leader which aim to reduce the carbon emissions of their 1998 and 2008, there was Of a reduction of at least 51. Local Agenda that involves local councils and communities to immediate actions to save the environment. Policies and agreements like the ones sets good targets for the government which leads them into putting pressure on British citizens. We as humans of the estapoparant have a cluty of looking after it

but someone to the government has to put pressure on us to remind us of this

People with the opposing view might find this ridiculars and believe that it is computed for someone metality and dent take responsibility unnecessary for the government to put pressure on citizens—being augusticities able to look after the environment you live in and source issues within this makes up a good citizen.



Here is the second page of a Level 4 essay response, with detail and structure.

Paper Summary

To conclude, useful tips for future candidates are:

- Focus on the command words in part (a) to help you shape your response.
- Take care with timing.
- Focus in on the concepts in the essay title you choose.
- Remember to use evidence to back up your opinions and assertions.
- Providing a balanced argument is essential.

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