

Examiners' Report January 2012

GCSE Citizenship 5CS01 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification 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/>

Alternatively, you can speak directly to the subject team at Pearson about Edexcel qualifications. Their contact details can be found on this link:

www.edexcel.com/teachingservices



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

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk .

January 2012

Publications Code UG030279

All the material in this publication is copyright
© Pearson Education Ltd 2012

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 evaluate issues and evidence including different viewpoints to construct reasoned arguments 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).

(b) Using Source A and your own knowledge:

(i) Give **one** reason why some hospitals rent space to fast food chains. (1)

So that they can get money from it for the hospitals. They're paying some of the staff.



ResultsPlus
Examiner Comments

This was a sensible suggestion and is well articulated.

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 responses 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 money to treat these patients who do not care or are not responsible for their health.



ResultsPlus
Examiner Comments

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.

(f) Identify **two** ways in which restaurants, such as those shown in Source B, could help meet the needs of different cultural groups.

- (2)
- 1 They could provide a location for certain cultural groups to meet and talk and socialise
 - 2 They could provide ~~spec~~ culture specific food to those groups who may not enjoy British food.



ResultsPlus

Examiner Comments

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.

(c) Suggest **two** reasons why some politicians write blogs.

- (2)
- 1 Because more people will take interest e.g. young people, because it's online.
 - 2 It's easier to view than a surgerie or a meeting or an interview.



ResultsPlus

Examiner Comments

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.

(d) State **two** reasons why an individual MP might not support a government plan. (2)

1. Individual MP may feel it will not benefit their own local constituency
2. from a different party than the general government - different policies



ResultsPlus Examiner Comments

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



ResultsPlus Examiner Tip

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).

(e) (i) State **two** ways in which groups of people can make their views known to MPs. (2)

1. They can ~~write to MPs~~ start a petition that shows how many people agree with them.
2. Start a protest in order to get their views heard.



ResultsPlus Examiner Comments

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).

(ii) Suggest why **each** of these ways might be successful. (2)

1. in a letter/^{email} you can state facts, points of view, opinions and use all sorts of persuasive techniques

2. ~~the~~ no-one can ignore a sheet full of signatures



ResultsPlus
Examiner Comments

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.

(e) Identify **three** ways in which charities can raise public awareness of important global issues affecting poor countries. (3)

1 fund raising events ✗

2 ~~advi~~ advertisement on tv, radio e.c.t

3 have people hand out leaflets
or put up posters



ResultsPlus Examiner Comments

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



ResultsPlus Examiner Tip

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.

1. They can help them by providing them with some food and clean water. ⁽⁴⁾

2. They could give them money towards making shelter or help them make shelters.



ResultsPlus
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.

1. rich countries can cancel debt that poorer countries owe. This will mean poorer countries can invest money on important things such as water and education. ⁽⁴⁾
Rich countries can ~~remove~~ buy more fairtrade products, which aims to give the producer (often a poor worker who can hardly afford to live) a fair wage.



ResultsPlus
Examiner Comments

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 now there has to be a 'rational balance' of ~~tasks~~ rules in order not to discriminate but this can lead to discrimination as individuals are overlooked as they do not fit the ~~entire~~ bill and will upset the balance of cultures.

This can be a good thing, as it now ensures that all races and cultures have equal opportunities and rights as recorded in the race discrimination act.

In contrast, it could be harder to protect different groups' rights because the difference in cultures may lead to different groups having different rights and would weaken the idea of human rights being universal. For example, ~~as the~~ it is a Sikh's personal human right not to be punished for wearing a bangle at work as it is part of their religion but a non-Sikh would not ~~be able~~ ^{be able} to, for example, wear their national

Colours on their independence day although that is part of their culture and could be defined as discrimination. Having lots of cultures complicates the process of defining human rights and we've made it more difficult to protect people.



ResultsPlus Examiner Comments

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



ResultsPlus Examiner Tip

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 "The Times" as the last bastion of British media. They will ignore the critics claiming that powerful owners such as Rupert Murdoch 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 BBC have to remain impartial due to various Ofcom codes of conduct. This means that they will be free from bias and should present a "true" version of events.



ResultsPlus
Examiner Comments

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.

seem to take any interest what so ever into these issues. This lack of motivation is down to the fact that they have little knowledge and little time to stop and think about these issues and help fight them. The government can use lots of ways to educate and motivate these people into doing something that is not confined to their own little world. TV ads are the most obvious way that this can be done because from recent surveys it has been estimated that 95% of Britain spend at least 10 hours a week watching television and if the government could show and explain for 1 of those 10 hours about these issue I'm sure lots of people would catch on and start doing something. ~~This~~ This is my view but there are others who believe that British citizens are smart and strong enough to fight these issues on their own without government pressure but from what I can see ~~the~~ this has not been the cause due to the still ^{growing} carbon footprint of Britain.

Some people claim that the public have no power over this and should just sit back and let the government deal with these issues but normal citizens can do so many things to stop these issues arising. The ~~most~~ best way to do this would be to reduce the amount of things ~~the~~ that Britain ~~is~~ takes for granted like fossil fuels paper and housing and focus more on how



ResultsPlus

Examiner Comments

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, draughts, sea levels rising, ice caps melting etc. Individuals might not be motivated because they simply believe it makes no difference. Others expect some kind of reward if they take actions to save the environment. People In my opinion people with such issues need to be taught or shown through a documentary, what a great impact global warming has on our life and future generations.

The Kyoto Protocol is an agreement between international leaders which aim to reduce the carbon emissions of their country. Between 1998 and 2008, there was a target of a reduction of at least 5%. Local Agenda 21 is a policy that involves local councils and communities to take ~~actions~~ immediate actions to save the environment. Policies and agreements like the ones I have mentioned sets good targets for the government which leads them into putting pressure on British citizens. We as humans of the ~~environment~~ ^{planet} have a duty of looking after it.

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

People with the opposing view might find this ridiculous and believe that it is compulsory for someone who might not ~~you don't take responsibility~~ unnecessary for the government to put pressure on citizens — being a good citizen able to look after the environment you live in and solve issues within this makes up a good citizen.



ResultsPlus

Examiner Comments

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.

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 UG030279 January 2012

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