

Examiners' Report  
June 2012

GCSE Citizenship 5CS01 01

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June 2012

Publications Code UG031911

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## Introduction

The comments in this report should be read in conjunction with the published mark scheme.

Both the mark scheme and this report are intended to serve as a helpful guide to centres in preparing candidates for future examinations.

The allocation of marks to each question is reflected in the rubric which advises that no more than 40 minutes should be spent on Section A questions and no more than 20 minutes on the extended writing in Section B. Candidates should consider not spending time unnecessarily writing out the introduction to the answer that is already contained in the question.

There were some good quality scripts, with answers to both the short and extended writing questions clearly presented and showing good knowledge and understanding.

Although Quality of Written Communication, including spelling, punctuation and grammar, as well as clarity of expression, is assessed only in Section B, it is important that candidates write coherent responses that address the question. Some questions are clearly indicated "Using the Source ..." which means that the answer is to be found there. Candidates should read the Source material carefully in order to be able to answer these questions more easily and accurately.

The issues being addressed in the Source material will often be topical or contemporary, reflecting issues and events which may have occurred during their course. There are some key and essential elements of Citizenship education, such as the changing nature of communities and society, diversity and debates about rights. These are included in three themes: theme 1 'rights and responsibilities, theme 2 'power, politics and the media ', and theme 3 'the global community'. The levels of knowledge and understanding of such topics within the three themes are variable, with some candidates displaying clear knowledge and understanding

There were five multiple choice questions, two for theme 1, two for theme 2 and one for theme 3, requiring candidates to select the correct answer from four possible answers. Question 1(d) was answered correctly by just over three quarters of candidates, Question 1(g) by most candidates, Question 2(e) by nearly three quarters of candidates, Question 2(g) by a large majority and Question 3(e) by just over two thirds of candidates, suggesting good knowledge of certain topics.

## Question 1 (a)

The vast majority of candidates were able to identify one of the two correct answers from the Source as shown in the mark scheme. Some candidates were also able to suggest an activity that their school or community could organise to promote integration such as international food days, multicultural days or sports events, which bring people together in a collective activity.

(a) (i) Using Source A, identify **one** activity organised by Oasis Cardiff to promote community integration.

(1)

Various cultural projects

(ii) Suggest **one** other activity that could be organised in your school or community to promote integration.

(1)

A cultural food day where students try food from different cultures



**ResultsPlus**  
Examiner Comments

This example has two clear and correct answers, with no further development needed for 2 marks.

## Question 1 (b) (i)

There were some accurate and concise answers to this question. An asylum seeker is someone who moves to another country for protection or safety and any answer which expressed this accurately was awarded 1 mark.

Both Questions 1b(i) and (ii) required candidates to move beyond the Source material using their own levels of knowledge and understanding. The issue of asylum seekers is topical and often provokes much debate. Some candidates were able to give a correct answer to (i) and (ii).

An asylum seeker is someone who flees their country because they are at risk of being persecuted for their culture or practices and go somewhere else for safety.



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Examiner Comments

An articulate and concise answer showing clear understanding, even if more detail is given than is necessary for 1 mark.

## Question 1 (b) (ii)

There are clearly defined criteria that can be used for seeking asylum. A person can seek refuge in another country because of war and violence, or out of fear of persecution on the grounds of religion, race, nationality, ethnicity, political opinion or membership of a particular social group and can include sexuality/gender and political instability/unrest. Some candidates offered economic reasons, including 'seeking a better life or job', which were incorrect.

Some candidates incorrectly stated that asylum seekers come to the UK (or another country) for economic or even lifestyle reasons.

(ii) Suggest **two** reasons why someone might seek asylum in a country other than their own.

(2)

1. They may be looking for better job opportunities,
2. They may not feel safe living in their own country, due to political unrest, military junta taking <sup>aggressive</sup> ~~over~~ measures or because of a coup d'état.



### ResultsPlus Examiner Comments

The first answer is an example of an incorrect response while the second answer is correct, showing good understanding of why someone might seek asylum in another country.



### ResultsPlus Examiner Tip

Citizenship Studies does cover some current topical issues.

1. They might be ~~discriminated~~ discriminated against because of their race, religion or gender and as a result their lives might be at risk
2. There might be a war in their country so it is too dangerous for them to live there.



### ResultsPlus Examiner Comments

This contains more reasons than are required for 2 marks but it shows a clear understanding of what can cause people to seek asylum in another country.

### Question 1 (c)

Most candidates could identify correctly a statement of opinion from the Source and most gave the correct reason for a statement being an opinion. This unit covers bias and distinguishing a statement of fact from one of opinion.

### Question 1 (e)

Over half of the candidates were able to give either a reason for or a reason against voting at 16, but only some could give a reason for both. Other significant rights at age 16 were often stated as knowledge or maturity or lack of either or both. Some responses were very concisely and clearly written.

(e) Give **one** argument for, and **one** argument against, giving the right to vote at age 16. (2)

For 16 year olds can ~~offer~~ ~~ask~~ join the army and not have an input to why they are going to war

Against 16 year olds are not necessarily mature enough to have the vote.



**ResultsPlus**  
Examiner Comments

This is an example of clear points being made, with both a reason for and a reason against.

### Question 1 (f)

Some candidates could correctly state that a consumer's right in this situation is simply to be entitled to a refund. A mark was awarded for answers which said 'to receive a refund' as well as 'ask for a refund'. A consumer's right in this situation is to receive a refund and for there to be no conditions attached, such as having a receipt. This was a condition stated in a significant number of answers.

The right for a refund



**ResultsPlus**  
Examiner Comments

This is an example of a concise response. No more words are necessary to gain a mark on this short answer question.

## Question 2 (a)

The source referred to an event with which candidates may have been familiar with. Both Questions 2(a) and 2(b) tested candidates' knowledge and understanding of ways in which people can try to influence governments. Most candidates could give one correct reason whether in support of or against the use of violence, with more giving a correct reason in support of (ii) rather than against (i). A minority of answers to (i) referred to 'getting your point across more strongly' which was deemed not to be a justified reason for engaging in violence.

(a) (i) Give **one** reason in support of using violence as a means of protest.

(1)

if they dont listen to you this could be a possible way of getting there attention.

(ii) Give **one** reason against using violence as a means of protest.

(1)

Someone could get seriously hurt.



**ResultsPlus**  
Examiner Comments

An example of a clear and concise answer.



**ResultsPlus**  
Examiner Tip

Brief answers are often all that are needed as long as they are clear and answer the question.

(a) (i) Give **one** reason in support of using violence as a means of protest.

(1)

Violence can be good as a means of protest as it will get more publicity, & therefore making more people listen/watch what they are protesting about.

(ii) Give **one** reason against using violence as a means of protest.

(1)

Violence can also be bad as a means of protest as you may get in to trouble with the law and people will think that you are bad and shouldn't be listened to.



**ResultsPlus**  
Examiner Comments

This is an example of a similar response but written less concisely.



## Question 2 (b)

Knowledge of how to try to influence decision makers in a democracy is a key element of Citizenship education. Some candidates were able to go beyond such methods as march or boycott. The majority of candidates could state one correct method and some were able to articulate to whom they would write a letter, send a petition or have a meeting with.

(2)

1. Speak to their local MP's and discuss the issue and give a petition of all students who reject the idea.
2. OR write a letter to express your feelings and emotions towards the issue.



**ResultsPlus**

**Examiner Comments**

The 2 marks awarded are for two relevant points made in the first part of the response(1). The second part of the response (2) does not indicate to whom the letters are written and so was not awarded marks.

1. They could have created a petition and let students sign it - showing the government how many people feel strongly about it.
2. ~~A protest~~ Organising to meet with MP's and talk about the issue rather than going about it violently.



**ResultsPlus**

**Examiner Comments**

Two clearly identified methods are written here.



## Question 2 (c)

Understanding the key features of pressure groups and political parties is part of theme 2 and some candidates were able to clearly explain the difference between them. Some candidates incorrectly referred to pressure groups as 'putting pressure on you' and political parties as 'not putting pressure on you'.

(2)  
A political party is a group that tries to get into government so they can express the views of the people from inside the government. However a pressure group expresses their views from outside the government and put pressure on the government to change things using public demonstrations such as marches, strikes and boycotts.



**ResultsPlus**

**Examiner Comments**

This response shows a sufficiently clear understanding of both political parties and pressure groups, as well as the differences between them and is awarded 2 marks.

## Question 2 (d) (i)

Some candidates correctly identified this as an opinion. Identifying facts opinions and bias in different media sources is part of theme 2.

## Question 2 (d) (ii)

Candidates should be able to identify statements of fact and opinion in the media.

## Question 2 (f)

Many candidates correctly named another punishment that could have been given. Most of these were 'community service', with 'fine', 'compensation' or 'tagging' being mentioned respectively by a decreasing minority. A few mentioned inappropriate sentences or punishments and probation.

(f) State **one** other punishment that Edward Woollard could have been given instead of being sent to prison.

(1)

A fine to pay for any damage caused.



**ResultsPlus**

**Examiner Comments**

An example of one other form of punishment.

## Question 2 (h) (i)

The words 'Coalition Government' are mentioned almost daily on news bulletins. The General Election of May 2010 probably took place before candidates began their course of study of Citizenship. An understanding of what the term means requires an understanding of how and why it came about, given that it is unique in post-1945 UK governments. Around half of the candidates could give a clear explanation for 1 mark. A minority gave sufficiently developed explanations for 2 marks. Just over a third gave a simple explanation such as a government of two parties. Some referred to two parties becoming one, or two governments coming together, suggesting a misunderstanding of the difference between a party and a government. Some candidates thought that the coalition was created because no one party had a majority of votes. The greatest confusion concerned this misunderstanding between votes and seats. Some thought that there was a coalition between Conservative and Labour and that a coalition meant that there was a Prime Minister and a Deputy Prime Minister.

A coalition government is when two or more parties join together, so that they get majority of votes. ~~HA~~



### ResultsPlus Examiner Comments

This response is a good example of a candidate who clearly has the right idea but has confused votes with seats. Thus only 1 mark could be awarded.

A Coalition government is when two parties are in control at Parliament. For example at this moment time we have a coalition government. Conservative with david cameron and liberal Democrat with Nick clay. David cameron is PRiminster but Nick clay is our CO-PRiminster.



### ResultsPlus Examiner Comments

A good example of a response that gained 1 mark for two parties in control of Parliament (that is good enough for the idea of commanding a majority in Parliament - see mark scheme) and 1 mark for reference to Conservative and Liberal Democrat.



### ResultsPlus Examiner Tip

This is an example of how the marks can be gained in a variety of ways but also that accuracy and clarity are essential.

## Question 2 (h) (ii)

Some candidates were able to give a reason for changing the electoral system and mentioned the referendum in May 2011. An understanding of the current electoral system and possible alternatives was demonstrated by some candidates.

as one party could have the highest amount of votes but still not have most of the country wanting them to be in charge. (Total for Question 2 = 14 marks)



**ResultsPlus**

**Examiner Comments**

This answer is sufficiently accurate to capture the essence of the current system enabling a party to have more votes than any others but not enough support (in whatever way it is determined) to form a government.

### Question 3 (a)

Careful reading of both the Source material and the question is essential in order to write a relevant response.

### Question 3 (b)

Some candidates could correctly identify one reason why trade makes people better off, with a minority able to identify two separate reasons. The context for the question lies in the issues raised in the Source. Some candidates appeared to confuse the two words of independent and interdependent.

1. (Makes people interdependent.)  
• When more trade happens it boosts economic activity which increases economic growth.  
2. • There are less job losses as companies are making more money. there is confidence to buy products.



**ResultsPlus**

**Examiner Comments**

This response shows sufficient understanding of a complex topic by reference to economic growth and businesses earning money to be awarded 2 marks.

1. It gives people more jobs.

2. It makes money to buy goods that people can't produce themselves.



**ResultsPlus**

**Examiner Comments**

A good example of an answer expressing two simple ideas for 2 marks.

### Question 3 (c) (i)

Studies within theme 3 involve sustainable development which can be defined as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'. Therefore, any answer which embraced this idea was awarded 1 mark. Good answers gave this definition or similar. Some responses referred to 'saving the environment' or 'keeping the environment clean' or 'keeping the environment the same'. Others gave an example, which is not normally sufficient for an explanation of something, but 1 mark was awarded provided it was accurate in the context of development or of the future.

making sure that we use our environment  
now in a way that makes sure it isn't  
compromised for future generations



**ResultsPlus**  
Examiner Comments

This response is an example of a clear definition of sustainability.

### Question 3 (c) (ii)

Most correct answers included a reference to planting trees. Very few mentioned using renewable sources of energy, conserving fish stocks to ensure future supplies or better land use in order to ensure better harvests in future years.

After cutting down trees, replant them.



**ResultsPlus**  
Examiner Comments

An example of a brief but clear and correct response.

### Question 3 (d)

Some good responses included examples and were specific in the way they could help sustain the environment such as using less electricity by turning off the computers at the end of the school day. Other suggestions included solar panels on the school roof, encouraging "walk to school days" or using the bus instead of the car. 'Recycling' was another suggestion and good responses made reference to what items would be recycled.

1. have a walk to school scheme were everybody that can walk to school does, for rewards end of the term, for the person who walked the most.
2. Turn off all the lights in the school at the end of the day and don't leave appliances on standby



**ResultsPlus**

**Examiner Comments**

An example of two clear and thoughtful answers.

1. Recycle paper, bottles and anything else to reduce usage of natural resources.
2. Stop abusing equipment such as paper or books and try to use as less as possible.



**ResultsPlus**

**Examiner Comments**

An example of a clear reference to what could be recycled and how other resources in school could be conserved.

### Question 3 (f)

Some candidates were able to identify how farmers can be 'helped' to trade more; the context being in the Source. Some candidates were able to move beyond answers such as 'give them more money', 'give them a fair or right price or wage' with reference to fairtrade, which is what would result in their receiving a fair wage or price for their goods.

1. Reduce the taxes paid on the cotton because it's being imported, e.g. free trade in the UK.
2. Make cotton 'fairtrade', so that the producers/farmers are always paid a fair price for the cotton.



**ResultsPlus**

**Examiner Comments**

The concept of reducing taxes in the UK on imported cotton in order to help exporters can be a difficult one to understand but this answer expresses it clearly, in addition to an accurate reference to fairtrade for the second mark.

1. West African farmers can be helped to trade their way out of poverty by joining the fair trade Scheme where their produce is sold at reasonable prices all over the world.
2. African farmers can also be helped by receiving subsidies to help lower the world price of their produce.



**ResultsPlus**

**Examiner Comments**

This answer shows a clear understanding of two ways in which farmers can be helped to develop more trade.



### Question 3 (g)

Most responses referred to aid of some sort such as sending water or food. 'Aid' was given marks only if the type or purpose was specified. Some candidates demonstrated understanding of the role that the UN might play in such situations compared to other organisations such as Oxfam or Christian Aid. Some mentioned the use of UN troops in building wells or developing water resources. Some insightful answers referred to food or agricultural development programmes. Some incorrectly stated that the UN could raise money, which is one of the roles of charities such as Oxfam and Christian Aid.

1. To send in aid such as food packages and also medical equipment.

2. Materials for building wells, as there could be existing groundwater underneath the soil which will stop thirst problems.



**ResultsPlus**

**Examiner Comments**

This answer shows a clear understanding of the difference between immediate aid and aid for further development.

## Question 4

The questions requiring extended writing are marked out of 12, using four Levels. Some candidates demonstrated good time management, knowledge and expertise in presenting different arguments supported by evidence. There were some good examples of well thought out responses, presenting evidence for and against with relevant contemporary or historical examples and evidence.

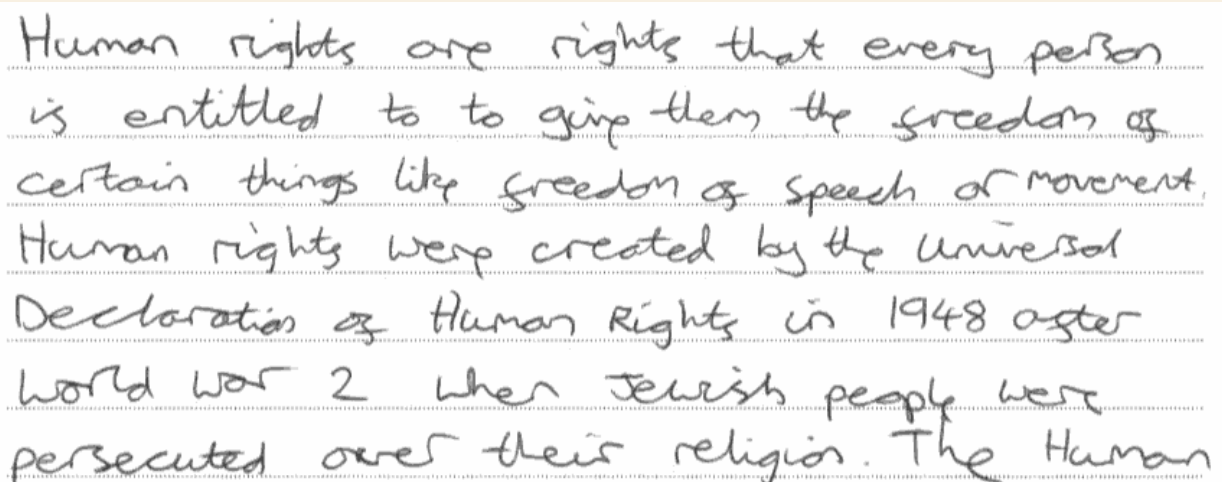
It is important for candidates to understand the significance of the levels mark scheme. To move beyond Level 2 requires points both for and against but with balance and reason supported by examples of issues or events. Candidates should not lose sight of the question being asked, for which the four bullet points are just a guide. Writing four mini essays in response to each of them may show relevant discussion but may not result in actually answering the question that was set at the top of the page.

The example answers show the type of response that can achieve Level 3 or 4 marks. There are no typical or specimen answers. The indicative content in the mark scheme gives a clear idea of the type of points that might reasonably be expected to be discussed.

Topics about human rights, the justice system and the economy in relation to individuals, government and the voluntary sector are common topics within each of the three themes. The three questions asked this year addressed these topics respectively within each theme. These questions also gave an opportunity for candidates to write more extensively on a topic that they may have studied in greater depth or indeed have researched as part of their controlled assessment activity.

Candidates need to be aware that the Indicative Content is just that, ie an indicator of the type of issues, events, evidence or examples that can be expected to be included. Obviously, other relevant issues, events, evidence or examples can be legitimately included and, of course, will be awarded marks accordingly. Some candidates did not go beyond Level 2 because of a lack of development or balance of a reasoned discussion supported by evidence or examples.

Some strong answers gave relevant contemporary examples, including the summer 2011 riots, the Leveson enquiry and some historical examples such as the Holocaust, Martin Luther King and Nelson Mandela. Some referred in general terms to violence resulting from religious intolerance. Some good responses referred to freedom of speech in a more specific media context. Those candidates who were able to construct an effective and balanced evaluation not only used the scaffolding, but gave thoughtful examples, often relating to their understanding of 'freedom of speech'. There were some well developed conclusions enabling candidates to reach Level 4.



Human rights are rights that every person is entitled to to give them the freedom of certain things like freedom of speech or movement. Human rights were created by the Universal Declaration of Human Rights in 1948 after World War 2 when Jewish people were persecuted over their religion. The Human

rights act helps different people by giving them the freedom ~~of~~ they were entitled to. Human rights protected the people with different religion, ~~they~~ the human rights prevented slavery and more. Freedom of speech allows people to say what they think. It gives people the opportunity to give their opinions ~~of~~ about different topic. Freedom of speech helps a lot of people because it gives the people an opportunity to say what they think.

I disagree with the view that freedom of speech must be limited as it leads to hatred and violence because it is denying peoples' human rights. Every person is entitled to their human rights ever since 1948. Since then, the ~~world~~ world has been better as people were given the freedom of speech. Freedom of speech helps people to give them an opportunity to talk. Denying people freedom of speech is a massive mistake because it is denying people to live their lives. If freedom of speech is limited, there would be bigger consequences as freedom of speech allows them to say what they think. If freedom of speech was limited, people would

stand against limited speech because we were all ~~born~~ born with human rights. There would be bigger protests with drastic consequences. Allowing freedom of speech would be safer than limiting freedom of speech because less violence would occur. Protesting is like freedom of speech. It allows you to give your opinion about anything.

However, there are some people unlike myself would agree with this view because they want safety. Freedom of speech is a blessing and a curse. It allows people to say what they think but freedom of speech is over used a lot. Freedom of speech is allowing verbal bullying as this human right is abused a lot. Verbal bullying hurts a lot of people as some opinions hurt. People want to be protected from bullying when freedom of speech increases the quantity of bullying. Freedom of speech can hurt a lot of people as the human right is abused. This can hurt, children, teenagers, adults, minorities and more. Bullying is something we should not face. People want to be protected instead of being hurt. Isn't the campaign of 'show racism

the red card' similar to freedom of speech.  
People may think that freedom of speech should be controlled to reduce violence.

Alternatively, I think the view is wrong because it would increase violence and hatred. If this human right was limited, what's next freedom of movement? Human rights meant to protect people and by not limiting them, people are safer from the violence and hatred that is about to come. Everyone was born with human rights and they should still be entitled to them. Freedom of speech helps a lot of people to say what they would like to say, & how would you feel if you was limited to freedom of speech?



**ResultsPlus**  
Examiner Comments

This is an example of a Level 2 answer, ie largely opinion with very little evidence and very limited examples. It is repetitive and could have been more concisely written.



**ResultsPlus**  
Examiner Tip

Brevity, as long as what is written answers the question, can often be awarded as many marks as longer, less focused responses.



I agree with this view because sometimes people abuse and take advantage of their rights and freedoms.

If freedom of speech wasn't limited then racism, violence and other forms of hatred could occur. This could, in turn, violate the Sex Discrimination Act, Disability Discrimination Act and Race Regulations Act.

In the past, people have used their freedom of speech to discriminate other races/religions. An example of this is when Muslims thought that it was their right to burn the poppies laid for British soldiers. They done this awful act without remembering that British soldiers kept them safe from harm as well.

This act of violence and racism was not only disturbing but was also derogatory to the British society. Their freedom of speech shall be limited to a certain extent. However, even though they were protecting their beliefs, I believe that behaviour taken out of hand should not be tolerated.

If they protested about it and used forms of peaceful protesting then the issue would not have been taken out of hand.

However, the Muslims who insisted on burning the poppies had their reasons behind it. Previous to their act, Christians (in USA) had tried to burn the Qu'ran as they believed in Christianity and no other religion.

Therefore, in a way the Muslims had a right to protect their beliefs and retaliate to the act in which <sup>minority</sup> Christians believed were right.

It is important that everyone abides by the race relations act and takes into consideration other people's beliefs and religion.

Overall, I believe that it is a blessing and a good thing that that the ~~free~~ feud was announced publically. Reasons for this are that if freedom of speech was limited and restricted then the feud/argument could have possibly ended in a worse state.



For example, if the protest was quiet and not a lot of people knew about it, there could have been violent attacks from fighting to killings etc.

In conclusion, I believe that freedom of speech should not be restricted, but instead racial, sex and disability discrimination should be tackled and dealt with in a harder process and worse punishments.



**ResultsPlus**  
Examiner Comments

This has a conclusion and the content of the answer is Level 3.



**ResultsPlus**  
Examiner Tip

Relevant contemporary or historical examples can be used to present evidence for and against.

I agree that Freedom of Speech must be limited as it leads to hatred and violence.

We've seen this in our own society already with the growth of such groups as the BNP and the EDL which oppose immigration and - despite their protestations - are virulently anti-Muslim. We live in a multi-faith

society and must accept and be tolerant of other people's values. When these values conflict with our own, we must not allow ourselves to turn to hatred and violent speech, but open a democratic space where we can work for a compromise.

Indeed, there is always the danger that extremist groups can take our most liberal values and argue - in a reduction ad absurdum fashion - that they sanction their right to be intolerant. Any speech that leads to hatred and violence may also lead to further problems. Minorities may feel persecuted and thrown away from society and start working against it if they feel left out.

It could lead to intolerance and ignorance. We must also, in our society accept that we have points of view, they may be in a minority but that's all the more reason why they need to be protected, as they are likely to be most vulnerable. \* \*\*

However it could also be argued that we should not overstate tolerance especially for beliefs that may themselves be intolerant. For instance,

Some people feel that there is a real danger of Sharia law being imposed on our society - Sharia law does not see women as equal and thus is incompatible with our society. It's similar, they argue, to when people come from abroad and then live in the welfare state or to be advantage of the NHS without learning English or getting a job. Some people need to adapt to our society - not the other way round - if they wish to be part.

Also, there is a concern about Political correctness who decides what is classed as hate speech?

Further more, it is a slippery slope. Freedom of Expression is a human right guaranteed by the UDHR and a legal right guaranteed by the Human Rights Act of '98. Can other rights be similarly suspended or curbed by direction of government. Are these not our founding principles.

And, besides, allowing government to do this, surely gives it too much power. Freedom of speech is sacrosanct to our society and culture. we do not live in a totalitarian society. What about if further freedom of speech is curbed stopping political ~~expression~~ ~~speech~~ expression that would oppose policies. Freedom of speech is perhaps our most precious right because it allows all forms of ideas and expression.

In conclusion, there is clearly a fine line between respecting the rights of others to their faith, culture etc and our right to freedom of speech.

I think in a truly free society, there would be no need for censorship against those who'd incite hatred and violence.

A democratic society is strong enough to respond to any and all conflicting views - even those that would want to destroy it.

Furthermore our legal and human rights should not be limited; hatred and violence should be stamped out by better education, rather than laws.

\* We must also wonder how we can only be tolerant of speech that doesn't agree with ours we must allow people to have different opinions and not threaten them with violence if they express them.

\*\* We also have acts in governance that already agree with this statement such as Race Relations Act & Racial & Religious Hatred Act which also penalise hate crimes.



**ResultsPlus**  
Examiner Comments

An example of an articulate and comprehensive response.



**ResultsPlus**  
Examiner Tip

This is a good example of a Level 4 response as it uses evidence to support arguments and develops these into a conclusion.



## Question 5

Some candidates wrote very persuasively as to the role of imprisonment as a form of punishment as well as alternative methods of retribution. There were some thoughtful insights into the appropriateness of community service. Very few candidates mentioned restorative justice as an alternative punishment.

Level 2 marks were achieved by many who were able to go beyond the basic opinion and limited understanding required of a Level 1 response. In addition, many were able to point out both positive and negative examples although these were not often sufficient to reach the level of a 'balanced and reasoned discussion' required for marks at Level 3.

As with Question 4, those candidates who were able to construct a balanced and reasoned discussion not only used the scaffolding, but gave thoughtful examples often relating to crimes reported in the media.

The question also elicited some well developed conclusions from some candidates, enabling them to reach Level 4 marks.

The above statement raises many different opinions, and it is debateable.

Firstly, prison could be the best way to stop crime for a number of reasons. It keeps the offender away from the temptations of the outside world, and so they may rehabilitate inside. Also, they will be part of a strict routine that they won't be able to deviate from, thus giving them the stability they may have lacked in the outside world. As well as that, prison is often said to ~~be~~ work because it keeps the offender off the streets and so gives the general public peace of mind.

Secondly however, prison may not be the best way to stop crime. Prison puts offenders in with different types; murderers, rapists, thieves and loan sharks could all be around each other. This may influence the small-time criminals to move on to larger crimes. Also, because all these dangerous people are confined to the same space, this could cause fights, riots, uprisings, prison breaks and attacks leading to death i.e. stabbings. As well as that, some may think that prison is too comfortable for the offenders, as they are given food of good quality, a variety of TV channels, games and so on. This may lead individuals to offend again as their lifestyle may be better or more comfortable behind bars.

Other forms of punishment could be more effective than prison. For example, for those with less serious offences a fine may do the trick as losing money could be the wake up call they need. Another option could be community service as this puts the offender to work, so taking up their time and punishing them. For larger crimes such as murder, solitary confinement may benefit them more as they won't be around bad influences and it will

punish and possibly even rehabilitate them. However, some of these could also be less effective than prison. For example fines may not put an offender off - it could anger them and make them offend again. Community service could be purposefully avoided or ignored, and solitary confinement may be argued to be inhumane by family members of the offender. Rehab may also not be as effective as prison because as soon as the offender is set free they may instantly revert back to old ways or be pressured into doing so.

The rights of the offender is another highly debated prospect. Some say they still have their rights as they are still human beings, and so punishment should not be so severe. However others believe that if someone takes the rights away from another human being, then theirs should be taken in return.

In Conclusion, this leads onto the subject of death as punishment. Though it was abolished in England it is still practiced in other parts of the world such as certain states of the USA. There are many points for and against this. Some say it isn't right,



and that it is inhumane and unfair. Others believe it is fair, for example murderers, to have their lives taken as they have taken away someone else's. There are benefits to this; more space in prison, and a highly dangerous offender off the streets. It also gives the victims family, friends and community peace of mind. Overall I think that there are better ways of punishing people who have committed serious crimes than just sending them to prison, thus meaning that I disagree with the previously stated view "Prison Works. It's the best way to stop crime."



**ResultsPlus**  
Examiner Comments

The conclusion to this answer does not flow from the well developed articulated arguments and evidence presented, which means it can only be a Level 3 answer. A better conclusion, more clearly drawn from what preceded it, would have taken this into Level 4.



**ResultsPlus**  
Examiner Tip

A conclusion must flow from the answer and be an integral part of it and not an 'add on'.

Some people believe that prison is the best way to stop crime because it is a deterrent. If you have committed a crime, and then been sent to prison, it is likely that you will not enjoy your time in prison because you lose a lot of freedom, for example you cannot always see family and friends, and you cannot go out whenever you want to. If prison is unpleasant then ~~the~~ people will be less likely to commit crime.

~~the~~

Prison is good for society as well, it gives the offender a chance to reflect and hopefully reform. Prison also protects society from the criminal.

However, some people say that prison is too easy and relaxed. It is not a huge deterrent, ~~and some people~~ and it's too easy to do the time. Offenders are likely to commit crime again after getting out of prison. Some people, such as homeless people may intentionally commit crime in order to get into prison, because ~~then~~ then you are fed, clothed and sheltered.

Other forms of punishment such as community service ~~is~~ may be more effective because you actually have to put hard work in. Community service therefore may be more of a deterrent than prison. Also community ~~service~~ service helps society and fills jobs that many people are unwilling to do such as picking up litter and cleaning jobs.

~~A~~ Community Service also provides offenders with some practical training which may help them to get a job afterwards. Many people in poverty turn to crime, so if we could provide these people with training and jobs, we would have less crime.

But on the other hand, community service gives offenders a lot more freedom than prison does so unfortunately may not be more effective.

But should the rights of the offender be balanced with those of the victim? In my opinion, the rights of the victim are more important because all rights come with responsibilities.

For example, if someone goes to prison for a racist abuse, although they have the freedom of speech, they still have the responsibility to use this carefully. It is ~~perfectly okay~~ our right to be able to speak our views openly but not if they offend others. In this situation, we have the race relations act, which means that the offender is in the wrong for racist abuse, they have ignored their responsibilities and the rights of the victim.

In conclusion I believe that community service is a much more effective punishment than prison. It is not only helpful to society but may also help the offender ~~long term~~ in the long run in terms of reform and possible ~~the~~ job

prospects. Prison is too relaxed and not taken seriously enough by many people. If prison was harder and more unpleasant then it may be a better punishment. But in today's society, ~~people in prison are~~ prison is not taken seriously enough and is therefore not the most effective form of punishment for offenders.



**ResultsPlus**

**Examiner Comments**

The content and range of the discussion make for a Level 3 answer. Although it leads to a conclusion there is insufficient supporting evidence to take it into Level 4.

## Question 6

Some candidates who answered this question appreciated that this has been of varying topicality for many years, but is much more significant in our current economic climate. Some responses referred in one term or another to those who were perceived as living at the taxpayers' expense and responses often included the 'duty' of the government to look after some groups within society.

Responses that achieved Level 3 and 4 marks were much more balanced and demonstrated a real grasp of the issues concerned.

I agree with this view, as the government have to make hard decisions as to what their priorities are for helping economic growth, and the people inside their country at the same time.

This is not to say that we should be expected to look after ourselves though. I do believe that the government should help those who are in serious need - those who can't look after themselves. However, we all have responsibility for ourselves, and in times of economic difficulty, we all need to make personal changes to our lifestyle to be able to get by. Whether this means working overtime or not having a holiday one year, it is not the government's responsibility to budget your household. I think that the government has enough problems of it's own, sorting out the deposits and deciding where is the best place to be making cuts etc. that we can't expect them to deal with our personal lives too. But they have, and in some cases this has been positive, such as raising the amount of money you have to earn before you pay tax meaning that people who don't earn a large amount are better off. However they have changed the regulations for child benefit, meaning some people are a lot worse off. So the government are attempting to look after us, amongst other serious issues - so can you really blame them when they get something wrong?



I do think that the government should provide for those who cannot look after themselves as they are literally helpless and are the people who are in real need. This is where the government needs to be careful in dealing with the NHS and other carer services, as they provide valued help to the elderly and the sick, who cannot help themselves. By providing the NHS, people can live in a safe home with the appropriate care required. I also think that the government needs is right to give benefits to those who really need them - however it is wrong for benefit thieves to be claiming tax-payers money unnecessarily in a time of economic hardship where that money could be spent so much more wisely to a more worthy cause. But it is hard for the government to control this - but I do commend them for providing a benefit service.

I don't think that we should pay more taxes for people in need however I think that if the government re-evaluates where money is going, they may find the money for people in need. This would include people on job-seekers allowance who get a higher income through ~~taxes~~ <sup>benefits</sup> than they would in an actual job. This then discourages them from going to work and earning for themselves. So if this extra money could be paid to those in need, you may find that a rise in taxes would not be necessary.

Also, it is not just the government that can provide help, there are thousands of charities across the UK whose aim it is to provide help. Of course these charities require funding but the work they do changes lives. A local charity in Fareham, Debra, helps children with a severe skin disease, but small donations of £5 can provide mittens for babies so they they do not scratch their face and cause

harm to themselves. As I said, there are so many charities, so if you're not paying extra taxes to the government to spend on these schemes, the best way to help is by donating money to charity - because they do achieve results and help those people who are in serious need of help.

In conclusion, I think it is hard for the government to meet all our needs in a time of economic difficulty, yet it still tries its hardest to do so. Therefore I think the best we can do, is to support charities so that we know exactly where our money is going to and for what cause - as you never know exactly where your taxes are going.



**ResultsPlus**

**Examiner Comments**

This is an example of a Level 4 answer, showing sound understanding of the issues and arguments leading to a clear conclusion.



At a time of economic difficulty we need to be able to look after ourselves. For example, if a family expects to live off benefits and not work even though they are capable of doing so, this is unfair on the people that do work. If we can't look after ourselves where will we learn independence and to stand on our own two feet?

~~It~~ It is unfair for the government to solely focus on providing for people who cannot look after themselves as if the message is that 'if you don't try to feed yourself we will for you' then why will anyone try and work? Instead the government should teach people how they can look after themselves. 'Give a man a fish and you feed him for a day, but teach a man to fish and you will feed his family for a lifetime'. This means if the government helped get people working and providing for their families, it will give them the independence to do so on their own, and this will also help the economy as tax payers money will be saved.

However, this is not always the case. For example, a family juggling a 9-5 job whilst having to look after and pay for a person with a disability can be tough. In cases like this, support is needed and it would be cruel not to provide it. But these benefits should not be abused and so must be ~~checked~~ deemed worthy by the government.

But how will these benefits be paid for? Is it fair that the tax payer should pay to provide this help for someone they will never meet? Yes. You would expect hospitals if you are in an accident, and the police and the fire service if you need it. So why shouldn't families receive the support that they need? It would be hypocritical to demand services paid by other people, yet refuse to help repay these people in kind.

Another way to provide support and funding would be charities and volunteers. They can raise money for people who cannot provide food, help homeless people get a job to provide for themselves, volunteer in a care home to help out. However, pressure groups will be more suited ~~that~~ than charities. Back to the earlier fish quote, we can provide for someone to receive food or shelter until the donations run out, or we can campaign to get jobs for homeless people so that they can provide and live forever independently. Which is more sustainable?

In conclusion I feel that it is only right that people who need support get it, whether it be from the taxpayer or the kindness of donations through charities. However I also believe that it is more important to get people to provide for themselves, and they should receive help in doing so. Of course some people cannot provide for themselves no matter how much help you

alive, and in cases like this support is needed, but it is a more sustainable method to help people that can work and provide to do so, and only provide benefits to people who actually need them to encourage people to make their own way in life, even if they need support from the government temporarily to find their feet and get on track.



**ResultsPlus**

**Examiner Comments**

The quality of the conclusion places this response in Level 4.

## **Paper Summary**

Based on the performance on this paper, candidates should:

- use past question papers to enable familiarity with the type of Source material used and questions asked
- practice extended writing, using evidence, examples and presenting another point of view to for Questions 4, 5 and 6
- consider the Source material and each question carefully to ensure a relevant response
- understand that questions stating "use Source x" mean that the answer is in the Source while other questions require the use of candidates' own knowledge and thus go beyond the Source

## **Grade Boundaries**

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

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