

Examiners' Report January 2013

GCSE Citizenship 5CS01 01

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Introduction

Compared with previous series, there is evidence that candidates have an improved understanding of the assessment criteria used in Section A. Where the answer hinged on the presentation of source evidence, the vast majority steered clear of any temptation to provide alternative arguments or to engage in speculation: the nature of an evidence-based inquiry was, for the most part, clearly understood.

Question 1(a)

This was a straightforward, source-based question that most candidates tackled well.

Question 1(b)

This is a task that candidates expect to undertake in any citizenship examination. Most were well prepared to do so and good candidates had no problem identifying a fact (there were plenty to choose from).

Question 1(c)

Many candidates offered two ideas, although at the weaker end they tended to suggest a 'mirrored' explanation ('adults know better' was one idea, while 'children don't know what's going on' was the other idea, for instance). Quite a few knew about the age of criminal responsibility (though sometimes inaccurately when it came to details such as the actual legal age). Many knew of, and suggested, alternative punishments for younger offenders.

- (c) Explain why children who are convicted for rioting might not face the same punishment as adult rioters.

(2)

As they are taking through a different court system - juvenile courts. These courts specialise in children and decide a punishment fit to that child depending on background, crime etc. It would be dangerous for children to go to adult prisons



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This is a good answer that scored 2 marks, thanks to two sensible suggestions (with 2 marks available, it is a good approach to take in terms of exam technique).

(c) Explain why children who are convicted for rioting might not face the same punishment as adult rioters.

(2)

Because children are not meant to have
huge responsibility were as adults should
take responsibility and act with maturity
and to show leadership



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This is a much weaker answer that basically only has one thing to tell us, and therefore only received 1 mark.

Question 1(e)

The overwhelming majority decided that 'whites' were the main minority group and did not understand or recognise the word 'minority'. It is important that candidates possess some subject-specific vocabulary for the analysis of multiculturalism.

Question 1(f)

This was a difficult question that discriminated well. The best answers suggested clear reasons for ethnic minority concentration in urban areas, especially in relation to the need to worship or buy specialist food. Other good answers understood the historical context of multicultural migration into the UK and grasped that cities would have been important arrival points.

(f) Suggest **two** reasons why diversity is higher in many English cities than in England as a whole.

(2)

- 1 Diversity is higher in many English cities because some of the non-british people may be economic migrants meaning they will move for a job/work and a lot of work is available in the cities.
- 2 Also diversity is higher in the cities as it has the effect of establishing a group of minorities that live together. eg if some arabs lived in London, eventually more will join to form a community. (a pulling effect).



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A good answer that shows some knowledge and understanding of multicultural Britain. Both marks were awarded.

Question 1(g)

'Multiple identity' is a key concept for Citizenship Studies questions (there was a source-based question on 5CS01, a couple of years ago, examining the case of a Welsh-Sikh girl). It was thus disappointing to find many candidates had a gap in their knowledge and assumed that this related to identity theft.

(g) Using an example, explain what is meant by a person's multiple identity.

(2)

multiple identity is when someone comes from many different places e.g. Sophie's dad comes from New Delhi, her mum comes from America, her nan comes from Mexico and her granddad comes from Brazil B but Sophie was born and lives in England.



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A correct answer, with a mark gained for the nice example. Overall, 2 marks were awarded.

Question 2(a)

This was a straightforward, source-based question that most candidates tackled well.

Question 2(c)

Most candidates correctly identified the issues here and grasped that decisions were being taken at two levels of government (national and local) – or used the idea of councils having to make difficult choices about what to spend their money on at this current time.

Question 2(d)

Even lower-ability candidates managed to reason why celebrity support could be beneficial. Weaker students may have fallen into the trap of merely restating the question, or of only offering one idea but expressed in two ways (candidates need to recognise that 'two ways' means two **different** ways).

(d) Suggest **two** ways in which a public campaign can benefit from support given by celebrities.

(2)

- 1 A celebrity who come to campaign would make it easier for them to convince to campaign with them
- 2 Another way is that people will follow the celebrity because they have such a big status in the society.



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An instructive example of a response that offers the same idea twice, albeit with different wording. As a result, only 1 mark was awarded.

Question 2(e)(i)

This posed few difficulties providing some thought was given to what 'electronic media' might mean.

Question 2(e)(ii)

Most candidates were capable of handling this question and noted the scale of uptake of electronic media and the ease of access to the public that it offers to campaigners.

Question 3(a)(i)

This was a straightforward, source-based question that most candidates tackled well.

Question 3(a)(ii)

Some answers to this question were extremely imprecise and candidates might have strived harder to offer a clear way in which the DFID scheme would help the volunteers.

Question 3(b)

This was another question where weaker candidates 'mirrored' their first idea (saying 'under 18s are too immature' and 'over-18s are more responsible' for instance). Good answers took two very different reasons or linked their answer with contemporary issues, such as the number of 16–24s who are out of work (the so-called 'NEET' generation – not in education, employment or training).

(b) Only people aged 18–22 may join the project. Suggest **two** reasons for this decision.

(2)

1. Because people of ages older ~~the~~ may not have the time and commitment because of jobs, families and universities to attend to.
2. Because people of ages younger may not be mature enough and think its a holiday and that they don't have to do any real work.



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A good answer that makes two very different suggestions. 2 marks were awarded.

Question 3(d)

The responses to this answer showed that the key concept of sustainability is very poorly understood, with only a few managing to make some connection with the needs of future people (inter-generational equity). The link with farming provided opportunities for candidates to talk about biodiversity, organic farming or protecting the environment in some way. Few were able to suggest anything that was credit-worthy.

(d) Suggest what is meant by 'sustainable agriculture' in Source D.

(2)

farming is agriculture so sustainable agriculture is a way to make a living through farming so that the land can still be used in the future over & over again. ect. Keeping the farmland resources safe for future generations.



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An answer that shows clear understanding of what sustainability means, gaining 2 marks overall.

Question 3(e)

With only one mark allowed for lists of 'gifts' (money, food, clothes, etc.), this helped to discriminate between candidates' levels of knowledge/understanding. A mention of Fairtrade was the most common route to reaching full marks. Quite a lot of candidates ignored the final part of the question and provided details of volunteering (going to 'Africa' to build schools, etc.).

(e) Identify **two** ways in which British citizens can help people in developing countries, other than by volunteering.

(2)

1 Give money to charities such as water aid.

2 Buying fair trade goods so that the farmers get more money to help them grow more crops.



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A good answer that shows a diversity of ways in which help can be given to poor countries. 2 marks were awarded.

Question 3(f)

A straightforward question that posed few difficulties.

Question 3(g)

Most candidates could make a sensible suggestion about the reality of diminished sales or practical issues relating to product freshness.

Question 3(h)

As with 3(d), it was worrying to see such weak answers relating to global stewardship aspects of citizenship. Only a minority even thought to mention global warming. Many confused global warming with ozone depletion (an entirely different, historical problem). At the other end of the performance scale, there were some good suggestions, drawing on the source, of how local litter could damage global marine life, perhaps impacting on biodiversity.

(h) Suggest **two** ways in which **local** pollution and waste can grow into a **global** problem.

(2)

- 1 IT AFFECTS WILDLIFE WHICH CAN
SOMETIMES CAUSE ANIMALS TO
BECOME ENDANGERED.
- 2 LOCAL POLLUTION ALSO CONTRIBUTES TO GLOBAL
WARMING WHICH IS A GLOBAL
ISSUE



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A good answer that understands global environmental citizenship issues. 2 marks were awarded.

Question 4

The statement was a controversial one so that it was important for candidates to get an alternative viewpoint across. Some better answers recognised the desirability of universal human rights but acknowledged that legal rights vary from country to country according to knowledge and customs (religion can impact on how animals are treated, or on healthcare legislation including abortion, or on crime and punishment including gun laws and capital punishment). Evidence and exemplification were limited at best in the weaker half of the cohort. Some potentially good, knowledgeable candidates refused to show an alternative viewpoint which was a pity.

Chosen Question Number: 4 5 6

I do not agree with the statement 'All countries should be free to decide what rights are given to their own citizens.' This is because I believe that every human being on earth should be entitled to the same rights. This promotes equality and shows that everyone is equal. In some countries, such as the UK or USA, there are democratic governments, where people are free to give their views and are

allowed to vote for elected governments. In other countries such as China, there is a totalitarian rule (only one political party) and in places such as North Korea, there are dictators. In non-democratic countries, human rights are often abused and innocent citizens can become subject to violence, as ~~the~~ leaders have too much power. I believe that everyone's rights should be equal and ~~the~~ each country should be able to enforce the Universal Declaration of Human Rights (1948) by law. The Universal Declaration of Human Rights, includes 30 articles which outlines rights it believes every individual should have (such as; the right to a free education). The European Union drew up the European Convention of Human Rights, ~~the~~ in 1953, which was based on the Universal Declaration of Human Rights, but is enforceable by law in EU countries. ~~The~~ Unfortunately,

~~many~~^{most} of the countries where human rights suffer, do not belong to the EU and do not have to enforce them by law.

On the other hand, many people believe that countries should be free to decide which rights are given to their citizens. This may be because different countries have different majority religions. In places such as India, there are lots of Hindus and in Pakistan there are many Muslims. Different religions believe in a variety of things and some are lots stricter than others. People may believe that having different human rights promotes cultural diversity and meeting people from different backgrounds will broaden people's minds to different walks of life.

In ~~my~~ conclusion, I believe there are more negatives to this

argument and that every country should follow the same set of human rights to make life fair and equal.



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This essay reached Level 4 and it is easy to see why. There are strong arguments, backed up with some evidence, leading to a very sound conclusion.

Question 5

This was the most popular essay, by some margin, perhaps because it was easier to 'get a discussion going'. A popular route to Level 3 involved an evidenced (named victim) account of cyber-bullying being compared with murder and GBH cases. Some sophisticated answers challenged the assumption in the question - namely that 'online' and 'other' crimes are entirely different categories. Instead, it was argued, one leads to another (thus, some argued online sites are being used to set up bigger crimes; or stalking begins online and then moves into the 'real' world; or users of child pornography 'progress' to become actual sex offenders). Some argued that the scale of online fraud and tax evasion made it more serious than many crimes, such as shoplifting; a view with which many people will be sympathetic!

Chosen Question Number: 4 5 6

There are different offences and crimes that can be committed online, using many different websites such as facebook, blogging websites, email, private chat rooms, all these can lead to different offences, bullying, threatening, pedophilia are all things that can happen to people when using the internet. Even though no serious crimes such as murder or rape can be committed online, they are crimes that can do just as much damage to a person mentally, it can cause people to become depressed, self harm themselves or commit suicide, and even though they have taken their own life, someone else has caused that to happen, which is just as bad as murder.

Some online crimes can be considered less serious, such as bullying, even though it's not right for someone to get bullied there is more serious things happening, things such as bullying can be stopped before the problem gets any bigger and causes something a lot worse. Some people may say online crimes can be just as serious as crimes committed in the real world, they may not cause damage ~~to~~ psychically but they cause damage mentally which can stay with a person for the rest of their life, these crimes committed online can cause many problems in real life, that end up in death or things worst. All crimes online can become worst and cause problems and are therefore just as important as any other crime.



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This is a fairly typical example of an essay that scores around half marks (6 marks were awarded, placing this at the top of Level 2). Sensible suggestions are made but there is no evidence to back up the assertions. Also, it is not structured as a discursive essay should be, and lacks a final evaluative conclusion.

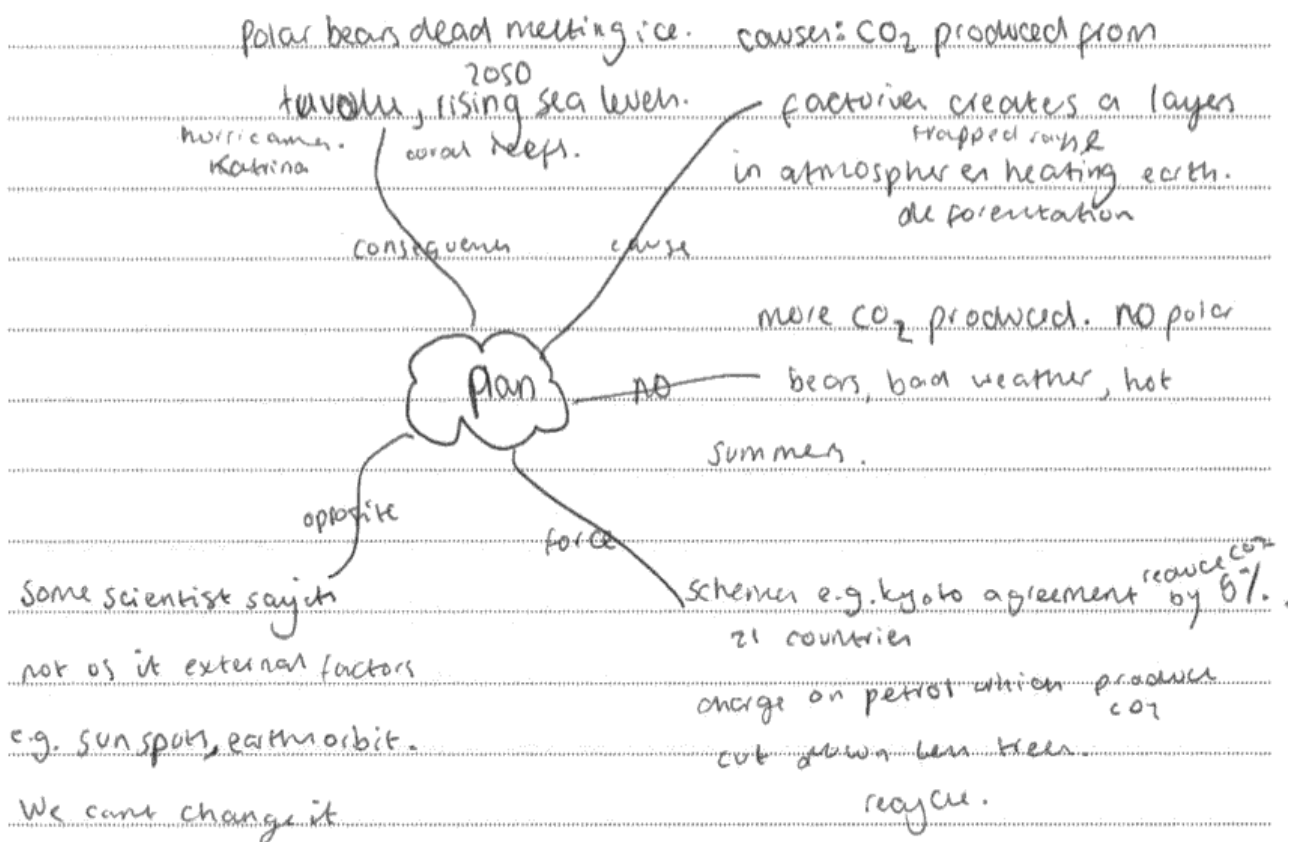
Question 6

Like Q4, the statement in Q6 was a controversial one meaning that it was important for candidates to get an alternative viewpoint across.

There were some very good answers that understood the present day evidence and severity of global warming, and advocated action but, sadly, they did not consider why some countries remain sceptical of the problem (or why some people adopt an attitude of indifference).

The weakest answers were very confused about the actual issue of global warming (writing that the problem was sunlight bursting holes in the ozone layer, for example). Some potentially good, knowledgeable candidates refused to show an alternative viewpoint, which was a pity.

Chosen Question Number: 4 5 6 greenhouse effect



Global warming is a major problem that needs to be tackled. That is ~~my~~ mine and many other's personal opinion.

Most people believe ~~global warming is caused by~~ ^{the cause of global warming is} the greenhouse effect. This is when CO₂ gets released into the atmosphere from factories burning fossil fuels, to make things such as heat & electricity, this CO₂ creates a barrier in the Earth's atmosphere. This barrier traps the sun's light rays so they can get in but not go out causing the ~~earth~~ Earth to heat.

Another cause for global warming is deforestation, this is cutting down large amounts of trees e.g. the Amazon rainforest. These trees take in the CO₂ & release oxygen, but if the trees are gone they can't do that.

On the other hand, some people would say that global warming is not an issue as we are not causing it. ~~They~~ ^{Some} scientists believe that global warming is being caused by external factors such as sunspots which are part of the sun that are extra hot and produce more amounts of CO₂ than usual.

Another cause is the Earth's orbit when the Earth has a circular orbit the seasons' weather changes seem less dramatic, whereas when there is an elliptical orbit the changes between seasons seem more extreme.

The consequences of global warming however are the same. Rising sea levels e.g. Tuvalu an island ~~at~~ which will be submerged in water by 2050. Ice caps melting this means the polar bears cannot hunt and will die out. Also global warming has ^a huge impact on the weather people

believe hurricane Katrina was caused by the effects of global warming.

If countries refuse to help tackle global warming then the amount of CO₂ produced will increase, sea levels will continue to rise, polar bears will continue to die, and the weather could get a lot worse causing more hurricanes.

Government are making a change they have signed up to the Kyoto agreement/protocol. This is a scheme that means countries have to reduce the CO₂ production by 5%. There are 121 countries signed up to this scheme.

The increased price on petrol, discourages people to drive meaning less CO₂ produced.

More recycling schemes means less deforestation.

And they are educating people on the dangers of global warming.



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This example shows that some candidates construct a plan for their work, to help them address both sides of the debate, which this essay did. It is a pity that no real conclusion is reached, or this would enter Level 4.

Summary

Based on their performance on this paper, candidates are offered the following advice:

- One remaining area of concern is the essay question – or, more precisely, concern with many candidates’ lack of understanding about what the assessment criteria consist of.
- This weakness was especially clear during this series, given the controversial statements that were offered up for debate, such as ‘everyone is entitled to their own opinions about whether global warming really is a problem’. Many quite knowledgeable candidates prefaced their essay with a sentence such as ‘I strongly disagree with this view’ before going on to recite a long list of (often factually well-informed) objections to the statement. Such an approach is most likely to result in the candidate failing to reach Level 3 according to the level indicators for this task, irrespective of how much evidence can be presented in support of one side of the view.
- The key to unlocking the higher levels is the candidate’s ability to acknowledge varied perspectives before reaching a considered conclusion. Candidates must therefore be careful that their choice of essay is not unduly swayed by knowledge gained in other subjects – rather, they should choose the statement that they feel best able to debate from a variety of viewpoints. This tended to become an issue for Q4, Q5 and Q6 especially.
- Citizenship candidates must remember that the essay is not designed to test them on the depth of knowledge gained in other subjects, such as science or geography.

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