

Examiners' Report
June 2013

GCSE Citizenship 5CS01 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. 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 our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2013

Publications Code UG035625

All the material in this publication is copyright
© Pearson Education Ltd 2013

Introduction

As in previous years, there was a wide range of responses in terms of both quantity and quality. More able candidates were able to express arguments clearly and meaningfully, backed by evidence and examples and conveying different points of view. As always, those candidates gaining fewer marks expressed mostly opinion along the lines of 'some people think this but other people think that', without much substance and often using many words to express very little.

Several senior examiners commented that quality appeared to have improved, one saying 'this was, without a doubt, the best collection of essays I have come across. Most pupils argued both points of view and many had some well thought and well-constructed arguments'.

Certainly, most candidates seemed to choose wisely when it came to their essay, with many showing they are very aware of some important present-day issues.

Question 1 (a)

This question was answered well and many candidates scored full marks. Some misinterpreted the question, stating as their answer that 'ethnic candidates faced discrimination' (which was the finding of the survey, rather than the aim of the study, which was to find out IF discrimination is an issue).

Question 1 (b) (ii)

The most able candidates were able to identify the very specific reason provided by the Source, namely that fewer jobs were given to non-white candidates, even when they had better qualifications (credit was also given to those who omitted to mention qualifications).

(ii) Give **one** piece of evidence from Source A that supports your answer. (1)

More ethnic minority candidates in the study had degrees than white candidates. But ethnic minority candidates were less likely to get a job.



ResultsPlus
Examiner Comments

This is a good answer that used the strongest evidence from the Source and scored the 1 available mark.

Question 1 (c)

Most candidates were able to state different types of discrimination, the majority identifying race and gender as two areas for concern.

Question 1 (d)

Most candidates provided an answer devoted to the suffragettes (which was apposite, given that the examination date coincided with the centenary month of the movement). A small minority correctly identified 16-18 year olds and a very small number mentioned prisoners. Interestingly, little mention was made of the nineteenth century movement for universal suffrage. A minority did not read, or misunderstood the focus of the question, which was the right to vote in the UK. This meant that there were two possible routes 'off the rails' for inattentive candidates: either they talked about protests not linked to voting (and talked instead about the actions of Greenpeace, students on university fees demonstrations or teachers marching for pension protection) or talked about non-UK-based voting protests (such as Apartheid-era South Africa). Credit was given for a valid protest method, even if the group was wrongly identified, but 'peaceful' protest or 'demonstration' were not credited as answers because neither response actually contains a recognisable method.

(d) Give **one** example of a group of people who protested in public for their right to vote in the UK.

Describe **one** method of protest that they used.

(2)

Example of group

Suffragettes

Method of protest

~~peaceful~~ standing outside parliament with banners and posters



ResultsPlus

Examiner Comments

This response scored two marks. A specific protest method is provided here and not just the re-stating of 'public protest'.

Question 1 (e)

The format of this question was less familiar than others used on the paper. However, many able candidates proceeded to gain 3 or the full 4 marks because they read the instruction carefully, had knowledge of the topic (as they should do) and could express themselves clearly. Having identified two ways in which immigration had changed cultures or communities in the UK (with the Source providing some support), they went on to develop and explain their answers, often using good knowledge of areas outside of London (which the Source showed). Less able candidates found some difficulty in moving beyond the Source material and were often vague in their references to diversity and multiculturalism. It was perhaps difficult for some to differentiate between cultural and economic aspects of change in the UK, although, probably due to the prompting of the Source, far fewer candidates than might have been expected offered purely economic answers relating to jobs and the economy (and more suited to a geography or economics exam).

(e) Using Source B and your own knowledge, identify and explain **two** different ways in which immigration has changed some cultures and communities in the UK since the 1950s.

(4)

1. There is a larger variety of foods available as people from around the world have come to the UK and shared their native dishes. For example, Mexican food such as tortillas and enchiladas are now enjoyed in the UK, along with Chinese, Indian food etc. This means there is a larger variety of food for people to choose from.
2. There are more languages spoken in the UK as people from overseas, who speak a different language have immigrated. These traditions have also been shared with the citizens of UK making them more culturally aware and appreciative of culture.



ResultsPlus

Examiner Comments

This response scored 4 marks. The answer both identifies and explains two cultural changes.

Question 2 (c)

Most candidates could offer two sensible suggestions related to recidivism, such as the 'institutionalisation' of convicts, or the way in which young offenders may learn 'tricks of the trade' from older inmates. The best answers picked up on the phrase 'more likely' in the question and did not just assert that released convicts go back to 'their old ways'. Instead, they picked up on reasons why there would be even more frequent offending than before.

Question 2 (d)

It was encouraging to see many candidates making sensible sociological suggestions, such as spending money to counsel, rehabilitate, develop skills and develop youth activities as ways of helping criminals to reform their ways and make a contribution to society. Those that paid insufficient attention to the questions lost marks. Draconian solutions such as the death penalty would not reduce the prison population unless even shoplifters were deterred. Also, the question was asking candidates to consider capital-intensive methods, and to hypothesise a transferral of the entire prison budget to parallel areas of social reform.

(d) According to Source C, 'the money spent on prisons could be used on better solutions to crime'. Using your own knowledge, identify **one** solution and explain why you think it would be effective.

(2)

Solution

Death penalty

Explanation

Acts as the ultimate deterrent and saves £40,000 per year on prison costs.



ResultsPlus
Examiner Comments

This response scored 0 marks. The candidate has not read the question correctly. We are looking for ways to divert funding from prison in ways that might benefit the majority of prisoners.

Solution

They could spend the money on rehabilitation centres.

Explanation

This would be effective because trained professionals will help criminals to not re-offend ^{as} ~~and~~ they can try and find the root cause of why the criminal committed the crime as it can be through family distress etc.



ResultsPlus
Examiner Comments

This is a thoughtful and measured suggestion. The response scored two marks.

Question 2 (e)

Most candidates were able to state two sensible reasons why people do not report crime. Popular answers involved people being scared, embarrassed or not wanting to involve family and friends. Some interesting answers considered the suspicion with which informers might be treated by the police in criminalised neighbourhoods. Some candidates misinterpreted the question as relating to crimes being reported in the media, but clear answers in this vein were duly credited.

(e) Suggest **two** reasons why some serious crimes are never reported. (2)

1 because victims fear that the offender may get revenge on them for reporting them.

2 because victims fear they won't be believed



ResultsPlus
Examiner Comments

Two sensible suggestions are made for 2 marks.

Question 2 (f) (i)

Most candidates were able to use the Source to answer this question. Some wrongly chose 'facebook' as their answer.

Question 2 (f) (ii)

Most candidates were able to identify the correct answer.

Question 2 (g)

Most candidates had no problem finding the evidence in the Source (1 million followers).

Question 2 (h) (i)

Most candidates were able to offer an explanation, such as the need for a fair trial.

Question 2 (h) (ii)

A small minority of candidates thought that Joey Barton was on trial, but the vast majority could offer a correct answer.

Question 3 (a)

This was answered well, with most using the Source correctly and identifying the task as sadly being too time consuming.

Question 3 (b)

Many answers to this question were unsuccessful. As ever, there is significant confusion between global warming and ozone depletion (the two are unrelated). Very few correctly identified carbon dioxide as the measure in question and could therefore offer a standard definition of 'carbon footprint'. There were many vague references to carbon emissions, as opposed to (correctly) carbon dioxide emissions. Again, careful reading of the question was important because it was also related to the Source (and not an individual's carbon footprint). A minority of candidates were able to write clearly, accurately and meaningfully about the carbon footprint concept.

(b) Explain what is meant by 'carbon footprint' as used in Source E.

(2)

Carbon footprint means how much carbon dioxide is released into the atmosphere in the process of making and transporting the product.



ResultsPlus
Examiner Comments

This response scored two marks. The meaning of 'carbon' is grasped and the answer relates to the term's use in the Source, as requested.

(b) Explain what is meant by 'carbon footprint' as used in Source E.

(2)

your "carbon footprint" is the amount of carbon you ~~take off~~^{contribute} as an individual into the atmosphere. for eg. when using your car, the electricity at home etc they all contribute carbon into the world.



ResultsPlus
Examiner Comments

This response scored 0 marks. The meaning of 'carbon' is not grasped here and the answer is un-related to the way the term is used in the Source.

Question 3 (c)

The very best responses looked at how supermarkets would specifically address their own carbon footprints, rather than harangue their customers to do more (although this was also credited and as a result the question was largely answered well by the majority of candidates at all levels). Very few unspecific answers like 'posters' were put forward and the majority of candidates showed good knowledge and awareness of specific actions such as low emission fuels, reduced packaging and plastic bags. Some even referred to the use of low emissions delivery vehicles. It was also encouraging to see the number of answers referring to sourcing more produce locally.

(c) Other than the labelling scheme, identify **two** ways in which supermarkets could reduce their contribution to carbon emissions.

(2)

1 advertise on their websites.

2 advertise on adverts on television



ResultsPlus
Examiner Comments

This response scored 0 marks. Neither of these answers provides a suitable response to the question. These are generic actions that do not relate to the context of the question.

(c) Other than the labelling scheme, identify **two** ways in which supermarkets could reduce their contribution to carbon emissions.

(2)

1 Use locally sourced food products so that the food doesn't have to be transported a long way in trucks / boats which produce lots of carbon dioxide.

2 Supermarkets are vast and use lots of electricity so they could perhaps use energy saving lightbulbs in these stores which would cut back the CO₂ emissions by loads.



ResultsPlus
Examiner Comments

This response scored 2 marks. The answer includes two well-focused suggestions that clearly relate to the company's own self-management.

Question 3 (d) (i)

Most candidates answered this question well and stated that it 'cost too much'.

Question 3 (d) (ii)

This question required candidates to use their own knowledge in order to state why cutbacks in spending are taking place in the UK currently. The general economic difficulties (or recession) needed to be referenced. Some candidates merely asserted that the government was spending money on 'more important things' without articulating what was judged to be more important such as health, education or overseas aid, which has been ring-fenced by the Coalition government.

(ii) the government is spending less on environmental schemes like the Carbon Trust.

(1)

At the moment Britain is at an economic crisis and wants to use money for more important things such as healthcare.



ResultsPlus
Examiner Comments

This response scored 1 mark. The answer shows a good understanding of modern Britain, the focus of the Citizenship specification.

Question 3 (e) (i)

Some candidates seem to know very little of the role of the UK in the Commonwealth. Most answers worthy of marks focussed on historical aspects or mentioned the Queen as Head of the Commonwealth. Some candidates thought that the UK led the Commonwealth, while a small minority clearly had no idea and either gave no answer or guessed at something to do with wealth. Very few answers referred to the Commonwealth's objectives and purposes and/or the UK's role in meeting them. Large numbers stated that the UK is a 'rich country' without showing how this would give a clear 'role' in the Commonwealth (e.g. through foreign aid).

(e) (i) Give **two** reasons why the UK has an important role in the Commonwealth of Nations.

(2)

1 Because the UK founded the commonwealth

2 The Queen of the UK is also the Queen of the commonwealth



ResultsPlus
Examiner Comments

This response scored two marks. Both comments scored a mark and demonstrate knowledge of the Commonwealth.

Question 3 (e) (ii)

Some good knowledge and understanding of the role of the UK in the EU was shown. Most answers focussed on trading relationships, the role of the EU in helping out the UK in times of economic crisis (although answers were often expressed clumsily), the benefits to business of cheap migrant workers, and the ease with which Brits can go on holiday. Some answers referred to the role of the EU in keeping peace in Europe (reflecting its origins). Perhaps surprisingly, very few answers referred to any issues raised recently about what might happen if the UK were not to be part of the EU. Some answers were vague in their references just trade or help without any specifics, and so were awarded no marks. Some candidates think that the EU has something to do with upholding human rights, suggesting a confusion with the roles of international courts in a wider Europe.

(ii) Give **two** reasons why membership of the European Union is important to the UK.

(2)

- 1 Membership of the European Union is important to the UK because they can contribute ideas.
- 2 They can gain knowledge and talk with other countries.



ResultsPlus
Examiner Comments

This response scored 0 marks. The response shows a lack of knowledge of any aspect of EU membership (which candidates do need to be familiar with, even if they personally disagree with Britain's membership).

- 1 Because when you are a member of the EU you can travel around Europe without any conflicts or visas, which is good for the people in the UK.
- 2 Because if there was ever any trouble with other countries,



ResultsPlus
Examiner Comments

This response scored two marks. Two appropriate and logical reasons are provided.

Question 3 (f)

Most identified the UN or NATO, quite correctly.

Question 4

Some good arguments were made about where 'blame' lies and it was pleasing to see quite a few answers that took the view that some people, through no fault of their own, may suffer medical conditions that make it hard for them to maintain a healthy lifestyle, such as those confined to wheelchairs who may struggle to exercise. Where, they asked, would a line need to be drawn beyond 'deserving' and 'non-deserving' cases for treatment? This was excellent to see. Lower ability candidates often showed a tendency to 'blame' groups such as smokers and drinkers for their health issues and struggled to give a balanced response here.

There are people in the UK who are in states of severe diseases who need health care which is provided by the NHS. However, an increasing number of drug addicts, alcoholic etc are put into hospitals due to the ~~out~~ outcomes of their own actions, for example an alcoholic rendering into a state where he has liver disease or a smoker receiving lung disease.

With such cases I believe the person should be penalised - this can be carried out by having to pay for the treatment themselves. This will allow the victim to realise that they are responsible for their actions - because there are people who look after themselves as best they can however are endangered into life-threatening diseases, should they not receive more help?

However one might argue that although they are responsible for their own actions, it is their right as a citizen to receive health care - therefore should it not be provided to them.

Moreover they may argue that although they were responsible for being in the state they are in now, it may have been an accident therefore it is their right to receive the help they need & require.



ResultsPlus

Examiner Comments

This response scored 11 marks. These three paragraphs are taken from a Level 4 answer. The work is well-structured and relates well to Citizenship concepts such as rights and responsibilities. The argument is nuanced and thoughtful.

Question 5

This question offered candidates a variety of approaches in answering. They could focus on whether the level of organisation of citizens was the key to success; or whether governments listen to civil society protests, irrespective of their organisation. There were other approaches too. Higher-scoring candidates referred to more recent events such as the Arab Spring and on-going situations in countries like Syria and North Korea. However, even at this level there was awareness of relatively few protest methods (answers predominantly focused on 'peaceful protest', 'marches' or 'rioting'). Very few identified social media/networking as a valid form of protest or 'being heard', although this is of major importance in Brazil, Indonesia, China, to name just a few.

Newspapers can get people's attention and get change by headlining a particular issue on the front page. When MPs were fiddling with the expenses, some newspapers put this on the headlines and the government was forced to change and do something about it. This shows that media can also play a big part getting governments to think again.

On the other hand, not all protests are effective and result in change. In less democratic countries, it is much harder to protest and the government are very reluctant to change even when there are many protests. In Zambia, for example which is a dictatorship, people don't really protest because they know that if they do, they will get into trouble with the police.



ResultsPlus

Examiner Comments

This response scored 9 marks. These two paragraphs are taken from a Level 3 answer that, while thin on facts elsewhere, showed good knowledge of the procedures that need to be followed in a Citizenship essay. The answer is formally presented and structured well.

Question 6

As in recent years, the 'global citizenship' question produced answers of polarised quality. The highest level answers again showed excellent knowledge and understanding of a wide range of global issues, from conflict to mineral rights, and were able to structure some sophisticated, balanced and empathetic writing. Overall, the range of arguments used about the prevalence of poverty in certain regions was heartening, with only very weak answers at the other end of the spectrum (and there were still some) blaming poverty on 'the climate'.

Poverty is the state in which people lack essential resources & in order to survive such as money, food or water. Poorer countries in poverty are often described as LDC's (less economically developed countries) an example being Cambodia. However, even within MEDC's (more economically developed countries) there is often a harsh difference between the wealthy and the poor. War is a period of hostile relations between nations or even within nations. There are many consequences of war but poverty is undoubtedly a major consequence of war.

Some people would agree with this statement and argue that war is the main reason for poverty in the world's less developed countries. This is due to the fact that war can cost a country a huge amount and can often leave them in debt. During a war a country has to pay for ammunition, weapons, vehicles and for soldiers participating in war. It is also costly to pay to protect ^{innocent civilians} citizens from the dangers of war. Many ^{over many years} countries who have been affected by war have never been able to escape poverty. This is because war leads to a lack of jobs and which essentially

leads to poverty. There has not been a day in the ~~last~~ last (approximately) 100 years where a war has not been fought which has led to poverty in many countries. Some countries are able to maintain a stable economy after a war, however there tend to be the MEDC's whereas in less developed countries they do not have the financial means to pay for all the destruction and poverty a war has caused. * (page 17)

On the other hand, some people would disagree with this statement. In many cases, poverty is due to the exploitation of governments who oppress the poor. For example in El Salvador where

the people were oppressed and not given a voice and therefore were forced into poverty. In many areas of the world's less developed countries, natural disasters are cause poverty. For example in Haiti many people were left in poverty after the natural disaster and still remain in poverty as they have lost everything and the government is unable to find a solution to get the country out of poverty. Another reason for poverty in the world's developing countries is exploitation from MEDC's. For example, some MEDC's set trade restrictions which restrict what type of goods and how much enter their country. This limits opportunities for less developed countries. MEDC's also set up factories in the world's

less developed countries which leads to poverty because they set low wages and insufficient working conditions which means that they would not be able to operate if the factory was in the UK.

* War can also lead to diseases which cause poverty. According to the UN, approximately 25,000 people in the world's less developed countries die due to disease. These diseases could be a

result of lack of clean water or health services due to the death and destruction caused by war. Disease is also a consequence of war which suggests that although disease does cause poverty, war is the fundamental cause for many diseases which agrees with the statement and suggests that war is the main reason for poverty in the world's less developed countries.

To conclude, this is not a simple yes or no statement and there are many differing views on what is the main cause of poverty. In my opinion, there is not one main cause of poverty and it depends on each individual situation. However, I would agree that war is a contributing factor to poverty. This is because the consequences of war can lead to poverty (debt, destruction, disease.) whenever exploitation from rich countries

and natural disasters could also be contributing factors to poverty. In conclusion, although in many cases war has led to poverty I believe that there are many causes of poverty in less developed countries and war is only one of them.



ResultsPlus
Examiner Comments

This very successful essay scored 12 marks.

Paper Summary

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

- The best essays offer the reader a blend of citizenship knowledge, procedural knowledge (how to argue and counter-argue) and current affairs. This is a good balance to strike when candidates practice writing essays prior to the examination
- The UK's involvement with other international organisations often needs to be covered in more depth; some candidates had not covered the Commonwealth or EU in enough depth to answer Question 3 successfully
- The UN is another international organisation that ought to be looked at. Its importance for the UK and the UK's role within the UN should both be explored (in line with this year's questions on the EU and Commonwealth)
- A few candidate groups scored low marks on the illegal discrimination question, making this is an area for them to concentrate on
- Given that there is such a strong focus on individual and civil society action in this course, candidates should focus on improving the quality of their answers to action-based questions. Single word answers such as 'poster' and 'advert' can be improved on
- Greater attention can still be paid to command words. Reviewing this year's 1(e) would be a useful exercise, concentrating on the command words 'identify' and 'explain'.

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>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE