

Mark Scheme (Results)

Summer 2013

GCSE Citizenship Studies  
(5CS03/3B)

Unit 3B: Changing Communities:  
Social and Cultural Identities

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
<b>1</b>	<b>D</b> applies to stay in a country to escape persecution	<b>1</b>

Question Number	Answer	Mark
<b>2</b>	<b>B</b> Abu Qatada presents a real threat to the security of the UK	<b>1</b>

Question Number	Answer	Mark
<b>3</b>	<b>C</b> The airline ordered the Ambulift for the disabled passenger	<b>1</b>

Question Number	Answer	Mark
<b>4</b>	<b>D</b> uniting people from different backgrounds for the clean up	<b>1</b>

Question Number	Answer	Mark
<b>5</b>	<b>C</b> land line telephone	<b>1</b>

Question Number	Answer	Mark
<b>6</b>	<b>C</b> has a community of people made up of different ethnic groups	<b>1</b>

Question Number	Answer	Mark
<b>7</b>	<b>C</b> relocation of ethnic minorities	<b>1</b>

Question Number	Answer	Mark
<b>8</b>	<p>1 mark for each correct answer (max 3 marks)</p> <ul style="list-style-type: none"> <li>• Not listening when someone else is speaking/interrupting/not being polite</li> <li>• Not following rules/laws</li> <li>• Not doing what parents/people in authority tell you/recognising authority</li> <li>• Not valuing the opinions of others/even if you don't agree</li> <li>• Not valuing different cultures</li> <li>• Talking down/patronising</li> <li>• Stealing</li> <li>• Bullying/making fun of other people</li> <li>• Damaging property/environment</li> <li>• Discrimination/treating people differently (as defines lack of respect e.g. race/sexuality/gender/age – NOT DISABILITY)</li> <li>• Giving up seat to elderly/pregnant/disabled people on the bus</li> </ul> <p>Any other valid answer should be credited</p>	<b>3</b>

Question Number	Answer	Mark
<b>9</b>	<p>1 mark for each correct answer up to a maximum of two.</p> <ul style="list-style-type: none"> <li>• Not an elected government</li> <li>• Dictatorship</li> <li>• Military rulers</li> <li>• Not have the right to vote</li> <li>• Only certain people allowed to vote</li> <li>• Only one candidate to vote for</li> <li>• Restrictions to voting</li> <li>• Evidence of lack of freedom of speech / unable to voice opinion</li> <li>• Opposition party banned (only one party allowed)</li> <li>• Corrupt / unfair voting system</li> <li>• Preference for alternative forms of government e.g. communism</li> <li>• Not having a say in the leader</li> <li>• Censorship of media</li> </ul> <p>Any other valid answer should be credited</p>	<b>2</b>

Question Number	Answer	Mark
<p><b>10</b></p>	<p>1 mark for country, 1 mark for purpose</p> <p>Member country:</p> <ul style="list-style-type: none"> <li>•Antigua and Barbuda, Australia</li> <li>•The Bahamas, Bangladesh, Barbados, Belize, Botswana, Brunei Darussalam</li> <li>•Cameroon, Canada, Cyprus,</li> <li>•Dominica</li> <li>•Fiji Islands</li> <li>•The Gambia, Ghana, Grenada, Guyana</li> <li>•India</li> <li>•Jamaica</li> <li>•Kenya, Kiribati</li> <li>•Lesotho</li> <li>•Malawi, Malaysia, Maldives, Malta, Mauritius, Mozambique</li> <li>•Namibia, Nauru, New Zealand, Nigeria</li> <li>•Pakistan, Papua New Guinea</li> <li>•Samoa, Seychelles, Sierra Leone, Singapore, Solomon Islands, South Africa, Sri Lanka, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Swaziland</li> <li>•Tonga, Trinidad and Tobago, Tuvalu</li> <li>•Uganda, United Republic of Tanzania</li> <li>•Vanuatu</li> <li>•Zambia</li> </ul>	

	<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>• world peace</li> <li>• individual liberty</li> <li>• fair/equal society</li> <li>• pursuit of equality</li> <li>• opposition to racism</li> <li>• fight against poverty</li> <li>• eradication of ignorance and disease</li> <li>• free trade, multilateralism</li> <li>• opposition to gender discrimination</li> <li>• environmental sustainability</li> <li>• unity in celebration of sporting events</li> </ul> <p>Alternative wording of the above should be credited.</p> <p>Award mark for aim even if the country is wrong.</p>	<b>2</b>
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Question Number	Answer	Mark
<b>11</b>	<p>1 mark for each valid point</p> <ul style="list-style-type: none"> <li>• culture/festivals</li> <li>• food</li> <li>• clothing/shops/fashion</li> <li>• economic/skills</li> <li>• breadth of experiences</li> <li>• knowledge of the wider world</li> <li>• diversity of beliefs/religions</li> <li>• less racism/discrimination / greater racial harmony</li> <li>• greater community cohesion/tolerance</li> <li>• understanding/appreciation of different languages</li> <li>• mixing with people from other backgrounds</li> <li>• employment factors e.g. low paid work</li> </ul> <p>Any other valid point should be credited.</p> <p>All 3 marks can be credited in one benefit description.</p>	<b>3</b>

Question Number	Answer	Mark
12	<p>1 mark for each method (max 2), 1 mark for each different reason (max 2)</p> <p>Method</p> <ul style="list-style-type: none"> <li>• curriculum with citizenship issues/assemblies</li> <li>• active citizenship work e.g. multicultural events/festivals etc.</li> <li>• language signs around the school</li> <li>• introduce immigrants to staff and pupils who can speak their language</li> <li>• link with a buddy</li> <li>• induction programme/sample lesson</li> <li>• welcome leaflets in both languages</li> <li>• English lessons for the immigrants</li> <li>• Respecting culture e.g. providing different food/prayer rooms/allowing the wearing of religious clothing</li> </ul> <p>Reason for effectiveness</p> <ul style="list-style-type: none"> <li>• makes them feel welcome/valued</li> <li>• make them feel safe/comfortable</li> <li>• gives the correct message to the school and community</li> <li>• reduces tension</li> <li>• allows new comers to concentrate on learning</li> <li>• receive good Ofsted report</li> <li>• develops good citizenship skills</li> <li>• increases the learning and experiences of whole school community</li> </ul> <p>If the method is incorrect then no mark can be awarded for the reason attached to it.</p> <p>Any other valid answer should be credited.</p>	4



**Question 13 – Indicative content**

Acceptable points could include:

- employment – in times of recession job opportunities are very limited
- cost of public services e.g. benefits, schools – at a time of public spending cuts
- housing – lack/cost of housing particularly in inner cities
- overcrowding – UK has a large population/birth rate
- to gain votes / support from the public
- concern about loss of national identity/British heritage
- concern about unrest/racism/conflict/terrorist

Any other valid answer should be credited

<b>Level</b>	<b>Mark</b>	
<b>0</b>	<b>0</b>	The answer does not seriously address the question.
<b>1</b>	<b>1-2</b>	The answer offers just 1 or 2 very simple points without any development.
<b>2</b>	<b>3-4</b>	The answer makes 2 or 3 points but they are fairly superficial with limited explanation.
<b>3</b>	<b>5-6</b>	Well developed points supported by simple but acceptable examples with clear explanation.

### Question 14 – Indicative content

Points for social media being more positive:

- goes to a wide audience
- speed of service
- allows immediate feedback
- allows for 24 hour access
- access can be anywhere
- allows for anyone to make a comment
- can be accessed in a variety of ways (skype/phones/emails/facebook/twitter)
- a way of involving young people

Points against social media being positive:

- not controlled or regulated - rumours often circulate
- can give a biased/bigoted point of view
- can get out of hand e.g. extremist views and comments
- not everyone can access social media e.g. elderly, poor etc.
- can be used to organise violent/criminal acts
- people respond before thinking of the consequences

Any other valid answer should be credited

<b>Level 0</b>	<b>0 marks</b>	No rewardable material
<b>Level 1</b>	<b>1-2 marks</b>	Basic and/or very brief approach – relying on opinion with basic knowledge and little understanding of the issue.
<b>Level 2</b>	<b>3-4 marks</b>	An approach which relies on opinion but with limited relevant evidence and some knowledge and understanding of the issue. <b>Students who give only one point of view (either for or against) are limited to a maximum of 4 marks</b>
<b>Level 3</b>	<b>5-6 marks</b>	An approach covering both points of view and which uses some evidence to develop limited arguments and demonstrates quite good knowledge and understanding in the context of citizenship issues (implicit and/or explicit).
<b>Level 4</b>	<b>7-8 marks</b>	A balanced approach covering both points of view and which uses clear evidence to support arguments and demonstrates good knowledge and understanding in the context of citizenship issues (explicit).

### Question 15 (includes QWC) – Indicative content

Points supporting the view that laws on Discrimination are the only way to create community cohesion:

- 2010 Equality Act covers, equal pay, sex discrimination, race relations, disability discrimination, age, gender (accept reference to the previous acts)
- people feel comforted by knowing there are laws, gives them a base line of standards
- people are unaware of their actions without laws making them aware
- laws protect vulnerable people
- without laws people will be treated unfairly which leads to disquiet
- a country should be seen to support injustice
- no group of people should be treated worse than another (ethical)
- anti-discriminatory laws help to protect workers/civilians

Points opposing the view that laws on Discrimination are the only way to create community cohesion

- many of the poorer areas of the UK already have a high ethnic makeup and different groups live amicably
- difficult to enforce laws - relies on someone speaking out, fear, unaware of rights, language difficulties, weak enforcement
- anti-discrimination laws are said to favour ethnic minorities and make non-ethnics angry
- changing culture/values more important than changing the law
- educating people to change attitudes is more important
- immigrants have brought skills that are lacking in the UK work force therefore enabling UK industry to develop new businesses and compete world wide
- media can show positive aspects of multi-culturalism especially good examples of communities that work well.

Any other valid answer should be credited

<b>Lev 0</b>	<b>0 marks</b>	No rewardable material
<b>Lev 1</b>	<b>1-3 marks</b>	Opinion with little or no reasoning, showing simple knowledge and little understanding of issues and/or events. <i>There are some errors in spelling, punctuation and grammar but the basic meaning is clear.</i>
<b>Leve l 2</b>	<b>4-6 marks</b>	Opinion with limited reasoning, supported by limited relevant evidence and/or examples showing basic knowledge and understanding of issues and/or events. <b>Students who include ONLY points for, or ONLY points against are restricted to a maximum of 6 marks.</b> <i>Spelling, punctuation and grammar are reasonably accurate and meaning is clear.</i>
<b>Leve l 3</b>	<b>7-9 marks</b>	Points FOR and AGAINST are included in a simple but reasonably effective discussion which shows some knowledge and understanding of some issues and/or events. <i>Spelling, punctuation and grammar are mostly accurate and appropriate language is used to convey meaning.</i>

<b>Level 14</b>	<b>10-12 marks</b>	Points FOR and AGAINST are included in a mainly balanced and reasoned discussion which shows quite good knowledge and understanding of issues and/or events, based on evidence/argument and leading towards a conclusion. <i>Spelling, punctuation and grammar are accurate &amp; appropriate language is used together with some use of specialist terms</i>
<b>Level 15</b>	<b>13-15 marks</b>	Points FOR and AGAINST included in a balanced, reasoned and coherent discussion which shows good knowledge and understanding of issues and/or events, supported by strong evidence and arguments leading to a reasoned conclusion. <i>Fluent and consistently strong use of vocabulary and accurate spelling, punctuation and grammar with use of specialist terms.</i>

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