

Examiners' Report
June 2014

GCSE Citizenship Studies 5CS01 01

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Introduction

Compared with previous series, there was evidence that candidates have an improved understanding of the assessment criteria. In Section B, a greater proportion of essays were seen that followed procedures by providing an argument, counter-argument and conclusion. In Section A, when the answer hinged upon the presentation of Source evidence, the majority of candidates provided an appropriate evidence-based response.

In this paper, it was pleasing to see candidates engaging with confidence with a wide range of topics that included the Millennium Development Goals, newspaper reporting bias and renewable energy sources (and their governance). In all cases, many excellent answers were seen.

In particular this year, two trends emerged from the marking that highlighted why middle-ability candidates are not always as successful as they might be. Some candidates are not aware of the restrictions placed in the question, such as the context for citizenship. For example, in 1 (h), the context for action was a school; in 2 (e) the required focus was businesses; in 3 (d) the focus was actions by government. In such instances, less successful candidates typically provided a generic answer that correctly relates to 'problems' or 'actions' but which equally would serve as the answer for a much less specific question.

When asked to provide two reasons that explain a citizenship phenomenon, such as growing populations in question 1 (f), government motivation in 3 (b), or failure to meet renewable targets in 3 (c), less successful candidates sometimes provided two variants on the same general theme when they could be thinking far more widely.

As in past reports, it remains important to remind Citizenship candidates that the essay is not designed to assess them on the depth of knowledge gained in other subjects, such as science or geography. Rather, it is their ability to acknowledge varied perspectives - before reaching a considered conclusion - that is the key to unlocking the higher levels.

Question 1(b)

Most candidates provided a reasoned response here. Given that the Source made it clear that it is illegal to fail to complete the Census, examiners expected to see a reason with greater substance than 'they can't be bothered'. Indeed, the majority of candidates suggested that the person in question might be an 'illegal immigrant'. A good number thought that a principled stand could be taken against the invasion of privacy.

Question 1(c)

The vast majority correctly deduced that the answer is 2021.

Question 1(e)

A surprising number of candidates seemed unfamiliar with the key concept of 'multiple identity' leading a sizeable number to hazard a guess that it has something to do with 'fake IDs' or people creating second identities to protect themselves from persecution. Others were able to give an example of multiple identity but could not adequately explain what they were describing (for instance, by explicitly pointing out that two different ethnic identities have been combined). 'Asian British' was the popular example chosen.

(e) Using an example, explain what is meant by **multiple identity**.

Example

(1)

A person who might have an Italian father and a Bengali mother.

Explanation

(1)

Their identity is a mixture of their father and mother, since their parents/recent ancestors might come from different backgrounds - Dual heritage.



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Examiner Comments

This response scored 2 marks. The candidate has given thought to what the two commands 'example' and 'explain' mean and has expressed the response carefully.

Question 1 (f)

The Source referred to high birth rates and so it was expected that high-performing candidates would select two different reasons for population growth, namely births and migration. A large number did not think as deeply and instead gave two reasons why migrants might come to the UK ('for jobs' and 'for education' for example). Only one mark was awarded in such cases.

(f) Using Source A and your own knowledge, give **two** reasons why some ethnic groups in the UK have grown in size between 2001 and 2011.

(2)

- 1 There has been a increase in Black or Black Brits, between 2001 - 2011, as there could be mass immigrations to the UK for employment.
- 2 When a family moves to the UK they settle down into a new life and have children increasing the ethnic groups; for example Asian families have grown in size by 3% between 2001 - 2011.



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Examiner Comments

This response scored two marks. It is a good answer with two different reasons provided (migration and births).

(f) Using Source A and your own knowledge, give **two** reasons why some ethnic groups in the UK have grown in size between 2001 and 2011.

(2)

- 1 Some ethnic groups may increase, ~~as~~ if there is a war in their home country, they would have to come to Britain for safety.
- 2 So people would come into the UK for Education.



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Examiner Comments

This is typical of many candidates who were unable to come up with two different reasons (both answers relate to the same reason, migration).

Question 1(g)

This was the most challenging question in Section A. It was worded in a way to focus candidates' attention on how community cohesion might be achieved more readily if some ethnic groups increased in population size relative to the majority. A few excellent answers were seen. Candidates suggested that a larger ethnic minority group is likely to become represented in positions of power, authority or the media, thereby 'normalising' their presence as part of mainstream society. Such answers showed high cognitive ability and a deep understanding of community cohesion. However, the challenge was too great for many. Most candidates wrote about a general increase in social diversity (implying a larger number of different ethnic groups, rather than any one ethnic group increasing its population size). However, their comments about cohesion were still applicable to the question and were often credited for one mark.

(g) The number of people in some ethnic groups in the UK has grown since 2001.
Suggest how this might help community cohesion.

(2)

Having more people from different ethnic groups might help community cohesion as it means many different people will be mixing and integrating in schools, on the street, in work ... If you have a small group of different ethnic groups then they may be left out from the rest of the UK, but if there are lots of them it is more likely they will integrate with the community and this will help community cohesion.



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Examiner Comments

This response scored 2 marks. It is a good answer that shows a clear understanding of what the question is driving at. Larger groups can lead to more social roles being filled.

Question 1(h)

This was generally answered well, with the majority of candidates being able to give at least one example. Many chose Citizenship lessons as one way of promoting diversity which was perfectly creditable. The suffix 'in your school or local community' was important, as answers were expected to be appropriate to the context given. Less able candidates sometimes misunderstood the question, or provided a response that seemed inappropriate 'hold a sporting activity' (it is unclear exactly how this would promote diversity).

(h) Briefly describe **two** ways in which diversity might be promoted in your school or local community.

(2)

- 1 mixed race classes and pair for lessons, and more lessons about treating people equally in citizenship. so schools enforce equality, totally.
- 2 diversity could be promoted in my school ~~by~~ and local community, ^{with} posters and campaigns showing the advantages of diversity.

(Total for Question 1 = 12 marks)



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Examiner Comments

This response scored 2 marks. A description has been asked for and has been provided. Candidates who merely identified two communication media ('poster' and 'leaflet') did not score full marks.

Question 2(a)

Few candidates were unable to complete the task.

Question 2(c)

Some candidates relied on over-general assertions, such as 'raise awareness', without making any reference to the suggested context of newspaper reporting. Stronger answers made use of the context, for instance by suggesting that a newspaper could take a local citizenship issue and elevate it into a national issue, thereby gathering far more support. Or else, the wider consequences of media coverage were acknowledged (such as negative publicity for the local council and politicians potentially resulting in a policy U-turn).

(c) Suggest how newspaper reports, like Source B, might help Caroline's campaign.

(2)

People will become aware of Caroline's campaign and will come forward to help - those in her local community who may not know. Those across the world may be able to aid Caroline in other ways eg petition, votes. She is able to get everyone's support quickly.



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Examiner Comments

This response scored two marks. The developed answer deserved two marks as it clearly showed how the newspaper might contribute to the success of the citizenship campaign.

Question 2(d)

This was a straightforward question that most candidates were able to answer correctly.

Question 2(e)

Some intelligent answers were seen which focused explicitly on the capabilities that businesses might have to help as opposed to other factors such as residents. Thus, businesses can advertise directly onto a high street, can canvass their customers, or might provide financial support for the campaign. Less successful candidates tended to make no distinction between the actions of businesses and ordinary citizens, and offered simple one-word answers such as 'marches' and 'protests'.

Question 2(f)

Less successful candidates only read half the question, seeing the word 'problem' but apparently not the words 'getting worse'. They therefore identified the current number of NEETs, rather than the increase in numbers.

Question 2(i)

Many candidates only gained one mark in this question because few developed the initial idea of the newspaper report being negative or the use of shock tactics. They were less able to explain how the style might consequently influence people's opinions or provoke a response from citizens (such as their voting behaviour).

- (i) Newspaper reporting can affect public opinion in different ways.
Explain **one** way in which the style of reporting shown in Source C might influence public opinion about this issue.

(2)

This will bring the issue to the public. The style of reporting will make the public realise it is a serious issue and needs to be sorted out. It ~~will~~ outlines statistics of NEETS which are shown in a negative way. This will show the public it is not to be taken lightly and ~~must~~ there must be a change.

(Total for Question 2 = 14 marks)



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Examiner Comments

This response scored 2 marks. When 2 marks are available, candidates should remember to fully address the question and not just one aspect of it. Here we see a comment about the style of writing, and also a comment made about the impact this might have on the public. Less successful candidates were likely to comment on the style but not its influence.

Question 3(a)

Few candidates struggled with this question, although some suggested that the wind turbines themselves might be the focal feature for a tourist hotspot, which is most unlikely.

Question 3(b)

The Source provided at least one possible answer (the need to meet targets) while candidates were expected to provide an additional reason, perhaps linked with climate change mitigation. Less successful answers either made the same point twice (usually with reference to targets) or were too nebulous, given that specific knowledge of sustainability and climate change is expected of candidates (thus 'it is eco-friendly' did not deserve credit).

(b) Using Source D and your own knowledge, give **two** reasons why the UK government wants more energy to come from renewable sources.

(2)

1. The UK government wants renewable sources because fuel oil and coal is running out.

2. The UK government want sources that could never run out and can still be renewed.



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Examiner Comments

This response scored 1 mark. Less successful candidates sometimes offer the same reason twice by 'mirroring' what they have already said.

(b) Using Source D and your own knowledge, give **two** reasons why the UK government wants more energy to come from renewable sources.

(2)

1. Because the government want to meet the countrys renewable energy targets.

2. Because the UK government wants to take 15% of its energy from renewable sources.



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Examiner Comments

This response scored 1 mark. Some candidates provided the same reason twice, albeit using different wording or data.

(b) Using Source D and your own knowledge, give **two** reasons why the UK government wants more energy to come from renewable sources.

(2)

1. To meet the renewable energy targets

2. To put less strain on the Earth's resources.



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Examiner Comments

This response scored 1 mark. Some candidates did not make their reasons substantial enough for a GCSE examination. It is unclear what 'strain on the Earth's resources' means.

Question 3(c)

Once again, full marks were reserved for those who provided two different reasons. Thus, candidates who suggested protests might be linked to (i) loss of tourism and (ii) harm to the environment were not deemed worthy of 2 marks. However, candidates who identified protests and the possible high costs of renewables were awarded full marks.

Question 3(d)

Many candidates ignored the fact that the question required them to refer to actions taken by the government, instead of talking about general actions taken by all people, such as 'turn off the lights' or 'recycle'. Better responses used phrases like 'encourage people to recycle' which was at least suggestive of the hand of government.

(d) Other than supporting renewable energy, identify **two** actions that local and/or national government can take to help tackle climate change.

(2)

1 use energy saving lightbulbs

2 stop using electronics such as hair dryers so frequently



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Examiner Comments

This response scored 1 mark. Candidates should make their ideas fit the question precisely. While these actions are valid for citizens, they are not clearly actions taken by government (unless it is Ministers who are giving up hairdryer use).

(d) Other than supporting renewable energy, identify **two** actions that local and/or national government can take to help tackle climate change.

(2)

- 1 local councils can provide communities with recycling bins and put recycling schemes into place to encourage recycling which will reduce the need to destroy the environment ^{by} finding raw materials.
- 2 local councils could also encourage 'walk to school' schemes including 'walking buses' to lower the dependence on cars, reducing the emissions they produce.



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Examiner Comments

This response scored 2 marks. It is a good answer which gives some idea of the kind of performance that A grade candidates might deliver on this paper.

Question 3(f)

Some excellent answers were seen here that embraced a spectrum of meanings of development, thereby showing good conceptual understanding of what 'develop' truly means for a country and a people. Some thoughtful answers identified national economic growth (more people with skills), greater gender equality (an important part of social development) and less reliance on illegal or unsafe income (e.g. prostitution). Candidates scoring just 1 or 2 marks were typically narrower in their range of ideas, offering slight variants on the same theme, such as 'educating girls can help a country develop by having more people working in health' and 'having more people working in education'.

(f) Using Source E and your own knowledge, give **three** ways in which educating girls can help a country and its people to develop.

(3)

1 Educating women means less women will be forced into illegal employment & should therefore reduce crime.

2 Educating women means a higher proportion of the country will be educated to make more new ideas and ways to develop.

3 Educated women would mean increased equality for women. This will lead to laws against discrimination being made and should help to produce a successful, democratic society.

(Total for Question 3 = 12 marks)



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Examiner Comments

This response scored 3 marks. It is an excellent example that takes a range of developmental approaches, showing good conceptual understanding of what 'develop' means for citizens and states.

Question 4

Very few candidates attempting question 4 could support their views with evidence, in contrast to the often excellent evidenced answers seen for questions 5 and 6. Of all the essay questions, this was the one where candidates spent a lot of time repeating the question or making assertions about what should or should not be done to terrorists, with the worst answers descending into little more than an opinionated rant. A few candidates made clearer arguments that focused on the protection of named rights and specified those which should, in their view, always be protected. At the very least, it was hoped that candidates would make some distinction between convicted terrorists and 'terror suspects,' (perhaps by mentioning 'right to fair trial' or 'innocent until proven guilty').

~~Some people~~ Some people would agree with this as terrorism can effect a huge number of people in that country. Terrorism brings the threat of death to citizens and destroying buildings. ~~This~~ Terrorism can cause huge amounts of problems, governments are becoming corrupt, the damages caused have to be paid for and so money needed for other things from the government are being spent on other things, and also it brings a lot of fear on to people as if ~~if~~ their country has had terrorist attacks before they don't know when it could happen again! So terrorism is a big thing that needs to be protected as it can cause countries, governments and the citizens ~~to~~ fear and problems.

However some people would disagree with this statement and agree that protecting human rights for terrorist suspects are more important as they are put in prison and don't have the right to be freed, some of them don't have the right to speak, in fact ~~that~~ they don't have any rights at all as they are being held as a terrorist suspect and so everything is taken away from them. This could be seen important as well if they weren't actually guilty of being a terrorist, ~~so~~ they would of had everything taken away from them ~~for~~ for nothing.

In my ~~own~~ opinion we should be stopping terrorists more than protecting the rights because terrorism is such a big problem. I mean when ~~they~~ ~~the~~ buildings are destroyed and people killed or taken as hostages they have their rights taken away from them. I mean I agree that all people should have their rights but when there are terrorist attacks it's a much bigger thing and it's the most important thing,

They should stop it so people haven't got to live in fear of ~~being~~ their country having a terrorist attack. Stopping terrorist attacks would stop ~~conflict~~ conflict in countries as countries aren't being attacked. So I think that it is more important to stop terrorist attacks than it is protecting the rights of terrorist & suspects.



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Examiner Comments

This response scored 7 marks. It is typical of a candidate who may just access Level 3 by being able to shape a debate yet who provides rather limited evidence or knowledge of citizenship issues.

Question 5

Some candidates answered this essay very well, giving lots of examples and evidence that was pertinent to the discussion. Candidates who selected this question often seemed to have some good working knowledge of 'first past the post' and the concept of a referendum. Less successful candidates sadly saw this question as a platform for them to rant about 'them and us'.

I do agree that British democracy does not work because the government has all the power, democracy is the idea that ^{the} public must get a say in the country.

First of ~~a~~ all, people do not get a say in every decision made by parliament. The only thing we do vote for is who gets elected for Prime Minister / the government. Therefore, British people's opinions are not really being heard.

In addition, not every vote counts as in the UK the electoral system is 'First past the post' this means that ~~to~~ each constituency gets one vote and whichever party gets the most votes wins the election. If the country was to go by ~~the~~ proportional representation, every vote would count as the number of seats a party gets would depend on the number of individual votes they receive which is a lot more democratic.

On the other hand, some people may argue against my viewpoint as although every vote may not count, many countries do not even have a voting system and their people live under dictatorship, therefore ~~we are~~ Britain is a lot more democratic compared to them.

In addition, opposition parties even if they are small do get some say in Parliament as they do get to vote as to whether or not a law should be passed, speak their opinion and ~~also~~ also give suggestions. The Queen also has to agree to any law before it is passed.

Moreover, even if we do not get a direct influence within Parliament, British citizens still have freedom of speech, movement and opinion which they can use to create pressure groups and set up campaigns to persuade others to join them and influence laws from being passed or not for example, many people staged marches for same sex marriage.

to be legalised within the UK which eventually did come into effect, proving that the British public really do have a say and that Britain is democratic.

Also, ~~British~~ the government cannot make a law that ~~has~~^{has} no support from the British public. They must have evidence that ~~many~~^{many} of the majority if not many of the British public support and want this change to occur.

Overall, although Britain is a ^{fairly} democratic country. There are still many ways in which ~~it can~~^{it can} become more democratic for example, by using Proportional representation instead of ~~the~~ 'first past the post' as its electoral system and giving the public more of ~~a~~^a say as to what happens in the UK.



ResultsPlus Examiner Comments

This response scored 10 marks. Compared with the previous example (Question 4) we can see that this candidate has chosen a topic that they have some specialist knowledge of. Combined with good essay technique, this is heading for the highest Level.

Question 6

Overall, performance was strongest on this essay. It was also the most popular by some margin. Answers tended to be more evidence based and often very topical, referring to recent disasters such as the Rana Plaza factory collapse in Bangladesh. Other popular case studies included Nike's exploitation of workers in Indonesia and Apple workers in China. A small handful of answers queried whether the world is now more complex than a simple binary division between MEDCs and LEDCs and highlighted the ambiguous role that powerful economies like India and China have in their own dealings with Sub-Saharan Africa.

An LEDC is a less economically developed country that continues to develop in comparison to MEDCs which are already developed in terms of health, education and so on. In my opinion, I feel that MEDCs do exploit LEDCs but also support them.

Firstly, MEDCs do exploit LEDCs as they take advantage of their lack of development. For example, Primark obtain a factory in Bangladesh and they provide workers with minimal money and extremely poor work conditions. This takes place as Bangladesh do not have any strict regulations towards minimum wage and health and safety - in order to attract MEDCs who require intensive labour. Because of this, transnational companies such as Primark are able to make a higher profit margin with lower costs.

Moreover, TNCs are seen as exploiting LEDCs as they will use resources in foreign countries such as Bangladesh and China, but most of the profit will be transferred to the country where the TNC is based, typically an MEDC (e.g. Primark is based in ~~England~~ ^{the UK}). The reason for this is because the MEDCs have the high-managerial employees who legally require a minimum wage, safe environment and so on due to the strong regulations and legal rights found in MEDCs.

However, MEDCs are also seen to be helping LEDCs. For example, the United Nations - including numerous ~~MEDCs~~ MEDCs such as the UK and the USA help LEDCs through funding. For example, following the earthquake in Port-au-Prince, Haiti (killing 316,000 people), the UN were able to fund millions of pounds to provide emergency relief (e.g. medical equipment, tents etc.) to Haiti.

As well as this, some MEDCs out-source jobs to developing countries such as India (e.g. BT outsourcing call centres to Bangalore). By doing so, this provides these people with employment, and so more money towards the country's GDP. Moreover, ~~the~~ MEDCs also boost local economies by investing money towards employment and the infrastructure of the area, tailored to the MEDC. Also, companies such as BT sponsor and fund university fees to secure employment from ~~these~~ these graduates later on.

Additionally, the relationship between MEDCs and LEDCs has changed due to the increase in restrictions towards free trade, encouraged by ~~coups~~ the IMF.

To conclude, I feel that both LEDCs and MEDCs benefit from relationships with each other, with MEDCs having more of an advantage.



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Examiner Comments

This response scored the maximum 12 marks. As you can see in this extract, there is a strong argument combined with proper evidence.

Paper Summary

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

- Read the question thoroughly before attempting to answer it
- Highlight the key words in the question so you can write a relevant response
- Write a brief essay plan to help you structure a relevant response
- Remember to pay close attention to the context specified in the question
- Use past papers and mark schemes to help you prepare for the examination.

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