



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 middleability 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 or Bengali mother.	n Italian father and a
Explanation	(1)
Their identity is a mixture of	their pather and mother, since
their parents / recent ancestors	N N N N N N N N N N N N N N N N N N N
backgrounds - Dual heritag	0 1
Results Plus Examiner Comments	
This response scored 2 marks. The candidate h thought to what the two commands 'example' a 'explain' mean and has expressed the response	ind

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)nereale Black oen a 2001 2011 ug 2 ~ di C MYLES æ 0 tox 19 MAN gree 2011. O.A. **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.

to come up with two different reasons (both answers

relate to the same reason, migration).

1 some ethnic groups may increase, as if there is a war in their home country, they would have to Britian for safety. come to 2 So people would come into the UK for Education. **Examiner Comments** This is typical of many candidates who were unable

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)Howing more people from different ethnic groups might (Their on a it means many different people will be mixing integrating in schools, on the street, in work -grays the than May . Lest if they there are lot of them it is mo will integrate with the community and this will help commity



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.

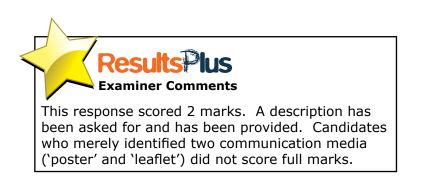
Question 1(h)

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 dastes and pairs 10 tessons.	and
more tessons about realing people equally	
CIPZENShip. JO SCHOOL ENFErce equality, totally	
2 diversin coura be premoted in muschood by	, and
local commune, the posters and campa	(qhs
showing the advantages of alvering.	14 M M M P P P P P P P P P P P P P P P P

(Total for Question 1 = 12 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 becaue more of (active's carpaign and mill
	e is her local camming
who may not know. Those a	cross the north may be able
to aid cardine in other way	is eg petition, votes. She is
able to get everyones support	t quickly.
Results Plus 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 oneword 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.

This will bring the issue to the public. The shyle of reparing
and make the public realize it is a senous is sur and needs
to somed ont. It will autimes statishes at NEPTS which are
Shown in a negative way. This will show the public it is
not be taken lightly and powle there must be a
charge.

(Total for Question 2 = 14 marks)

(2)

Results Pus 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 one the public. Less successful candidates were likely to comment on the style but not its influence.

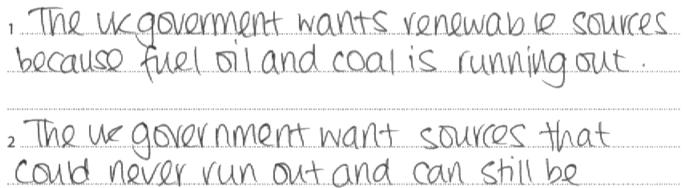
Question 3(a)

Few candidates struggled with this guestion, 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 addition 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)

renewed



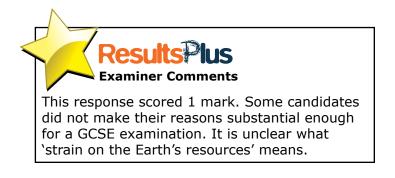
This response scored 1 mark. Less successful candidates sometimes offer the same reason twice by 'mirroring' what they have already said. (b) Using Source D and your own knowledge, give two reasons why the UK government wants more energy to come from renewable sources.

1 Because the government want to meet the countrys renewable energy bargets 2 Because the UK government wants to take 15% of its energy from renewable sources **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 repended

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



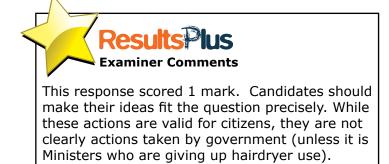
Question 3(c)

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.

1 use energy sammy lightbulls
2 Stop using electronics once as her dryers as
prequently



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

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

1 hocal councils can provide communities with recycling hins and put recycling theres into place orneal reageling which will reduce (The read to destroy the finding ran 2 hocal councils could also uoura puses to los ue - hanna (9n the mon



the kind of performance that A grade candidates might deliver on this paper.

GCSE Citizenship Studies 5CS01 01 13

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 & sacual therefore reduce or 2 Educating women means a highe proparion of the couply will be educated to make more new ideas and ways to develop. 3 Educated women would mean increa. equality for women. This will lead to www against to produce a success fit, democratic society. (Total for Question 3 = 12 marks)

Results Plus 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

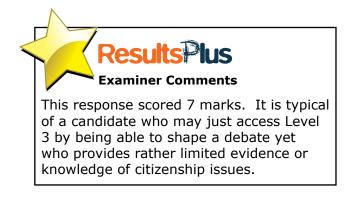
Very few candidates attempting question 4 could support their views with evidence, in contrast to the often excellent evidenced answers seen for questions 5 and 6. Of all the essay questions, this was the one where candidates spent a lot of time repeating the question or making assertions about what 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').

15 same 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 compt,
the damages coused 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 their cour.
try has had terrorist attacks before they
don't know when it could happen again!
so terronism is a big thing that reads
to be protected as it can cause country,
governments and the citizens a fear and
problems.

Haverer some people would disagree with this statement and agree that protecting human rights for terroist 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 infact 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 imporart as well if they Weren't actually guilty of being a terrorist, so they would of had everything taken away from them for nothing.

In my populion we should be stopping terronists more than protecting the rights because terronism is such a big problem. I mean when the the building are destroyed and people cuiled 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 their are terronist attacks it's a much bigger thing and it's the most important thing,

I they should stop it so people naven't got
to live in fear of their country
having a terrorist attack. Stopping terrorist
attacks would stop complete conflict in
countries as countries aren't being attacked.
So I think that it is more important
to stop terrorist attacks than it is profect-
ing the rights of terrorist & Suspects



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'.

o agree that British democracy dues because the government not work power, democracy à the idea that public geb à say asaymore COMM st of a cill, people do not ge every decision made by perlimen hing we do note toris who get ec The government. memmister WR, 0 opinions are not really hora

In addition, not every vote comp on th the VK the electoral system is First part the post this means that & each constituency et one vote and whichever pany ge most votes non. wins the e me 100 420 proportiona 90 by WW presentation, every vote would cus the number of seap a party get on the number of individual votes pregiverieve which is also more elemetratic.

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 inder dictatorship, therefore we are Britain is allot more democratic compared to them.

In addition, opportion parties even if they are mall do get some say meraniment as they do get to vote as to whether or not a law should be parced, speak their opinion and also give suggestions. The Queen cliso has to agree to any law before if is parced.

Moreover, even of we do not get a diver intivence within Broatliment &, British citizens still have freedom of speech. movement and opinion which they cannes to create pressive groups and set up compaigns to penvode other to join them and intuence laws pom being passed or not for example, & many people staged marches for same sex maniage torbe to be legalized within the VE which eventually did come into appeal effort; proving that the British public really do have a say and that Barbarb Britain & is democratic

Also, British the government cannot make a law that weap no support from the British public. They must have enderce boat that Meny up that the majority if not many of the British public support and want this change to accur 4:

Overall, attnovgh Britain is a democratic country. There are still many ways in which is can be come more democratic for example, by vong Proportional representation. Instead of prop 'first peut the post' as is electival system and griving the public more of and a say as to what nappens in the VE.



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 asypanison to MEDOS which are alleday developed in terms of health, education and so on in My opinion, I fed that MEDCS do exploit LEDCS but also SUPPIST HON. Firstly, MEDCS do exploit LEDCS as they take a dvantage of their Lack of development. For example, Primark Obtain a fuctory in Bangladesh and they provide workers with Minimal yoney and extremely poor work Conditions. This takes place as Bangladesh do not have any strict regulations towards Mini MUN wage and health and safety - in order to attract MEDGS who require intensive labour. Beause of this, transnational companies such as Primark are able to make a higher proprit Margin with lower costs.

Moreover, Thics are seen as uploiting LEDB as they will use resources in foreign countries Such as Bangladoch and China, but Most of the profit will be transferred to the country where the Thic is based, by pically an MEDC (e.g. Phinanki's based in England). The reason for this is because the MEDCs have the high-hanagenial enprogrees who legally require a Minimum wage, safe environment and so on due to the strong regulations and legal nights found in MEDCS.

Havever, MEDCS are also seen to be helping LEDCS. For example, the United Notion including rumenous MEDE MEDCS such as the UK and the USA helps LEDOS through funding. For example, following the earthquake in Port-ou-Phince, Haiti (killing 3/6,000 people), the UN were able to fund Millions of pounds to pravide entergency relief (e.g. Medical equipment, tents etc.) to Haiti. As well as this, some MEDCS

aut-scence jobs to developing countries such as India (eogo BTautsauroing Call centres to Bangause). By doing So, this provides these people with enployment, and so more Money tawards the country's GDP. Moreover, thip MEDCS also boost loave consules by investing money tawards enployment and the infrastructure of theareq, twilored to the MEDC. Also, companies such as BT sponsor and fund university fees to secure employment from these to secure employment from

Additionally, the rejationship between MEDS and LEDCS has charged due to the increase in restrictions towards Free track, encouraged by -Compo the INF.

To conclude, I feel that poth LEDCS and MEDCS benefit from relationships with each other, with MEDCS having more of an advantage



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.

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





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