

Examiners' Report  
June 2014

GCSE Citizenship Studies 5CS03 3B

## 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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://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](http://www.pearson.com/uk).

June 2014

Publications Code UG038414

All the material in this publication is copyright  
© Pearson Education Ltd 2014

## **Introduction**

It is pleasing to report that many candidates approached this sitting of the Unit 3 Papers with confidence. They demonstrated an ability to focus in greater depth on the three themes introduced in Unit 1.

Many candidates responded effectively to the challenge of examining a theme from a number of different perspectives: individual, community, national, global, political, social and ethical. They successfully identified and sought to reconcile the different and often conflicting ideas and opinions associated with these perspectives.

Overall, the strongest responses demonstrated sound knowledge and understanding and complemented the source material in the data response and short extended writing questions with relevant and topical 'own knowledge'.

Most candidates made good use of the time available and left sufficient time to respond to the final 15 mark question.

A few candidates misinterpreted some questions and were not able to exploit fully the stimulus source material or the scaffolding points provided for Question 15. These however were in a minority.

This report does not include examples of the multiple choice questions but covers the short answer, extended answer and essay questions.

## Question 8(a)

This question, alongside Question 8(b), asked candidates to consider issues related to community cohesion. Candidates were asked to identify two different characteristics from a town that lacks community cohesion (“do not have a strong ‘local sense of belonging’”), using Source A as stimulus material.

Candidates could legitimately gain 2 marks by adapting Source A, the last two bullet points given in the source identified two ways in which people in the UK do have a ‘strong sense of belonging’. Candidates who copied out these two bullet points and removed the word “little” were then given credit for correctly identifying two different ways in which people do not have the strong ‘local sense of belonging’ required by the question. Such responses would be rewarded.

There was, however, a degree of repetition on this question, where candidates tended to choose one characteristic and then repeat it in two ways, e.g. racism and people being racist offered as two points. Such responses would only be awarded 1 mark as only one characteristic was identified.

8 (a) Source A refers to people having a strong ‘sense of belonging’.

Give **two** characteristics of a town where people **do not** have a strong ‘local sense of belonging’.

(2)

1 When there is racism.

2 When there are negative people and work change there views on a particular race.



**ResultsPlus**  
Examiner Comments

This is an example of a candidate who gives the same point in two different ways, in this case citing racism as a characteristic of a town where people do not have a strong ‘local sense of belonging’. This response was awarded 1 mark.



**ResultsPlus**  
Examiner Tip

Make sure you give two different points when you are asked for two ways/reasons/methods/characteristics.

## Question 8(b)

This question asked candidates to identify two ways in which community cohesion could be improved, so how a local 'sense of belonging' could be developed in a community. A sizeable number of candidates simply reversed their answers to Question 8 (a) in quite general terms, e.g. 'don't be racist' or 'don't discriminate'. Answers such as this were too vague to merit marks, and so would be awarded 0 as the question specifically asks for actions a community can take.

The majority of candidates were able to identify actions such as holding multicultural events, although a significant minority tended to repeat this point as their second action, so limiting their mark to 1. There were also some responses which showed a lack of understanding of community action, where candidates cited ideas such as, 'open a shop that sells food from around the world'. Such responses would not gain a mark, as firstly, this is not a community action, and secondly, this does not promote a local 'sense of belonging'.

(b) Give **two** actions a community can take to develop a local 'sense of belonging'  
(Source A).

(2)

1 Have cultural events celebrated in the area  
Open to all.

2 By having community discussions to improve  
the community.



**ResultsPlus**  
Examiner Comments

This response gives two good examples from the mark scheme and was awarded 2 marks.

## Question 9(a)

Candidates were expected to extract the relevant points from Source D here. However, many candidates interpreted this as a question about what economic migrants do in the UK, rather than why they are allowed to work here. Such responses tended to quote two of the bullet points, and so would gain no credit. Candidates should be reminded to read the question carefully, particularly if parts of the question are emboldened, to ensure that they can extract the relevant information from the source material.

## Question 9(b)

This question saw a great deal of misinterpretation by candidates. Many read this as a question simply about the benefits of EU membership for the UK, rather than a question that excluded benefits related to migration. Consequently, a significant number of candidates quoted the answer to Question 9 (a) as their chosen benefits, the right to work and freedom of movement, which are both related to migration, and so incorrect. There were also a number of responses where candidates simply stated that a benefit was, "getting support from the EU", in order to gain a mark, candidates would need to be more specific about what kind of support the EU can give, such as financial support. However, many candidates were able to correctly identify two benefits, with the most common responses relating to peace or free trade.

## Question 10

The majority of candidates were able to gain 2 marks on this question, showing that they have a strong understanding of issues related to discrimination. Candidates who did not achieve full marks generally misquoted the source or confused sexual discrimination with homophobia, a minority of candidates stated that the second form of discrimination was sexism, which was incorrect.

10 Using Source C, identify **two** types of discrimination which the police officer Kevin Maxwell might have experienced.

(2)

1 racism

2 Sexism



**ResultsPlus**  
Examiner Comments

This response scored 1 mark. It demonstrates a common mistake by candidates. The first point is correct, as per the mark scheme, but the second point incorrectly identifies sexism as the type of discrimination the police officer may have experienced. Candidates needed to be quite specific about the type of discrimination, relating it to his sexuality rather than his gender to be awarded the second mark.

## Question 11

This was a two-part question, where candidates were asked to extract a quote from Source C that demonstrated an opinion. The majority of candidates were able to do so, although a minority misquoted statements about the findings of the tribunal instead.

The second part of the question asked candidates to explain their choice of opinion, again; the majority of candidates were very familiar with how to do so, making references to his views or thoughts. A significant minority, however, simply repeated the wording of the question, stating that this was an opinion because it showed Kevin Maxwell's opinion. Such responses would not be awarded a mark. Candidates, therefore, should be reminded that they need to answer such a question with an alternative phrase to demonstrate their understanding of what an opinion is, rather than simply re-stating the question.

Candidates were able to gain a mark for a correct response to one half of the question, and so candidates that identified an opinion from the source but did not explain it accurately were awarded 1 mark. Conversely, candidates who misquoted the source but were able to explain what an opinion was would also be awarded 1 mark.

**11** Write out **one** sentence or phrase from Source C which shows opinion. Explain why it is opinion.

Sentence or phrase

(1)

"He thought they should address his concerns about discrimination"

Explanation

(1)

It is a opinion because this is his own personal view of what should of happend.



### ResultsPlus Examiner Comments

This is an example of a 2 mark response. An opinion is accurately selected from the source material with a clear definition given in the explanation: "his own personal view".



### ResultsPlus Examiner Tip

Make sure you know and can clearly define what an opinion and a fact are, and how they differ, as these are common examination questions.

## Question 12

This question asked candidates to develop further some of the issues explored in Questions 8 (a) and 8 (b) relating to community cohesion. Candidates were directed to Source E as an example of different groups being involved in community action. However, the focus of the question was on why different groups should be involved.

Less successful candidates tended to either define community cohesion, or cite the example of community involvement from the source. Such responses would not be awarded any marks as they did not address the question.

The best responses were able to link involving more groups to being more representative, or that such schemes/actions would then be more likely to gain acceptance within the community because so many groups had had the opportunity to have a say.

Candidates could gain 2 marks for 2 reasons, or adopt the alternative route of 1 reason with a developed explanation.

**12** Explain why it is important to involve different community groups in actions to achieve community cohesion (Source E).

(2)

It's important so that each member of the community even the minorities would feel a sense of belonging, therefore ~~the~~ everyone will cooperate with each other. This would lessen conflict between ~~the~~ the community individuals increasing community cohesion.



### ResultsPlus Examiner Comments

This response makes the point that involving different community groups will help with cooperation. It then develops this with the explanation that this will lessen conflict, so meriting 2 marks.



### ResultsPlus Examiner Tip

If you cannot think of an explanation for your chosen reason in "explain why" questions an alternative route to 2 marks can be to give two different reasons instead.

## Question 13

There were two elements to this question on the effectiveness of taking action: local citizen campaigns and government schemes. The majority of candidates, however, focused their answer entirely on local citizen campaigns rather comparing them to government schemes. Such responses were prevented from entering level 3, as they only focused on one part of the question. The majority of such candidates, however, were able to identify and develop an explanation related to at least 1 reason why local citizen campaigns are more effective, usually related to knowledge of the local area.



A significant number of candidates, however, were able to compare the effectiveness of both types of action, generally comparing knowledge of the local area to the additional resources available to governments, such as money. Many candidates also made good use of the source material, by using the example of the CitySafe Haven campaign to demonstrate why a local citizen campaign can be more effective.

Responses at the top level looked at both elements with strong, supported reasoning whereas responses at the bottom level tended to be weak, generalised, and undeveloped, for example simply stating that local citizen campaigns are more effective because they are local.

13 Using Source E and your own knowledge, explain why local citizen campaigns to bring about community change can be more effective than government schemes.

(6)

Often, community run campaigns are much more effective than government run campaigns because everybody tends to co-operate much more readily. For example, they had the involvement of 50 businesses and a number of religious organisations involved with the CitySafe campaign. This is a good demonstration of community cohesion.

Also, community campaigns will have more extensive resources to dedicate to the project. In this case, a school was involved and mostly ran the campaign themselves. These students were happy to volunteer because they had a vested interest in it and would feel the benefits greatly.



**ResultsPlus**  
Examiner Comments

This response was awarded 4 marks. It is an example of a response where the candidate has focused on one part of the question, in this case the effectiveness of local citizen campaigns, and so limited their mark to the top of level 2.



**ResultsPlus**  
Examiner Tip

When the question states, "Using Source E and your own knowledge", you can use the source material to give evidence to support your points, as this candidate has done here.

## Question 14

This question required candidates to attempt a discussion about the ethical decisions a government faces as a member of an international organisation, so considering the arguments for and against taking more action to help refugees. A significant number of candidates were able to relate this back to the stimulus material provided in Source B as part of a wider discussion about the UK and refugees. However, weaker responses merely quoted from this source with no developed argument, so limiting their mark to level 2.

The strongest responses tended to discuss the issue of duty as the UK has signed the UN charter and so is obligated to help refugees, and the human rights debate, then balanced this with a counter-argument on the potential negative impact on the UK if more refugees were allowed into the country, focussing mainly on jobs and the economy. They also mentioned that there are several other countries that could help.

Candidates do need to be reminded that the 8 mark questions will require an attempt at balance, so points from both sides of the argument are required to reach level 3 and above. While it is appreciated that candidates may have strong personal views on issues that generate debate like this, candidates need to take into account the fact that without an attempt at balance they cannot go beyond level 2, maximum 4 marks.

Evidence is also required for candidates to progress to level 4. In this case, an example of how the UK government deals with refugees or how other countries react would help progress an answer to the top level.

14 'As a member of the United Nations (Source B), the United Kingdom should be doing more to help refugees.'

Do you agree with this view?

Give reasons for your opinion, showing that you have considered **an alternative point of view**.

(8)

As a member of the UN the UK signed a charter saying that we would provide support for refugees - therefore we should not break our promises and we should provide support.

On the one hand the UK has recently been going through economical difficulties which has meant we have had to make various spending cuts to make sure we do not get into debt. One such cut is the cut to many public libraries which ~~have~~ the

has caused many to be closed down and be seen as a drain on resources. This shows that ~~we~~ although we are an MEDC with more money than places like Syria, ~~which need~~ or we may not have enough money to set aside to help other countries without jeopardising our own financial stability.

However since we signed these charters saying we would help, we should probably do so. Countries like Syria have over one million people who have had to flee to neighbouring countries such as Jordan, because of political ~~that~~ problems. A high proportion of that number is children, who are innocent and deserve a good start to life. If we do not help these refugees many of these kids will end up working on the streets before the age of 8, selling roses to oncoming traffic at great risk of their lives. Therefore surely we have the responsibility to at least send aid to Syria and other countries who need it to support the refugees who will otherwise struggle to even find food and water.

In conclusion as a member of the United Nations, and a country who signed charters saying we would provide support for these refugees, we should

be doing more to help these refugees improve  
their situation, whether or not  
they themselves are in financial difficulty or not

(Total for Question 14 = 8 marks)



### ResultsPlus Examiner Comments

This is a well-structured and balanced response with good evidence from both points of view, meriting a level 4 mark of 8 marks.



### ResultsPlus Examiner Tip

Remember to use key words/phrases like "however" or "on the other hand" to show the examiner that you are considering an alternative point of view as directed by the question.

## Question 15

It is pleasing to see that the majority of candidates are now able to reach this section of the examination and attempt to answer this question in some detail. This question asked candidates to weigh up how accurate reporting is on multiculturalism in the UK. Most candidates based their argument around how accurate media reporting is, often without any explicit references to issues related to multiculturalism. They would then have found their mark limited to level 3 because of the lack of knowledge and understanding of the issues presented in the question.

The majority of candidates were able to offer an argument based around a lack of impartiality in the media, with most attempting to balance their answers. However, many candidates tended to make very superficial statements rather than developing points or offering evidence to back up their statements, for example that all newspapers are biased and never give an accurate report on multiculturalism. Such responses would be limited to level 2. Responses that were largely opinion or did not offer any balance were also limited to level 2.

Candidates who reached level 3 usually demonstrated a good understanding of the different types of media, and stories that have been published/televised in different ways. Specific examples of the impartiality or lack of impartiality shown by certain newspapers or online media would progress such responses into level 4.

A number of candidates were able to access stimulus from the sources, and use the material provided to help structure an argument on how accurate reporting on multicultural issues is. For example, some strong candidates contrasted the report in Source A to the murders of Stephen Lawrence or Lee Rigby. This is a valid use of the source material provided, and would have given some candidates the evidence required to enter level 4, if accompanied by a balanced and reasoned discussion.

Candidates should be reminded of the need to give a balanced discussion to progress beyond level 2. They should also be reminded of the need to include a conclusion to reach level 5. However, centres are asked to note that a conclusion does not automatically mean a level 5 award. Candidates need to meet the requirements of the rest of the level 5 descriptors, a reasoned, coherent, balanced discussion and strong evidence, in order to merit a level 5 award.

\*15 'Media reports on multicultural issues in the United Kingdom never give a true picture of what is actually happening.'

Do you agree with this view?

Give reasons for your opinion, showing that you have considered **another point of view**.

(15)

You could consider the following points in your answer and other information of your own:

- Do all media sources have the same view on multicultural issues?
- What effect does the reporting of multicultural issues have on society?
- Are some media sources more trusted than others?
- Is new technology allowing people to see other points of view?

United Kingdom is very well known for their multiculturalism, although we have had our ups and downs. But that has not stopped us from being diverse and successful.

We are successful at multiculturalism by our festivals, food, music and clothing. This is because we bring different religions and cultures together, revealing the cohesion community stick together. Leicester is the <sup>most</sup> well known city for the success of multiculturalism. This is because a Hindu festival called 'Diwali' is celebrated very grandly and successfully. People who are Christians, ~~muslims~~ <sup>muslims</sup>, Jews, Catholics and much more, come to experience the

Hindu festival. Not only they just stand and watch, but they are able to take part in the activity and feel part of the community. This clearly highlights the sense of recognition and belonging in the ~~the~~ society.

In Nottingham, there is too a grand festival called the 'Notting Hill Carnival,' where the black people celebrate it. However, in today's society, you will now see not only black people but actually you will see white and asian people there. This is clearly because they want to join in the festival but also understand their religion and why they celebrate the festival.

In addition, all over the UK there is a wide range of restaurants, which are indian, chinese, jamaican, english etc cuisines. By this you are able to experience different food within the society and you won't need to leave the country just for <sup>the</sup> experience. You can experience the world within your society.

Moreover, music makes the UK successful of multiculturalism. This is because you can now hear Bollywood rhythm of music in the R&B music. Asian people have the Indian drums (dhol) to play some beats with the music. You can play them in religious festivals, weddings and you can even learn to play in schools. This immediately shows that people are able to reveal their talent throughout the country and they will not get discriminated for it. By this, it brings family and friends closer together and get that sense of belonging which other countries like the LEADS do not get.

In conclusion, Britain is mainly revealed as the success of multiculturalism because every individual are able to feel part of the community as they do not at all feel left out and discriminated from each other. They are able to get along with one another and not feel isolated and different from one another.



### ResultsPlus Examiner Comments

This is an example of a 5 mark response where the candidate clearly knows a lot about multiculturalism issues in the UK but has failed to apply them to a question that links reporting in the media to multiculturalism. This limited the candidate's mark to level 2, as they are largely offering their opinions about multiculturalism rather than discussing the issue proposed in the question.

This candidate may have benefited from following the scaffolding instead of simply re-stating what they could remember about multiculturalism.



### ResultsPlus Examiner Tip

If you are really stuck on a question, try answering the scaffolding points instead of writing down everything you know about a topic. The scaffolding points are designed to help you structure an answer to the premise given in the question, so may help you progress to level 3 and above if answered well.

## Paper Summary

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

- Spend time to ensure each question is given sufficient consideration to ensure a relevant interpretation is made
- Be careful to give two distinct answers where the question specifies the need for two or more points
- Pay close attention to emboldened words as they will give clues on the direction your response should take
- Where appropriate, be more concise, e.g. where the question says "give a reason", a relevant sentence will be rewarded equally with a longer and more time consuming paragraph
- In narrative type questions/answers attempt to summarise the discussion and give a simple conclusion
- Recognise that source material for some questions will be contextual rather than information providing
- Make full use of scaffolding points where appropriate. It is not essential that you use these but experience suggests that they can be very useful in supplying a structure for organising material and can often be a stimulus for developing ideas and arguments.



## **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