

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCSE in Citizenship  
Studies Unit 3 (5CS03)

Paper 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
1	C Freedom of movement	(1)

Question Number	Answer	Mark
2	C the illegal movement of people for forced labour	(1)

Question Number	Answer	Mark
3	A Less than one third of hate crimes go to court	(1)

Question Number	Answer	Mark
4	D tries to help or raise money for those in need	(1)

Question Number	Answer	Mark
5	D a group of countries most of which were part of the British Empire	(1)

Question Number	Answer	Mark
6	B increase goodwill	(1)

Question Number	Answer	Mark
7	B White population	(1)

Question Number	Answer	Mark
8	<p>Accept any 2 responses for a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• Banned its citizens from travelling abroad to look for work</li> <li>• Barred employment agencies from arranging travel abroad</li> <li>• Setting up a national council</li> <li>• Setting up a task force</li> </ul>	(2)

Question Number	Answer	Mark
9	<p>Accept any of the following for 1 mark, up to 3 marks available.</p> <ul style="list-style-type: none"> <li>• Petition/e-petition</li> <li>• Join a pressure group</li> <li>• Demonstration/protest/march</li> <li>• Lobbying</li> <li>• Write/email/phone your MP/the minister in charge/the prime minister</li> <li>• Use social media</li> </ul> <p><b>Credit other valid responses.</b></p>	(3)

Question Number	Answer	Mark
10(a)	<p>Accept any 2 responses for a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• Religious</li> <li>• Sexual orientation</li> <li>• Gender</li> <li>• Transsexual/transgender</li> </ul> <p><b>Accept any other valid point.</b></p>	(2)

Question Number	Answer	Mark
10(b)	<p>Accept any 3 points, for a maximum of 3 marks.</p> <ul style="list-style-type: none"> <li>• A belief that the case will not reach court so nothing will be done</li> <li>• Fear of reprisal</li> <li>• Embarrassment/shame</li> <li>• A belief that punishments are not harsh enough</li> <li>• A belief that offenders will not be caught</li> <li>• Lack of trust in the police (Source B)</li> </ul> <p>Accept any other valid point.</p>	(3)

Question Number	Answer	Mark
11	<p>Accept any 2 from the following for a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• United Nations</li> <li>• European Union</li> <li>• NATO</li> <li>• G7 (or other number as the "Group of..." changes regularly)</li> <li>• WTO</li> <li>• IMF</li> </ul>	(2)

Question Number	Answer	Mark
12	<p>Accept any 2 from the following for a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• Some groups may suffer from racism/prejudice/discrimination/lack of tolerance/feel unwelcome</li> <li>• Some may believe that new people (migrants) will threaten the job market</li> <li>• Community cohesion may lessen/weaken</li> <li>• Increase in conflict between ethnic groups</li> <li>• Local services will face additional pressure, e.g. schools will have to provide for multiple languages</li> </ul> <p><b>Do not accept 'fights' as this is too vague.</b></p> <p>Accept any other valid point.</p>	(2)

**Question 13– Indicative content**

Acceptable points could include:

- Have TAFL (Teach A Friend a Language) classes/clubs
- Hold assemblies on multiculturalism
- Run extra-curricular clubs open to all students
- Have faith rooms for different religions
- Organise projects that raise awareness of different cultures in lessons or in extra-curricular clubs

**Accept other valid reasons.**

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

**Question 14 – Indicative content**

Arguments for individuals being more effective

- Personal enthusiasm
- Personal interest
- Personal links and connections
- Impression on others because of personal experience

Arguments for governments being more effective

- More money/resources
- More connections
- More influence
- More knowledge about campaigning

**Other valid answers can be credited.**

Answers that 'mirror' each other should be limited to Level 2, e.g. individuals have less money but governments have more money.

<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.
<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.

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

Candidates must look at two sides of the argument.

**AGREE**

- Statistically, Britain is a very multicultural country, with approximately 18% of the population identifying themselves in an ethnic group **other than** White British
- Certain parts of Britain are increasingly diverse, e.g. Birmingham (Source D)
- People are increasingly encountering and embracing multiculturalism, e.g. at festivals such as the Notting Hill Carnival
- Human rights for all British citizens are protected by law in the UK
- Additional laws protect people/make certain offences punishable by law, e.g. the Equality Act, hate crime legislation
- It is mandatory to educate students about tolerance and respect and multiculturalism

**DISAGREE**

- Some towns and cities still experience racial segregation, and some rural areas are still dominated by white ethnicities, e.g. Swansea has a white British population of 91.5%
- The world's 20 most ethnically diverse countries are all in Africa (Harvard Institute study), e.g. Uganda, Liberia. This same study showed Europe is the least diverse continent, with France and the UK being amongst the least diverse countries
- Not all who live in the UK have the same rights, e.g. asylum seekers can be detained indefinitely while waiting for a decision
- Laws cannot change people's attitudes- there are still incidences of racism, sexism, hate crimes etc.
- The media often gives the impression that the UK is far from successfully achieving integration and often reinforces segregation ideas, e.g. highlighting issues surrounding immigration
- All European countries have similar human rights laws, i.e. the European Convention on Human Rights suggests that the UK is no more tolerant than the rest of Europe
- Political parties that discourage immigration have grown in popularity, e.g. UKIP

Credit any other valid points.

<b>Level 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>Level 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>Level 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 4</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 and appropriate language is used together with some use of specialist terms</i>
<b>Level 5</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>

