

Examiners' Report

June 2016

GCSE Citizenship 5CS01 01

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Introduction

Year on year, candidates have shown improved understanding of the assessment objectives for Section A. Where the answer hinges upon the presentation of Source evidence, the majority know they should avoid alternative arguments or engaging in speculation.

In the extended essay writing, many good answers displayed knowledge and understanding, and also demonstrated the ability to present articulate arguments. Weaker answers were from candidates who often repeated themselves and wrote little beyond the bullet points. Candidates should not lose sight of the specific context they are responding to. This was particularly the case in Question 5: less able candidates wrote generally about the role of newspapers, rather than addressing more specifically whether or not they any longer influence public opinion. Question 6 asked for a discussion to be shaped around the needs of children, rather than arguments for and against the general principle of providing aid to poor countries.

Question 1 (a)

Most candidates identified at least two correct answers and were able to distinguish 'values' from activities in Source A.

Question 1 (b)

Whilst the notion of community cohesion is reasonably well understood by candidates, it involves more than just individuals coming together but ideally involves different groups of people (races, cultures, religions) uniting or meeting in a common purpose. 'Diversity' was not as well understood by less able candidates in the context suggested. National events should provide opportunities for different groups to showcase their own identity.

Question 1 (c)

Most candidates were able to analyse the Source material and explain that poor English amongst recent migrants could be a barrier to the sharing of values. The question was generally answered quite well in such a way as to suggest most candidates understood what was being asked and found the information in the source. Disappointingly, some candidates expressed a view which was not taken from the source, suggesting they had not read the question with enough care; past examiner reports have stressed repeatedly the importance of the prefix 'Using Source A...'.

(c) Using Source A, identify and explain **one** reason why British values are **not** yet shared by everyone living in the UK.

(2)

reason

Some migrants can not speak english.

explanation

We can not communicate our values due to the language barrier.



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Examiner Comments

This response makes good use of the answer space and clearly distinguishes between 'reason' and 'explanation'. The reason is communicated very well.

2 marks were awarded for this response.

Question 1 (e)

Most candidates answered this question competently. The general assumption was that convicted criminals go to prison and as such lose their freedom, right to travel and right to vote. A few wrote intelligently about long-term losses such as the right to employment in certain occupations (working with children, for instance). A large number thought, quite incorrectly, that prisoners lose their freedom of speech.

Question 1 (f)

IT is compulsory in schools and the incorrect answer 'make IT compulsory' appeared all too frequently. The question asked candidates to apply their citizenship knowledge to a particular context and to identify a way in which schools could persuade girls to think more positively about future IT careers. Careers days, visiting female speakers, more female IT teachers and IT workshops for girls were all possible answers. The idea of positive discrimination by IT companies in various forms was mentioned by some, as was simply 'recruit more women'.

(f) Source B suggests there is low participation by women in Information Technology (IT) companies.

Identify **one** action to help increase women's participation that could be taken by: (2)

schools

1
encourage girls to choose subjects that
prepare for careers in IT.

IT companies

2
employ more women, advertise for
female workers with training courses.



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Examiner Comments

These actions are relevant and appropriate.
2 marks were awarded.

Question 1 (g)

The vast majority of answers used the Suffragettes as an example (many referred to Emily Davison) and described some of the specific actions that they undertook in their campaign (candidates must realise that questions which ask for a type of action require more to be written than the word 'protest'). Some weaker answers described an objective (e.g. gaining the right to vote or equal pay), rather than an action.

(g) Using your own knowledge, describe **one** action which a protest movement has taken in support of the rights of women.

(2)

protest movement

The suffragettes fight fought for votes for women

action

with banners+signs

They ~~pr~~ did protest marches and went on hunger strikes which lead to them being force fed



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Examiner Comments

In this answer, the action is clearly described, evidenced and communicated to the reader.

Both marks were awarded.

Question 2 (a)

On the whole this question was well and accurately answered, probably because the information needed was very clearly presented in the Source.

Question 2 (c)

Most candidates answered that pub and club businesses would be affected by losing income or having to close. It was not enough to write generally about 'businesses' being adversely affected (after all, for many businesses, such as book shops, it is neither here nor there whether wedding parties are being staged in the town centre). Attention had to be paid to the context.

- (c) Using your own knowledge, suggest **one** way in which a ban on 'hen parties' and 'stag parties' might be damaging for town centre businesses.

(1)

there could be a decrease in the amount of
people buying drinks at local pubs or
bars



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Examiner Comments

This response pays particular attention to the question context and gains the mark.

Question 2 (d)

Most candidates suggested a deterrent such as fines, community service, ASBOs, tags or curfews. Fewer answers referred to CCTV, more police or security presence or to alternative deterrents such as changes to policies on licensing hours or alcohol controls.

Question 2 (e) and (f)

In part (e), the majority of candidates grasped that the protest method was likely to gain media attention (indeed the Source itself was a newspaper report of the stunt). Part (f) was answered generally very well. Many candidates cited the economic cost of air conditioning and a negative public reaction to the protest method as likely reasons for failure.

(e) Using your own knowledge, suggest **one** reason why Mungo's method of protest may work.

(1)

It will generate a lot of attention as it is unusual, peaceful, and comedic.

(f) Using Source D and your own knowledge, suggest **two** reasons why Mungo's protest may fail to achieve its stated aim.

(2)

1 The cost of improving air conditioning is too high

2 He is the only one currently protesting so doesn't have the support of numbers



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Examiner Comments

In this response, both answers are thoughtful and clearly written.
The candidate was awarded all 3 marks.

Question 2 (g)

Less able candidates struggled to produce coherent or relevant responses. They gave answers with no more than a generic mention of leaflets or posters, failing to say where they might be distributed or displayed for best effect.

(g) Describe **one** alternative method of protest that Mungo could use on the London Underground and explain why you think it would be effective.

(2)

method

Petition

explanation

If you get over 100,000 signatures
your case has to be presented
at parliament



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Examiner Comments

This is a generic answer that does not reflect the question context at all.

— one
(g) Describe **one** alternative method of protest that Mungo could use on the London Underground and explain why you think it would be effective.

(2)

method

Put posters on the train or hand out leaflets and create a campaign.

explanation

As several people travel by train so he can create a larger influence.



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Examiner Comments

This response is far more appropriate for the question which has been asked, and shows good application of knowledge to the actual context. Both marks were awarded.

Question 3 (a)

The information needed for this answer could be found easily in the Source: a cleaner river leads in turn to more fish and wildlife, or a reduced smell. Answers needed to go beyond merely stating that a cleaner river would be 'less polluted'.

Question 3 (b)

This question asked for economic, not environmental benefits. These could be drawn from the Source or from each candidate's own knowledge. Able candidates could answer this clearly, accurately and succinctly. Weaker responses failed typically to focus on 'economic' benefits.

(b) Using Source E and your own knowledge, suggest **two economic** benefits of a cleaner River Mersey.

(2)

1 Tourists can swim in the river as it is cleaner and safer which brings money to the coast.

2 It is now a property hot spot with riverside restaurants which also brings in money.



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Examiner Comments

The candidate here has read the question carefully: both benefits are clearly economic.

2 marks were awarded.

Question 3 (c)

The first part of this question asked about the importance of the Mersey Basin Campaign (MBC) group. It was answered well by most candidates who identified the important role the MBC had played persuading and influencing others. Weaker answers tended to say: 'without them it would not have happened' which does not show sufficient applied understanding of citizenship themes and contexts. In the second part, candidates needed to acknowledge the enormous £8 billion sum which United Utilities had provided.

- (c) Suggest **one** reason why the river would still be polluted without the involvement of:

(2)

the Mersey Basin Campaign group

Its members told others and persuaded them to help find money to clean the river if they had not done this it would not have the money to clean the river.

United Utilities

8 billion pounds will have not have then been spent to then clean the river only it will have only been partially funded and cleaned.



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Examiner Comments

Both reasons show excellent understanding of Citizenship issues.
Both marks were awarded.

Question 3 (e)

This question asked for the methods that MBC might use to engage with children (and not what the content of the message would be). Answers referring to specific incentives such as certificates, awards or competitions were highly appropriate. Visits to schools to talk to children were more common answers. There was some limited reference to the use of social media, but not necessarily targeted at children.

Question 3 (g)

Most answers included one of the points mentioned in the mark scheme. Knowledge in this area is mostly sound.

Question 4

Candidates who answered this question generally wrote convincingly when arguing the case for leaving an employment, and there was good understanding demonstrated of the 'Rights and Responsibilities' themes in some answers. Many of the candidates were aware of the laws relating to discrimination in the workplace and referred to these in their answers. Where less able candidates fell down was in their lack of understanding of the role of Trade Unions and an ignorance of any benefits and payments available to workers who have voluntarily left their job. Of all the essay questions, this one tended to be answered by the less able candidates (meaning many responses suffered from a lack of evidence).

Indicate which question you are answering by marking a cross ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒

I believe if you are treated badly at work, you should not quit. In the U.K, workers can become members of trade unions (for example, the British Medical Association or National Union of Teachers). These organisations work as pressure groups to negotiate with employers or the government to promote and advocate workers' rights. These unions are widely successful, for example the Junior Doctor strike organised by the BMA has led to negotiations with the Minister of Health regarding the cut of premium pay to weekend/night shifts Jeremy Hunt. Furthermore, there are many laws in the U.K. that protect workers. From the Equal Pay Act to prevent women receiving lesser pay for men with equal jobs, to the Health and Safety at Work act, we have the right to take employers to court.

if they are not providing us with these rights. We are protected so heavily, that even if we feel the Court has not given us fair treatment we can ^{appeal} ~~go~~ to an ombudsman ~~probably the employee~~ ^{to further our case}. It is also important to know that ~~resigning~~ being treated badly in the U.K. ~~is a~~ ^{can be} a ~~rarity~~ ^{rarity} as companies are subject to hefty fines if they are prosecuted. ^{However, many people still} ~~Therefore, employees~~ do not take employer ~~should not quit~~ law to tribunals (a type of court that deals with employer disagreements) because they feel as though it is a tedious process and 'not worth the hassle'. It is important that employees stand up to this psychology by ^{act on their} ~~taking the~~ rights to prevent this ideology furthering.

On the other hand, you could argue that sometimes it is better to ~~live~~ ^{leave} a job if there are severe issues such as ~~an~~ institutionalised racism and you feel as though ^{there} ~~no~~ really are no solutions, particularly in ^{regard} ~~context~~ of personal health and safety. Additionally, not all countries are protected by the ~~employment~~ ^{employment} law that we have and therefore have no ^{but} ~~option~~ to resign. For example, in countries like Zimbabwe under Mugabe's regime, there is no possibility ^{of} ~~over~~ being protected by ~~employer~~ employment law (particularly in LEDC's where ~~works~~ ^{workers} are exploited for their cheap labour). ~~However, it~~ Many people, ~~feel~~ both in MEDC's and LEDC's, feel as though it is better to have a job and be

treated badly than not have one at all. In particular times during the Recession for example, jobs are scarce and the only economically viable option is to continue being employed. Many people also, do not understand employment law and therefore never prosecute their employers - this could be argued however, as any employee should read their contract of employment before starting a job as it outlines the rights and responsibilities of both the employer and employee.

To conclude, I believe that the best thing to do is never quit ~~to~~ a job as employees are always well in their rights to go to tribunals/join a trade union/prosecute employers under employment law and their contract of employment - it is down to the individual to ensure they know these laws and enforce them.



ResultsPlus
Examiner Comments

This answer reached the top mark band. The candidate maintains well-evidenced and lucid argument throughout, before arriving at a justified conclusion.

Question 5

A good general understanding was shown by the cohort of how the internet (and social media in particular) has impacted on the influence of newspapers, and also how politicians have adapted their engagement with the public in the age of digital media. Some candidates showed good understanding of generational differences in the social use of media. Real life examples were given in good answers to support assertions (e.g. The Sun newspaper's reporting of Hillsborough). Much was made of media bias. There were frequent references to how phone hacking has led readers to lose faith in the integrity of the press.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒

Newspapers are a medium to communicate with people around the country. Newspapers have a Press Code to follow which ensures they are fair, equal and not ~~intimidate~~ discriminatory. They have influence over some people but not ^{over} all the public anymore.

Many national newspapers don't have any influence over public opinion at all anymore. Many people believe this as ~~some~~ some newspapers have recently been involved with ~~the~~ many phone hacking scandals. A recent incident was when a newspaper hacked into the phone of an abducted girl ~~who~~ who was later murdered (Millie Dowler).

The newspaper deleted some of her voicemails so her parents and the police thought she was still alive. However, Millie had died. Newspapers have also hacked ~~into~~ into many celebrities phones and listened to their messages. Due to these scandals, people can't get influenced by the newspapers as they no longer trust them.

Also, as part of the Press Code, newspapers are meant to be unbiased. However, many newspapers bend the rules and are ~~a~~ bias. This makes the public think that the newspapers don't present the entire ~~the story~~ story, just their opinion. Therefore, people have stopped reading or stopped believing newspapers.

However, many people believe that newspapers can still influence public opinion. This is because newspapers are meant to provide unbiased, fair information to the general public. Some people ~~think~~ think that the newspapers would never break the Press Code or be unbiased so believe them and get influenced by them.

Furthermore, many MPs still rely on newspapers to influence public opinion and ~~for~~ sometimes use newspapers for canvassing to persuade people to vote for them. Also, many MPs still have Spin Doctors. Spin Doctors are people who try and make a bad story sound better or make a good story get loads of attention. They mainly work for people in politics. If Spin Doctors are still used and hired then surely this means newspapers can still influence public opinion.

In conclusion, ~~I~~ I believe that newspapers can still influence some of the public (not all). This is because even if someone doesn't purchase a newspaper but they go ~~into~~ into a shop and see one, a ~~the~~ heading may get their attention and influence them. However, many people now doubt newspapers and don't believe them entirely.



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Examiner Comments

This response reached the top of the 6-9 mark band. A range of arguments and evidence are presented.

Question 6

This question gave candidates the opportunity to use their knowledge of contemporary world events and the long-term effects of civil war on children's lives in Syria, the Mediterranean and elsewhere. Many candidates gave an empathic response, and it was reassuring to read their arguments in favour of helping vulnerable children. More able candidates could identify the risk to British lives in areas of conflict. They understood the complexities of delivering international aid, or could discuss the ethics of addressing child poverty at home first.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒

'The UK should always help children in other countries who are suffering'

~~There are many conflicts~~ There are many conflicts currently taking place around the world which are leading to destruction of cities and putting many peoples' lives in danger. I agree with the statement because I believe that as a part of the world, we have a responsibility to care for citizens within it.

Firstly, the conflict currently ongoing in the middle East, particularly in Syria, cannot be ignored. With ISIS ^{Islamic} (Iraqi state of Iraq and Syria) continuously ~~trying to~~ persecuting people who do not agree with their views, the death toll is becoming astronomical. Innocent people are ending up ~~being~~ in the firing line and as a consequence, many ~~innocent~~ children have been

killed. It is particularly important to offer help to children because they are simply being killed because they live within ^a ~~set~~ country - they do not understand the religious conflict so it is morally unjust for their deaths to be a ~~as~~ result of ~~this~~ ^{it}. → If the UK aid them then the children will grow up knowing the UK is a friend to them and so will most likely show little hostility towards us. As a country, we have ~~to~~ the resources and ~~an~~ aid to help them so it is unfair if we do not. If we ~~don~~ do not help them when we know we can - are we just as to blame for their deaths?

Assistance can be given in terms of medical aid, food and shelter; these can all be provided by The Red Cross for example. The genocide which occurred in Rwanda - which saw around 1 million people dead in just three months ~~see~~ saw so many people dead because no-one intervened to help them. By aiding suffering children in other countries, the UK could prevent many deaths.

on the other hand, some people may disagree with the statement because they may believe it is not our responsibility. Instead, we should focus on our own people and spend money on helping the homeless, unemployed and poor people actually within our country, before we spend it on other countries who may also receive money from other MEDC countries - not just us. It can also be difficult to give aid because of conflict. It is not right to send people from our own country to give aid, only for them to end

up being injured as well. sometimes, people may say that it's not worth the risk.

In conclusion, I believe that if the UK are able to help suffering children in other countries then we should because it is the morally right thing to do. Even though some people may say we should look to our own country first - how can our problems compare to the conflict in the middle East? A little aid is better than nothing, so the UK should aim to help ~~the~~ ~~these~~ ~~to~~ other countries by helping suffering children, children who are the future.



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Examiner Comments

This response reached the top mark band. It is a well-constructed essay which argues both sides of the debate before arriving at a strong conclusion.

Paper Summary

Some knowledgeable candidates still preface their essay with a sentence such as 'I strongly disagree with this view' before reciting a long list of (often factually well-informed) objections to the statement. Such an approach is most likely to result in the candidate failing to reach Level 3 according to the level indicators for this task, irrespective of how much evidence can be presented in support of one side of the view. It is important to remind Citizenship candidates that the essay is not designed to test 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.

Looking forward to future series, one remaining area of concern is the very weak way in which some candidates apply their knowledge and understanding to some question contexts (especially those questions that begin 'Suggest...'). A good example of this is Question 2 parts (e) and (f). At the weaker end of the cohort, candidates sometimes provided a simple generic response along the lines of 'petition' and 'getting many names shows the issue is important'. The question, however, required candidates to apply their citizenship knowledge to the context of a protest being staged on the London Underground. Therefore the answer should ideally make some reference to passengers, stations or trains.

In summary therefore, based on their performance on this paper, candidates are advised to:

- read the questions very carefully
- pay particular attention to the command words used in the questions
- avoid generic answers and try to be specific to the question context
- avoid repetition in their answers.

Grade Boundaries

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