



Examiners' Report

Principal Examiner Feedback

November 2020

Pearson Edexcel GCSE

In Citizenship (1CS0) Paper 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by 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 or 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.

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

November 2020

Publications Code 1CS0_01_2011_ER

All the material in this publication is copyright

© Pearson Education Ltd 2018

Introduction

This exam series was unique in many ways. It was sat outside the normal examination window, in the on-going concerns of the Covid-19 pandemic which still continues to disrupt daily lives and the established educational framework to which we are accustomed.

Considering all these difficulties faced by Centres and Candidates the exam was approached by the vast majority with dedication and preparation

However, after every examination series we look back and reflect on what went well and garner evidence of sound learning but at the same time we also consider areas where candidates appeared to struggle and un-pick and understand their difficulties. We look back on the wider experience in the hope that we approach future series with greater confidence and clarity.

Furthermore, it is important to note that the numbers who sat the exam was much smaller than the normal summer sitting. As such the report aims not only to look at Candidate performance but probe the demands of the question and the need to develop skills in the light of this.

One core area that remains a concern is the use of Source material throughout the paper. Weaker candidates – and those who end up with lower scores have a huge tendency to merely repeat and replicate the source content. Stronger candidates have the capacity to see the point made in the source and develop from it and make wider connections. In essence they apply the knowledge more than copy it in return.

Multiple Choice Questions

In this series there were no significant points to emerge from all the multiple choice questions. None were widely misinterpreted, and they served as an effective discriminator.

Section A

Question 1c

Here it was common for candidates to identify ways by which schools can promote integration but not go on to fully explain them as the question demanded. Hence for instance 'school assemblies' were identified – but their impact was often not explained. The 'how' element of the question so frequently overlooked.

Question 1d

In contrast to the previous question which required explanation here for 50% less marks we simply require identification. It did not present major obstacles and candidates readily pointed out personal and social characteristics covered by the 2010 Equality Act.

Question 1e

It was very common for candidates only being able to describe one aspect of the rule of law but rarely two as was required. Citizenship will always probe understanding of concepts – and going through these is vital.

Question 2

Having made the important point in the introduction where candidates underperform by simply repeating the source this first question did not fall prey to this fault as the other source questions on the remainder on the paper. The need to link Mauritius to the UK directed the need to make a comparison which helped ensure a positive outcome for most of the candidates.

Section B

Question 3a

Although the responses were wide ranging this question did not pose any difficulties for candidates. Quite often the high-profile action of the PM during the current pandemic was regularly noted.

Question 3b

It was manifestly clear that once again as with Q1c identification of strengths and weaknesses of referendums was common but an explanation of these was often incomplete and missing. Knowledge has to be applied and developed not simply stated.

Question 3c

At its core this question demanded a brief overview of the political changes to our country since 1997. However, many did not fully connect with the demands of the question. Of all the three topic areas on Paper 1 – the development of democratic and political awareness continues to be the weakest of the topics for candidate performance.

Question 4d

Unlike the approach taken by many on question 2 – here most candidates reverted to type and produced answers which simply replicated the source but did not probe and advance it. Little was made on the Monarch's position of being politically neutral, a sage adviser to PMs and a champion in supporting those who carry out voluntary service for the benefit of other members of society – a huge important area for Citizenship. The source is a starter for discussion not an end in itself.

Section C

Question 5a

Central to this question was the investigation of changing values over time. It did not request explanations of the change but just to clarify and identify them. At the heart of Citizenship is that society can and does change for many valid reasons and progress can be achieved. In the main these were highlighted but the values supporting the change was not explicit.

Question 5b

On the whole this was successfully handled by most candidates. It was clear to see that they were aware of how the law operates in relation to younger people under 18 and many made a link as to why this made practical sense.

Question 5c

It was certainly true that the vast majority of candidates were unaware of the different legal system which operates in Scotland and Northern Ireland as such this proved problematical for many.

Question 6b

If question 5c was difficult – no such problems arose in relation to this question. Most candidates could provide two factors which contributed to the increase of crime in the UK

Question 6c

The source was clear and portrayed the different ways by which re-offending rates differ – such as age, gender and type of crime committed. The quest was then to search out the implications and outcomes of these varying patterns. Some candidates made the link – but others merely replicated the information in the source without adding any insight or depth. Marks on source questions are based on AO2 – the application of knowledge where clarity and revolutions should emerge out of the facts – not just repeated. This remains a constant but important theme to grasp.

Question 7d

The majority of candidates could marshal the points of dispute raised in the contrasting views in the source. Austerity was clearly understood and its implications on social and economic life were appreciated. Better responses unpicked the arguments in each source and arrived at a clear conclusion based on their preferred point of view whereas weaker responses tended to rely heavily on repeating as opposed to exploring the source.

Question 8

This question carries the highest mark on the entire paper. The main common fault which ran through weaker responses was a lack of detail – essentially restricted content, with not a clear representation of both sides of the debate. This could have arisen due to time

constraints as much as pragmatically addressing the binary challenge posed by the question. Stronger responses understood the difficult balancing done by governments in providing freedom but at the same time ensuring safety in a society considering the threat which terrorists presents.

Key points paper summary

- Candidates and Centres have to take credit for preparation outside the normal examination window and with a disrupted pattern of teaching in the previous academic year.
- Attention is required to the longer responses which carry more marks – they require more time and content
- The default position on handling the sources is to simply repeat it, the challenge is to show application of the knowledge which the source presents
- There is a need to see the different demand in shorter questions which require either 2 or 4 marks – where more marks are required a fuller explanation is demanded.
- As always being familiar with key concepts and terms is vital to fully appreciate the demands of each topic and question.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom