



Examiners' Report

Principal Examiner Feedback

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Pearson Edexcel GCSE

In Citizenship (1CS0) Paper 02

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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 that candidates are still undertaking actions that are not related to citizenship. Such candidates found this many of the Section A questions very challenging, as their own experiences of taking action were more suitable for PSHE than citizenship or were not related to taking action. Examples of such unsuitable actions included organising a student strike to improve canteen food, increasing the number of recycling bins, stopping knife crime and debating whether there should be more legal restrictions on freedom of the press.

A further issue arose for candidates when answering Section A questions where the action chosen was unlikely to be able to achieve a benefit or change for a particular community or wider society. Candidates with actions such as this found it difficult to analyse and evaluate if their aims had been met or partially met, or in some cases what their aims were. Despite the advice given in the 2018 examiners' report, there are still examples of such actions included stopping human trafficking and reducing discrimination in stop-and-search by the police.

The following guidance should be considered by centres when planning how to manage the Citizenship action with their candidates.

Remember that the six stages of the action outlined in Theme E can all be the basis of questions on Paper 2 Section A, so the choice of action must enable all or any of the stages to be exemplified and evaluated in the context of their activity by candidates in the examination.

Rather than large generic topics where the chance of achieving success is, at best, remote, it would be better for candidates to work on objectives which do have a better prospect of being successful, as long as they do also clearly link to themes as the specification requires. Choosing a specific aim or goal which candidates have a reasonable chance of achieving is important because there has to be a realistic basis for assessing the success of the Citizenship action in terms of outcome achieved.

Centres should carefully consider the points in the Specification and the Getting Started booklet, particularly in relation to Theme E. It would probably be best for candidates not to commence their action until they had gained sufficient understanding of the themes, so as to be able to identify meaningful links between the specification themes (eg - diversity, democracy, power, justice, accountability, equality, participation) and the action.

Whether candidates go down the awareness-raising/opinion-changing route or the social/community activity pathway, the goal must be clearly defined and realistically achievable and in some way measurable; it is also essential that the links to themes and citizenship concepts should be explicit and at the heart of the chosen project.

Chosen candidate actions require a specific goal and participants need to be able to demonstrate that they have achieved it (or not). If the goal was only partially achieved, candidates will need to be able to explain why this was the case; this must link back to chosen specification themes. Although the specification makes it clear candidates will be not penalised if an action didn't go to plan, this would not necessarily excuse an unsuccessful activity which was poorly conceived and ill matched to resources available such as commitment, time, funding, skills or expertise.

As long as specification themes are clearly and explicitly linked to the action, the focus could be within the school - perhaps relating to themes of democracy and participation - uniform, sports offered, timetable, homework patterns, menus offered, charitable projects undertaken, etc. Alternatively the target could be within the community, identifying problems, publicising them and trying to get local councils or other bodies or voluntary organisations to remedy them - road safety/pedestrian crossings, leisure facilities/opening times, times/routes of local bus services/location of bus stops, openness of council meetings to the public, locations of local courts, opening times and services police stations or other public bodies, issues involving the elderly, safety issues such as installing sprinklers in blocks of flats, etc. Seeking to engage with local media or to persuade a local council or individual councillors to support a cause could all be part of an excellent plan.

If the action chosen by candidates seeks to change opinions or to undertake an awareness raising action over bigger issues such as types of government or punishment or human practices or activities in different parts of the world, they will need to establish a clear baseline of how much their audience knew or what they believed at the start and end of the action. Much realism will be required in clearly stating the goal in terms that can be measured, tested and evidenced with confidence.

The easiest way to be sure a possible action meets all the requirements is to test it against these six questions and to be confident that the answer to all the questions is an unmistakable **YES**. Even if there is a single **NO**, it would be best to amend the proposed action and eliminate the **NO**. The six questions are:

- 1) Does the proposed action have a clear goal (whether in terms of **awareness raising** or **social/community** action)?
- 2) Is the topic listed in one of the four **themes** on the specification or very closely related to such a theme?
- 3) Is the proposed action likely to **make an impact** or **difference** locally, nationally or globally?
- 4) Does the team have sufficient **time** or other resources to carry out such an action?
- 5) Will the proposed topic link closely to the **concepts and terms** which apply to the theme on which the proposed action will be based?
- 6) Will it be possible to **measure** in a **precise and reliable way** how successful or unsuccessful the action has been in terms of achieving its goal?

Section A

Question 1a

Candidates were hampered here by the tendency to respond to questions about the Citizenship Action with single-word answers. For example, 'Role undertaken' was often responded to with generic answers such as 'team leader' or 'publicity'. This style of response will gain no credit as it is too vague and not clearly linked to the candidate's own experiences of taking action.

There were also too few explicit links between the answer given to 'Role undertaken' and 'Contribution of role to the outcome'. Many responses simply stated what the other member of the team had done rather than how their role affected the outcome of the action, and so gained no credit.

Question 1b

Centres are reminded that collaboration is a requirement of the Citizenship Action, and that candidates need to be aware of this key concept. A significant number of candidates did not know what collaboration was, and so simply gave a general response about planning that often failed to gain credit as there was no clear link to collaboration.

Question 1c

The strongest responses here clearly identified the action chosen and linked this explicitly to the way in which that particular goal led them to use their identified methods. See the example below.

1. As homelessness is something we can physically help contribute to - this made it easier to go through with actions / solutions to help them, such as create a fundraising event and use all the money raised to help make a goody-bag of essential items that a homeless person would need.

2. Although the fundraising was only for our local counties, with the help of social media platforms - we were able to help raise awareness of homelessness in other countries and nudge members of a community to help the homelessness in a similar way as to how we did.

Choosing homelessness as our action affected this method as people are more likely to get involved and help as they know even doing ~~little things~~ small things such as sharing our ideas on social media would still inevitably make a big difference to help deal with homelessness.

It was unfortunate that many candidates reversed the requirements of the question and explained that the methods they wanted to use e.g. fundraising, were what determined their choice of action e.g. by finding out about a local issue they could quickly and easily raise money for. Such responses gained no credit.

Question 1d

Many candidates were able to address this question clearly and identify two types of primary research. However, explaining how such research was used was less well tackled. Centres are reminded that candidates should be prepared to answer such questions with explicit

references to their own experiences of taking action, and to avoid generic responses such as 'surveys' or 'interviews'.

Question 1e

The majority of candidates were able to address this question directly, and most attempted a balanced response coming to a reasoned conclusion. However, many candidates wrote a general response with little, if any, clear or explicit references to their own action, and so failed to access the higher levels.

Centres are reminded that for Section A questions, candidates are required to refer directly to their own experiences of taking action to achieve highly.

Here is an example of a level 3 response.

I agree with this view as having an unrealistic ~~view~~^{goals} can waste time. For example, in my group, we wanted to hold a workshop in our school for students but then was later cancelled ~~it~~ as there was no suitable time for the workshop. So this shows that the time we wasted on the unrealistic goal, we could have done another action which would still be effective and fulfil our goals.

I disagree with this view as you may have a ~~backup~~^{back up} plan or smaller goals. For example, in my group, we had a goal that if the ~~the~~ workshop didn't happen, we will hold a school assembly to raise awareness of our ~~it~~ topic. This

Why we still achieved the intended outcome ~~of~~ of our action but through a different action than the original.

In addition, I agree with this view as unrealistic goals can cause conflict between members. ~~for~~ for example, when ~~we~~ ^{my group} couldn't reach the goal of our first action, many of the group members blamed each other as to why we didn't reach the goal. This issue caused ~~conflict~~ ^{conflict} and tension between members which then led us to miss deadlines and nearly fail to achieve our ^{intended} ~~of our~~ ^{action} outcome.

Furthermore, I disagree with this view as I believe that there is not full participation of the members of the group ~~that~~ then that is a bigger obstacle. For example, in my group, one member did not attend meetings or do her role, which then led to a lack of quality in her areas of our campaign. This overall affected the intended outcome of our action as we had to take time out of planning our action to do her roles.

~~partially~~
In conclusion, I ^{partially} agree that unrealistic goals is an obstacle when ~~trying~~ trying to achieve our outcome but it is not the main obstacles. There are many obstacle when ~~trying~~ trying to achieve our outcome but it is not the main obstacles. There are many other factors we cannot ignore that are just as much of an obstacle as unrealistic goals, for example lack of participation.

Section B

Question 2a

The majority of candidates were able to identify two relevant points from the source, and also to develop these points with some explanation, so achieving full marks. Candidates who simply quoted with no development would have been limited to 2 marks.

Centres are reminded that the command words in questions should be taught to candidates to enable them to approach questions with the required detail or explanation.

Question 2b

Most candidates were able to identify at least one reason why it is important for prisoners to gain qualifications. However, a minority of candidates simply stated the same point twice, in different ways- usually related to gaining employment- and so often stayed on one mark.

Question 2c

A number of candidates failed to utilise the source material in their responses, and so were awarded no marks. Centres are reminded that this question explicitly directs candidates to the source, and so they must refer to this in their responses to gain credit.

Question 2d

Most candidates built their answer here around the source material, and so stayed in level 2. Additional detail and arguments are required to reach the top level.

A small number of candidates also chose to answer in bullet points, rather than attempting an explanation, and so limited their marks to low level 2 at best.

High level responses included a range of different points and clear exemplification. For example, this response was awarded a low level 3 mark:

Charities such as The Clive Charity can provide a voice and support for disadvantaged individuals and groups in society because they know that prisoners are sometimes looked down upon from society. By having a charity such as The Clive Charity gives them the chance to have a voice and also helps them to achieve more in life. These charities can create petitions for things to change and can send them to members of parliament or even the Prime Minister.

These charities could also do workshops where they might have a group of former prisoners or reoffending prisoners where they mentor them and provide them with the support they need. They could even go to schools and give them information and can teach them about disadvantaged individuals. Disadvantaged people deserve voice and support because they do have their own rights.

Section C

Multiple Choice Questions 3-5

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.

Question 6

This question was not tackled well. Candidates were poorly prepared for questions related to trade unions, and centres are reminded that they are an explicit requirement for Theme D2.

Most responses were erroneously related to the European Union and trade deals rather than trade unions as associations of workers, and so few responses gained credit.

Question 7

Most candidates were able to identify one way in which international law protects citizens in situations of armed conflict, but many were limited to brief responses on human rights or humanitarian aid, with little development or explanation.

Question 8

This question was well answered by most candidates. The majority were able to identify two reasons for press censorship, most often linked to national security or dictatorships, with most adding some development to this and so gaining full marks.

Question 9

Candidates were well prepared for the part of this question focused on NATO, but it was noticeable that they were less knowledgeable about the World Trade Organisation. There was also a tendency to make general points about the organisations, rather than relating them clearly to how the UK benefits from membership of NATO and the World Trade Organisation.

Candidates should be reminded that this question required detail related to both named organisations to reach the top level. Here is an example of a response that was awarded full marks.

The UK benefits from the World Trade Organisation because this means that the UK can trade with other countries cheaper and quicker without as much taxes or tariffs. Furthermore, the UK being in the World Trade Organisation means there is a wider variety of products they can import from ~~other~~ other countries in the WTO. Moreover, the high competition in the WTO leads to lower prices for consumers meaning that the UK can benefit from buying things more cheaper.

The UK benefits from being a member of NATO as they have military backup from other countries if they get into conflict with other countries. This means that they have ~~protection~~ military protection from powerhouse countries such as the USA. Furthermore, being a member of NATO helps improve relationships with other countries which can mean they can become **(Total for Question 9 = 6 marks)** allied and trade with each other better.

Question 10

Most candidates were able to attempt a balanced response to this question. The main discriminator was the range of arguments presented and the evidence to support those points raised. A number of candidates chose to make this a single-issue response, most often related to voting or elections, which did limit the level awarded due to lack of breadth.

The strongest responses were able to identify different ways in which citizens can participate in politics in the UK, thus contributing to democracy, but also able to challenge the premise by questioning how democratic the UK was. This was most often done through a discussion of the voting age, voter turnout, or the ability of governments to ignore pressure group activity.

Here is an example of a response that was awarded full marks.

~~People being~~ I support this statement because having a fair electoral system means that ^{people can contribute to} ~~the UK can~~ ^{and} ~~become~~ more democratic. This is because people are allowed to vote for whoever they want without any fear of being prosecuted. In the UK, you can get involved with politics by voting for your local MP you would like to represent your borough or constituency. Citizens being allowed to vote is a basic human right and law - ~~in~~ the UK following this law makes them more democratic and fair. ~~Unlike countries such as North Korea, where~~

Certain countries like North Korea do not follow this law as their country is ruled by a dictator and they have no rule of law within the country. This ~~mean~~ shows that the UK is one of ~~the~~ the most democratic countries.

On the other hand, during ^{the UK} elections the media and press can have a huge influence on ^{who citizens} ~~the~~ vote ~~or~~ for because they can create fake news or tabloids about a particular person or ~~MP~~ political party and implant false or harmful

information. This means that the press can become bias and unreliable to try ruin the reputation of people or political parties. For example, the Sun newspaper created fake news about Jeremy Corbyn before the general elections. This makes the UK less democratic.

~~The UK create opportunities for people to participate~~
The UK create opportunities for people to participate through petitions. If a certain cause reaches 100,000 signatures this means that the UK government have to discuss it in parliament. This

opportunity gives the UK people a say and helps show the government the public's views on ~~society~~ certain issues and topics. This helps make the UK more democratic as it gives people a chance to show and express their views without prosecution.

As a conclusion, I believe that the opportunities to participate in the UK makes the UK more democratic as it allows them to express their views and beliefs in society without being prosecuted. Even though ^{the} media can influence people's views and votes, I believe that the UK is ~~democr~~ one of the most democratic countries as it gives people many political opportunities

(Total for Question 10 = 10 marks)

Question 11

It was clear that many candidates ran out of time on this paper, as there were a significant number of extremely short or blank responses.

Those candidates who did attempt a response included very limited content that was most often aimed at the stimulus bullet points rather than directly addressing the question set. Candidates are to be remind that the premise given in the question is the main focus for their responses, and most especially should be reminded that a balanced response is required to progress beyond level 2 on this extended response question.

Here is an example of a level 4 response.

I agree to this statement to a certain extent because I believe that ~~to~~ organisations such as the Red Cross ~~equally~~ help tackle human rights ~~or~~ ^{or} abuser ~~as~~ ^{or} the governments ~~as equal to the~~ more effectively than governments, however sometimes governments can help tackle it better due to their higher power and influence.

I believe that ~~that~~ organisations such as the Red Cross are more effective than governments because ~~their there~~ their ^{main} ~~many~~ focus and aim is to help protect human rights. These organisations help protect these rights by raising global awareness as well as set up camps in affected countries to help support less ~~forter~~ fortunate people. These organisations may sometimes not be as effective as they rely mostly ~~ent~~ on donations from ~~the~~ ~~the~~ the public to help support their campaigns and if they do not receive many donations, there

is only so much ^{superior} they can help with.

People may disagree with the statement as they believe that the ~~organisations~~ governments have much more power to help protect human rights abuses. They may believe this because some countries have a very strong military protection. This means that they can discuss with the other country to help stop these abuses and if not they can deploy the military in the country to help protect the people. For example,

the UK deployed soldiers to help protect ~~the~~ the ~~peop~~ people of Kosovo. Moreover, governments can have a larger influence because of their ~~superiority~~ superiority and power and can have a larger say than organisations.

* On the other hand, organisations ~~many aims~~ ^{main aim} is to protect peoples rights and therefore they have a larger focus on that. Governments may decide to let a country do what they are doing as they do not want to ruin their relationship which ~~could affect how they trade.~~ with that

country as it could ruin ~~to~~ how they trade. As well as this, governments may be less powerful than the country and therefore that means they

will have little or no influence. Organisations like the Red Cross are located in many countries and are willing to help protect these rights.

As a conclusion, I believe that organisations ~~have~~ are more effective at protecting human rights abuses than governments as their main focus is to help protect them compared to the governments, where that would be at the least of their priority issues and problems.

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.
- Candidates need to be able to refer explicitly to their own experiences of taking action throughout Section A
- Candidates should be reminded to link their responses in Section A to their own action to avoid losing marks for generic responses
- The extended response in Section A should be structured around candidates' own experiences of taking action
- The Section B source will be based on an example of campaigning- candidates will be expected to apply their own knowledge and understanding of the issues related to taking action to the questions in this section, rather than being expected to know about the particular campaign in the source
- Candidates need to be able to explain the roles and functions of all the international organisations named in Theme D, and should be prepared to discuss them individually in Question 9 in particular, as this will always be based on two of those named international organisations
- Candidates are not required to come to a reasoned conclusion in Question 10

- Progression through the levels on Question 11 will be dependent on the attempts to offer a balanced answer, the reasoning given, the degree of evidence included and the strength of the conclusion reached

