



Examiners' Report Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE in Citizenship
(1CS0) Paper 01

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Introduction

The summer of 2022 saw a welcome return to the parameters of normality for the assessment of GCSE Citizenship. This series saw one of the highest entrances for the qualification since the specification was revised in 2017.

It was clear that many Centres had taken on board the recommendations which had arisen in past series and the guidance and support offered through the Principal Examiner Reports at the close of the marking process. Some issues do remain, and some issues need reclarification for the many new Centres who have joined us.

Moving out from the pandemic which has caused so much widespread education turmoil both Centres and their Students deserve congratulations for the manner and approach which they took to handling this paper. It was very heartening to see so many good responses and that Centres had made the effort to equip their candidates with contemporary Citizenship detail which improved their responses.

Below are some of the key findings, there then follows a discussion on the different questions and finally a summary section which contains ideas and offers of support to enhance and develop future performance.

Key findings

- An improved ability to handle longer narrative questions which demand applied knowledge and evaluation
- A greater sense of the need to address both sides in a contested debate – though the format and style of the response can be improved
- Improved average performance on multiple choice questions
- Still a tendency on the 6-mark source questions to repeat rather than develop from the source
- There is a core need for Centres to explain and teach with greater clarity the difference between the bodies of the state. In particular the difference between Parliament and the Government.

Multiple Choice Questions 1a/b/ 4a/b/c 6a 7a/b

As noted above in the key findings this summer saw an improved performance here across all the MCQs in all the sections. There was increased accuracy on topics which delivered a higher mean score across all MCQ questions. Hardly any students left a MCQ unanswered, good progress.

Section A

Question 1c

Questions based on and around the Magna Carta are not new to the examination. However, despite their previous appearance it was clear to many examiners that the substance and impact of the Magna Carta was not widely or well known by students, as such there tended to be underperformance here. Many responses simply stated that it brought us human rights – and that could gain no marks as it was simply a restatement of the question. Others simply declared that it gave us the Equality Act or another piece of legislation – possibly a route but not by the simple statement of a piece of legislation. The question attempted to discover the principles which Magna Carta established – such as a limit to those in authority, the establishment of a fair trial or the development of the Rule of Law. There is a need to see Magna Carta not essentially in the format it arose in 1215 but why and how it is relevant to the study of Citizenship today.

Question 1d

On the surface this was designed to elicit a simple factual response as to how governments change their spending commitments on different services with regards to age sectors of the population. Hence, we needed not only a service but also an age category to achieve marks. The logical route is to look at either the younger age section and the need for children's services or the older age cohort with the need for care and access arrangements. The provision of pensions was not considered to be a service as it is an entitlement which is not at the discretion of the government. It was acceptable to use the same age group – such as more maternity services for the arrival of babies and then more school provision for children

Question 1c

The majority of candidates really struggled with this question – it was all too common for low marks here. We adapted the mark scheme to provide wider coverage where candidates simply identified each role rather than having to make a full and detailed comparison between the two – but even with that generosity built in, it still took many by surprise. This is on one level strange – for the other two sections on Paper 1 contain a range of personnel whereas there are only local councillors and officers identified on Section A. Many mistook councillors for counsellors – and suggested that they offer therapy healing and rehabilitation. Alongside this many saw officers and assumed this to be a Police officer and thus ascribed them a law-making role in society. Others mixed up local government with central government. This highlights the need to cover this section with more precision and understanding.

Question 2

This question produced the highest mean mark for any of the three six-mark source questions. Students readily took to the need to combat and confront racism and the unfairness which this causes in society. The remit of the question emerges from section 3 with discrimination and the Equality Act 2010 but also appears in section 5 again focusing on respect and inequality.

At standardisation it was acknowledged that the wider implication of the sending of a banana may not be universally known to all students. Thus, to compensate for this a much wider view to the sending of a banana was adopted. This ensured that different interpretations to the sending of a banana, such as gun threats and health implications were accepted and rewarded. This accommodation did help several candidates. However, the overwhelming majority appreciated the racial context of the question and responded really well. This is indeed a credit to how well Centres had prepared their students. Racism has to be faced and challenged as we prepare young people for modern society. Difficult and contemporary subjects are raised in the study of Citizenship – such as the murder of innocent victims, prejudice against homosexuals and the lives lost through murder around the world as a result of the denial of human rights.

Section B

Question 3a

This question did not present any issues for students. Most correctly identified the need to maintain 'Order' in the Commons. A few identified the role of the Speaker in acting as an ambassador for the entire House for example in visiting Southend to lay a wreath at the site of the murdered MP Sir David Amess or welcoming the President of Ukraine Volodymyr Zelensky to speak via video link to the Commons. One centre correctly identified the role of the Speaker in casting her/his vote with the Government if a tie is the outcome of a vote in the Chamber. These are here for illustration and not demanded or required nor have these roles been placed in the mark scheme but are just noted to point out how well Centres have covered some topics.

Question 3b

It was rare for a student not to know anything about how laws are made and how a Bill becomes law of the land. The major obstacle for many was in producing the detail. As this is an 'explain' command in the question – mere identification of a stage is only half the process. That stage needs clarification and detail to gain the second mark. It is a matter of depth. Many students combined two or more stages in each section on the paper in

the hope of gathering marks – but only two are needed overall with an explanation of each. Many for example combined green papers, white papers, and Royal Assent in hoping to achieve marks by breath – but this is the wrong approach we need depth to get the second mark, not wider content or a third aspect of Parliamentary law making.

Question 3c

The wealth of information provided in the previous answer 3b was absent here in 3c. At the core of this is an essential need that students know and are taught the difference in roles and remit between Parliament and the Government. If this is mastered, then the question on this topic and the wider Section B become much more straightforward. This is indeed a central learning element to Section B. For the majority of students, the response here was guesswork rather than informed preparation.

Question 4d

As noted, performance of students was weaker on 4c and 6c than question 2. The main drawback here was the inability to progress from the source and identify comparisons between the UK and France. A huge number simply replicated the material in the source concerning France and made no link to the UK such as that we have a Monarch, that we use FPTP etc. The table below which does not cover all the possible answers but tries to summarise the approach required.

International comparison of other countries to the UK are a regular feature on 6-mark questions and the demands of the questions are simple to follow.

Box 1	Box 2
Source material provided	Answers required from student to compare (similarities and difference both accepted)
How things operate in France. Material provided in the source, repetition of which is not answering the question	The difference in the UK Material NOT provided in the source but where marks are awarded
France has a President who is elected as Head of State	The UK has a Hereditary Monarch who is Head of State
France uses the Second Ballot electoral system Majoritarian	The UK uses the First Past the Post electoral system Plurality
The President can replace the Prime Minister at will	The Monarch does not replace the Prime Minister at will
France is a representative democracy	The UK is a representative democracy
NO MARKS HERE!!	ALL THE MARKS ARE HERE

Hence in reference to the table above many students used Box 1 and failed to use Box 2.

Section C

Question 5a

This question benefits once again from a table to explain the fault line which many students fell victim to. The question asks why a prison sentence may not be appropriate for an offender. The focus is thus on the offender not on the offence.

✓ Offender Correct	Offence Incorrect X
The age of the offender	It was not a serious crime
The physical health of the offender	This is a common crime done by many
The mental health of the offender	Nobody should go to prison for dropping litter
The fact that prison has not deterred the offender previously	Taking drugs is not a crime in other countries

The table is not fully comprehensive of all available options, but many students chose to opt for answers surrounding the offence as opposed to the demands of the question with the offender

Question 5b

Response to this question fell neatly into two camps. Firstly, those who were aware of the roles which citizens could play in the legal system and then secondly those who simply guessed at a range of legal/political personnel at random. Juries' magistrates and Special Constables were the most cited. However, we did see and credit witnesses, a citizen arrest and lay involvement in certain aspects of the legal process. Anecdotally we did see a few answers who cited defendants – but although in theory correct, and the legal process demands them we felt rewarding this went against the spirit of the specification!

Question 5c

This question revolves around the presumption of innocence and the two words in the title rights and freedom. We needed to see that rights of an individual are established and that they are given the presumption of innocence before a trial takes place. Secondly, that an individual should have freedom (within reason) before a verdict is given, we do not punish

anyone until we know the truth. Many identified one aspect it was a minority to noted two aspects which were required.

Question 6

Here most students knew the relevance of accurate published crime statistics but few managed to gain the full two marks

Question 6c

The sub-title of this question could have been 'A Policeman's lot is not a happy one!' In essence the question required a view on why the Police have a hard job to carry out. For a sizable minority the Source was simply replicated in response – and as noted so many times before this is not the approach required to 6-mark questions. The question is not a comprehension activity. The source is rather a stimulus as opposed to a repository of answers. It is a platform for ideas.

Question 7c

No issues with the identification of similarities in the two source extracts

Question 7d

This question was answered well and carried a higher modal mark than question 8. Nearly all students picked up on this contemporary issue and had valid opinions which they could articulate. They appreciated the controversy. Although some sided with one view the other was articulated and raised. A perfect balance is not required as long as both views are noted. Many referred to the Black Lives Matter (BLM) and were aware of the events which had taken place in Bristol harbour. Students importantly could justify their responses and had a rationale for their views and their opposition to other viewpoints. It was rare to see completed answers in the low levels of achievement.

Question 8

In contrast to question 7d, this question was by far less well answered. The toppling of recent statutes is a very contemporary issue but well known – by contrast devolution is a well-established constitutional and political reality that has been with us for over 20 years but less well understood. The impact of devolution is not new, we have seen how it has progressed and developed. However, for a good number of candidates devolution was a foreign concept. The study is UK citizenship, not simply English citizenship. Devolution is an important component of both Theme A and Theme B and it is a crucial lens through which we view how we are developing as a state.

Paper Summary points for future development

Based on their performance in this paper, students and Centres are offered the following advice:

- The best preparation for an examination is practice. On the longer responses it was clear that the format of responses would benefit from practice.
- On the 6-mark questions (and also to an extent Q7d) the task is not one similar to that of a comprehension exercise. There is very little to be gained by simply repeating the source in response. The quest is to apply the knowledge which the source ignites.
- On Theme B it is crucial that students understand the difference between Parliament and Government, for this distinction is crucial on addressing questions which cover each.
- Where questions require an explanation, it is important to not only provide facts but to go on and place these in context – there is a need for depth as opposed to breadth.
- It is clear also that the structure and function of local government is less well understood – showing no section of the specification can be omitted.

