

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Citizenship Studies

Unit 3: Citizenship in Context

Option B: Changing Communities: Social and Cultural Identities

Additional Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5CS03/3B

You must have:

Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S38430A

©2010 Edexcel Limited.

4/4/5/6/3



edexcel 
advancing learning, changing lives

Study the sources in the Sources Booklet.

Answer ALL questions.

For questions 1–7, choose an answer A, B, C or D and put a cross in the box ☒. Mark only one answer for each question. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

- 1** According to Source A, the people of Wootton Bassett gather to show respect whenever the body of a fallen serviceman or woman is to pass through the town. 'Respect' in this example is: (1)
- A** knowing someone shares your religious faith
 - B** acknowledging someone as a family relative
 - C** recognising you have met someone previously
 - D** valuing someone as a fellow human being
- 2** In Source B, the statement that 'Britain's values are completely different compared with 30 years ago' is an opinion rather than a fact because: (1)
- A** it cannot be proved to be correct
 - B** it can be proved to be correct
 - C** an opinion poll says a majority of people believe this
 - D** it was stated in a newspaper
- 3** Diversity is (1)
- A** discrimination against people with different circumstances or backgrounds
 - B** recognition that there are many differences between individuals
 - C** a belief that in most societies equality is not fully achieved
 - D** a requirement that everyone living in the UK must speak English
- 4** A multicultural community, as mentioned in Source C, involves people from different ethnicities and backgrounds (1)
- A** living quite separately from each other in different parts of the same town
 - B** accepting that when in the UK you must adopt UK values and beliefs
 - C** loving the works of English poets, writers, painters and composers
 - D** living alongside each other and sharing each others' festivals, music or foods

5 'A person's self-image or the way the person views herself or himself.' (1)

This is a definition of

- A culture
- B values
- C identity
- D allegiance

6 In Source D, the reason for the biggest net inflow of migrants into this country in both 1997 and 2007 was (1)

- A having a definite job offer
- B looking for work
- C joining or accompanying family or friends
- D taking a course of formal study

7 In Source E, the *Save Britain's Heritage* pressure group is mentioned. A pressure group (1)

- A is the same as a political party
- B aims to influence those in power
- C concentrates on promoting moral behaviour
- D is another name for a charity

(Total for Questions 1-7 = 7 marks)

8 State **two** ethical considerations which might lead people in Wootton Bassett to mark the death of each fallen serviceman or woman who passes through their town. (2)

1

.....

.....

2

.....

.....

(Total for Question 8 = 2 marks)

9 Identify **two** actions which would be most appropriate for a community to show respect to the memory of a young service man or woman from their area who was recently killed in the service of this country.

(2)

1

.....

2

.....

.....

(Total for Question 9 = 2 marks)

10 In Source B Tony Blair talks about 'outlawing discrimination'. Outline **three** different forms of discrimination other than racism which are now unlawful in the UK.

(3)

1

.....

2

.....

3

.....

(Total for Question 10 = 3 marks)

12 Using evidence from Source C and your own knowledge.

(a) Suggest **two** ways in which migrants from overseas can get to know UK citizens and become integrated into UK society.

(2)

1

.....

.....

2

.....

.....

(b) Outline **two** ways in which it is suggested UK society has been improved by the arrival of migrants from other countries in recent years.

(2)

1

.....

.....

2

.....

.....

(Total for Question 12 = 4 marks)

13 (a) Lucy, who is referred to in Source C, has multiple identities. Explain the meaning of the term 'multiple identities'.

(2)

.....

.....

.....

.....

.....

.....

(b) State **two** identities which apply to Lucy.

(1)

1

2

(Total for Question 13 = 3 marks)

14 Using Source D and your own knowledge, do you agree that international migration takes place only because people want to make themselves richer?

Give reasons for your opinion showing that you have considered **another point of view**.

(8)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Handwriting practice area with 25 horizontal dotted lines.

(Total for Question 14 = 8 marks)

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

(Total for Question 15 = 15 marks)

TOTAL FOR PAPER = 50 MARKS

BLANK PAGE

Edexcel GCSE

Citizenship Studies

Unit 3: Citizenship in Context

Option B: Changing Communities: Social and Cultural Identities

Additional Sample Assessment Material
Sources Booklet

Paper Reference
5CS03/3B

Do not return this booklet with the question paper.

Turn over ►

S38430A

©2010 Edexcel Limited.



edexcel 
advancing learning, changing lives

Study the following sources and answer the questions in the question paper.

Source A: Why we line the road at Wootton Bassett



Every time a fallen serviceman or woman is brought back to the UK, their bodies are taken from nearby RAF Lyneham along the High Street of Wootton Bassett.

- At the beginning a handful of people stood silently with their heads bowed.
- Now large crowds of locals and relatives gather to show respect.
- Most people now think of Wootton Bassett when they hear about service men and women who have died abroad.

(Source: adapted from <http://www.mirror.co.uk>)

Source B: Tony Blair talks about the duty to integrate and share British values

Britain's values are completely different compared with 30 years ago.

- We now have tough laws outlawing discrimination and racism has largely been kicked out of sport.
- Diversity is valued by an increasing number of people.
- A recent MORI opinion poll found that only 25% of Brits say they would prefer to live in an all-white area.
- Only 12% of whites would mind if a close relative married a black or Asian person, barely a third of the figure five years ago.



(Source: adapted from <http://www.number10.gov.uk> and <http://reportingfrombelgium.files.wordpress.com>)

Source C: Multicultural Leicester

Leicester's Highcross Shopping Centre shows what a multicultural community it is. People with different ethnicities and cultures share their festivals, religions, music and foods.

- They make lifelong friends in the city's schools, colleges, universities and at work.
- People from different backgrounds follow local sports teams and share leisure activities.

In a café in the shopping centre, you can hear different languages being spoken while Lucy swaps places with Anita on their baby-sitting rota so she can play in the netball team. While this is going on, Lucy's dad, who owns the café, plays chess with Anita's brother, Amir. He is a soldier serving with Lucy's husband Gary.



(Source: adapted from <http://www.flickr.com>)

Source D: Main reasons for international migration in 1997 and 2007

Here are some of the reasons why people migrate to or leave the UK each year.

	1997			2007		
	UK (thousands)			UK (thousands)		
	Inflow	Outflow	Balance	Inflow	Outflow	Balance
Definite job offer	63	88	-25	172	100	72
Looking for work	41	51	-9	71	73	-2
Accompany/join friends/family	74	62	12	85	43	42
Formal study	87	15	72	149	15	134

(Source: adapted from Office for National Statistics)

Source E: Campaigning to save Toxteth Street

There are plans to replace terraced houses in Toxteth St (East Manchester) with new energy-efficient, cheap-to-maintain homes that will give the area a 'new start'. These are opposed by the *Save Britain's Heritage* pressure group and local residents, who say that:

- Improving the houses would be cheaper than re-building.
- It would save millions of tons of carbon dioxide being released into the atmosphere.
- The local street pattern gives the community its distinctive character and should be preserved.
- The families know each other, feel safe in the area and like the community spirit as everyone looks out for each other.



(Source: adapted from <http://www.savebritainsheritage.org>)

BLANK PAGE

Mark Scheme

Sample Assessment Materials

GCSE

GCSE Citizenship (Unit 5CS03/Option B)

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	D valuing someone as a fellow human being	1

Question Number	Answer	Mark
2	A it cannot be proved to be correct	1

Question Number	Answer	Mark
3	B recognition that there are many differences between individuals	1

Question Number	Answer	Mark
4	D living alongside each other and sharing each others' festivals, music or foods	1

Question Number	Answer	Mark
5	C identity	1

Question Number	Answer	Mark
6	D taking a course of formal study	1

Question Number	Answer	Mark
7	B aims to influence those in power	1

Question Number	Answer	Mark
8	<p>Allow one mark for each difference – eg:</p> <ul style="list-style-type: none"> • UK citizens acknowledge a commitment to honour the military covenant <p>AND/OR</p> <ul style="list-style-type: none"> • Deceased person was fighting as a member of UK forces, effectively on our behalf, so it would be wrong not to pay respect <p>AND/OR</p> <ul style="list-style-type: none"> • Many people in Wootton Bassett may have been in forces themselves or have members of their families or friends currently serving, so they identify with UK forces and it is right for them to show this <p>AND/OR</p> <ul style="list-style-type: none"> • The loss of every life is precious to someone so it would therefore be wrong to honour some but not all <p>AND/OR</p> <ul style="list-style-type: none"> • Some candidates may raise the question of whether going to war in ANY country can be regarded as ethically acceptable <p>Allow other ethical considerations if relevant.</p>	2

Question Number	Answer	Mark
9	<p>Award one mark for each point (max 2) eg:</p> <ul style="list-style-type: none"> • Attend funeral, show respect – perhaps closing shops during funeral <p>AND/OR</p> <ul style="list-style-type: none"> • Minute silence in a school assembly <p>AND/OR</p> <ul style="list-style-type: none"> • Speak to media about the person – perhaps the contribution they had made to the school or to the family or to the wider community <p>AND/OR</p> <ul style="list-style-type: none"> • Often schools or communities collect funds to remember the person in a positive way – for example supporting causes in which the person showed an interest <p>AND/OR</p> <ul style="list-style-type: none"> • When a young service man or woman dies, this often encourages more people to offer support to other service personnel or their families in practical ways – sending parcels of 'treats' or honouring their service and commitment when they return from fighting <p>Allow other actions if relevant</p>	2

Question Number	Answer	Mark
10	<p>Allow one mark for each different form of discrimination mentioned – eg</p> <ul style="list-style-type: none"> • No discrimination in terms of pay for same work regardless of gender as in Equal Pay Act (1970) <p>OR</p> <ul style="list-style-type: none"> • No discrimination based on gender or sexual orientation as in Sex Discrimination Act (1975) <p>OR</p> <ul style="list-style-type: none"> • No discrimination of those with disabilities in terms of employment, access to public premises or other facilities as in Disability Discrimination Act (1995) <p>OR</p> <ul style="list-style-type: none"> • No discrimination in terms of expression of religious hatred as in Racial and Religious Hatred Act (2006) <p>NB: Candidates are not required to give the laws or their dates as long as the form of discrimination is clearly stated.</p>	3

Question 11 - Indicative content

Using the MEDIA

- Good publicity in the media can attract interest and support
- Human interest stories such as 'Oldest resident being made to move' can influence people
- Media are read by decision makers so a well stated case can be a real help.
- Sometimes presence in media stories is not as helpful
- If people get involved in publicity stunts, these may get headlines but do little to promote the cause

Using PRESSURE GROUPS

- If the residents live in council or publicly-funded housing association accommodation there is likely to be a residents committee or something similar through which they can put forward their views.
- But such bodies do not usually engage in active campaigning so they may need to form a local pressure group.
- Pressure groups aim to provide detailed insights to decision-makers and they will also promote debates, meetings, tv interviews, etc to get their case across to the wider public.
- They may try to persuade local councillors or the local MP about what is best for the area – sometimes such people may not be directly involved in making a particular decision but they can influence those who do.

NB – Remember the candidate has been asked about the most effective ways for residents to campaign to save the houses in their community from being demolished

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 only without any development
2	3-4	The answer makes two or three points but they are fairly superficial and any examples will probably be generalised
3	5-6	Three or more well-chosen points supported by simple but acceptable examples or evidence

Question Number	Answer	Mark
12(a)	<p>Award 1 mark for each simple point made about shared interests/activities/integration – eg:</p> <ul style="list-style-type: none"> • They are likely to work alongside UK citizens, so getting to know each other in the work environment <p>AND/OR</p> <ul style="list-style-type: none"> • Learning English can make a difference to how well someone who has arrived from another country integrates into UK society – and while learning they may make new friends too. <p>AND/OR</p> <ul style="list-style-type: none"> • They may share the same sporting, leisure or cultural activities – following a particular football or cricket team – and become integrated as a result <p>AND/OR</p> <ul style="list-style-type: none"> • Mums picking up children from school are likely to meet other mums who are doing the same thing <p>AND/OR</p> <ul style="list-style-type: none"> • They may live near other UK citizens or join in celebrating religious, music or other festivals or community activities <p>Allow any other responses relevantly introduced</p>	2

Question Number	Answer	Mark
12(b)	<p>Award 1 mark for each simple point made – eg:</p> <ul style="list-style-type: none"> • We now have a wider choice and appetite to experience foods from all parts of the world <p>AND/OR</p> <ul style="list-style-type: none"> • We have learned the importance of social inclusion – most people can contribute something – and as a consequence UK society has become more tolerant <p>AND/OR</p> <ul style="list-style-type: none"> • Many workers have arrived from other countries often filling job shortages in the UK in the NHS, London Transport or a wide variety of other jobs – eg plumbers from Poland <p>AND/OR</p> <ul style="list-style-type: none"> • Many sports stars from other countries - footballers, cricketers, athletes, etc – choose to settle here and delight home crowds <p>AND/OR</p> <ul style="list-style-type: none"> • We now have a better understanding of people embracing different religions and cultures and this has broadened our ‘world view’ <p>Allow any other responses relevantly introduced</p>	2

Question Number	Answer	Mark
13(a)	<p>Award one mark for a recognition that 'identity' refers to the way in which a person 'sees' her or himself - ie 'self-image'</p> <p>Award two marks for a definition/explanation such as:</p> <ul style="list-style-type: none"> • The term 'multiple identities' refers to the many roles an individual plays which help to identify the person 	2

Question Number	Answer	Mark
13(b)	<p>Award one mark for stating/ briefly explaining two of Lucy's roles - eg:</p> <ul style="list-style-type: none"> • Mother • Daughter • Friend (of Anita) • Wife (of Gary, a soldier) • Netball player • Leicester resident 	1

Question 14 – Indicative content

Candidates are likely to make points such as the following:

FOR MIGRANTS MOVING TO BECOME RICHER

- Economic migrants do move to become richer
- Pay rates in the UK are much higher than in other parts of the world so they can send home money to support their families
- Some migrants already have jobs to come to in the UK but others have come in the past looking for work (less likely in future as a result of points-based scheme)
- Many students go to study in other countries to get qualifications/experience/make contacts they could not achieve in own country

AGAINST BECOMING RICHER AS REASON FOR MIGRATION

- Asylum seekers leave home country for fear of their lives – not seeking money
- Many UK pensioners choose to move to France, Spain or Portugal because they like the lifestyle and wish to live in a warmer climate
- Although some people study abroad for economic/instrumental reasons, some choose to do this for cultural reasons or because the phenomena they wish to study are located overseas
- Many people who migrate do so to join family and friends who have already switched country

Level 0	0 marks	No rewardable material
Level 1	1-2 marks	Basic and/or very brief approach – likely to be opinionated with basic knowledge and little understanding/recognition of issues.
Level 2	3-4 marks	An approach which demonstrates considerable realism, some relevant evidence/interpretation and reasonable understanding of migration patterns and reasons. Students who do not indicate an alternative view are limited to a maximum of 4 marks
Level 3	5-6 marks	An approach covering various reasons for migration; there will be some supporting evidence/interpretation or evaluation to develop limited arguments, demonstrating quite good knowledge and understanding.
Level 4	7-8 marks	A balanced approach indicating different viewpoints, using clear evidence and interpretation/evaluation to support arguments and demonstrates good knowledge and understanding.

Question 15 (includes QWC) - Indicative content

Candidates must look at two sides of the argument:

FOR

- For many people, the people they see or hear on radio or television become 'friends' with whom they identify
- This is as true of characters in soaps as it is of newsreaders, weather men or the judges in Strictly Come Dancing or X Factor
- A sense of empathy arises between viewer/listener and soap characters – if a viewer likes a particular character who may be from an ethnic minority or disabled or gay or lesbian, this liking may lead the individual to form a different view of people from ethnic minorities or who have disabilities or who are gay or lesbian
- Radio and television are also important sources of news, which will also inform and influence viewers/listeners
- Many programmes on radio and tv involve the men and women from ethnic minorities in a variety of situations – either reporting on life in the UK or celebrating religion, food, culture, dress, lifestyles from another country – such programmes are likely to be at least as influential on people's perceptions as the passing of laws.

AGAINST

- Often there is much debate about a new law before it is passed; it isn't just the passing of the law that makes the difference but a growing awareness of a problem as reported in newspapers or discussed more widely
- Laws on homelessness, abortion, suicide, homosexuality, hunting with dogs were passed only after long debate throughout society
- Just because a law is passed, this doesn't mean it will be immediately obeyed by everyone – consider how many people still use a mobile phone while driving if they do not believe the police will catch up with them, even though a law forbidding such actions has been in force since 2003.
- Many people, though, will obey a law because they do not wish to be punished for breaking it, even if they do not agree with the law itself
- Others will obey a law because they know it is right to do that, recognising that if you object to a law in a democracy, a citizen should campaign to change it rather than ignore or break it.

Level 1	1-3 marks	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>
Level 2	4-6 marks	Opinion with limited reasoning, supported by limited relevant evidence and/or examples showing basic knowledge and understanding of issues and/or events. Students who include ONLY points for, or ONLY points against are restricted to a maximum of 6 marks. <i>Spelling, punctuation and grammar are reasonably accurate and meaning is clear.</i>
Level 3	7-9 marks	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>
Level 4	10-12 marks	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 & appropriate language is used together with some use of specialist terms</i>
Level 5	13-15 marks	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>