

Sample Assessment Materials

Edexcel GCSE in Citizenship Studies (2CS01) (3CS01)

Inside this Sample Assessment Materials pack you'll find:

- Accessible papers to help you and your students prepare for the assessment
- Clear and concise mark schemes to let you know what the examiners are looking for
- Supported controlled assessment information including sample tasks and assessment criteria to share with students.



Welcome to the GCSE 2009 Citizenship Studies Sample Assessment Materials

These sample assessment materials have been written to accompany the specification. They have been developed to give you and your students a flavour of the actual exam papers and mark schemes so they can experience what they will encounter in their assessments. They feature:

- **Accessible papers** using a mixture of question styles. We've worked hard to ensure the papers are easy to follow with an encouraging tone so that the full range of students can show what they know.
- **Clear and concise mark schemes** for each paper outlining what examiners will be looking for in the assessments, so you can use the sample papers with students to help them prepare for the real thing.
- **Supported controlled assessment**, including sample controlled assessment materials to show you the sort of activity students will undertake. Used in conjunction with the guidance in the Teacher's Guide, these samples will help you manage the controlled assessment in your centre and help students achieve their best.

Our GCSE 2009 Citizenship Studies qualification will be supported better than ever before. Keep up to date with the latest news and services available by visiting our website:

www.edexcel.com/gcse2009

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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.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Citizenship Studies

Unit 1: Citizenship Today

Sample Assessment Material

Time: 1 hour

Paper Reference

5CS01/01

You do not need any other materials.

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 ►

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SECTION A

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ~~☒~~ and then mark your new answer with a cross ☒.

Answer ALL the questions in this section.
You are advised to spend no more than 40 minutes on this section.

THEME 1: Rights and responsibilities

1 Study Source A below.

Source A: Church leaders highlight the concerns for asylum seekers

- Some sections of the media carry many biased reports about asylum seekers. This can lead to prejudice aimed at people who have had their human rights abused.
- Legal processes do not make it easy for asylum seekers. The first interview in the UK provides the basis for their asylum claim. They cannot usually express themselves clearly and with confidence. They might have suffered traumatic experiences and do not always trust authority and they may fear revenge attacks. All this makes it very difficult for newly-arrived asylum seekers to tell their story at the first interview.
- The authorities do not always appear to understand fully issues of faith or conversion. These are often at the heart of a person's application for asylum.

Adapted from West Yorkshire Church Leaders statement of Support for Asylum Seekers. 6 Feb 2008, hosted by <http://archive.networkleeds.com>

(a) Explain what is meant by the term 'human rights'.

(2)

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(e) Using Source A, explain why it might be difficult for asylum seekers to tell their story.

(2)

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(f) According to Source A, which human right do the authorities not always appear to understand? Put a cross in the box that is the correct answer.

(1)

- A** The right to freedom
- B** The right to follow your religion
- C** The right to travel
- D** The right to work

(g) Which term does the following statement describe?

“A foreigner who, for economic reasons, illegally crosses an international political border.”

Put a cross in the box that is the correct answer.

(1)

- A** refugee
- B** asylum seeker
- C** illegal immigrant
- D** tourist

(Total for Question 1 = 12 marks)

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THEME 2: Power, politics and the media

2 Study Sources B and C below.

Source B: Protests in Shropshire

'Save our schools' protests start



Parent power was today surging across Shropshire with campaigns being launched to halt plans to axe 22 of the county's primary schools. Parents and teachers pledged to stage protests and draw up petitions against county council plans to tackle falling pupil numbers in some primary schools. Some parents are threatening to chain themselves to school railings. Many are expected to attend a mass demonstration in Shrewsbury when the county council cabinet meets. Shropshire County Council stated there were 3,000 empty places in its schools.

Source: www.shropshirestar.com/2008/01
& <http://www.shropshirestar.com/2008/02/the-week-in-pictures-28/4/>

Source C: Protests in Herefordshire

In Herefordshire there has been open revolt against the county council. This is because council officers proposed a drastic cut in Hereford's schools because of falling birth rates. The leader of the Conservative-controlled council, distanced himself from the proposals. Soon afterwards, Herefordshire Council threw out the proposals and said reorganisation of schools was barred before the next election. These decisions followed the rowdiest council meeting in Herefordshire's history after hundreds of protestors packed into the council building.

Source: Adapted from *The Financial Times*, 16 January 2008 & 9 February 2008.

(a) Which of the following political parties controls the council in Herefordshire? Put a cross in the box that is the correct answer. (1)

- A** Labour
- B** Conservative
- C** Liberal Democrat
- D** Green

(b) State **two** services a county council is responsible for. (2)

1

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2

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(c) Identify **two** ways in which local government is funded. (2)

1

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2

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(d) Which statement below is totally based on fact as opposed to being wholly or partly based on opinion? Put a cross in the box that is the correct answer. (1)

- A** Parent power was today surging across Shropshire
- B** The council plans to axe 22 of the county's primary schools
- C** Council officers proposed a drastic cut in Hereford's schools
- D** The meeting was the rowdiest council meeting in Herefordshire's history

(e) (i) Using evidence from Sources B and C, identify **two** methods people used to bring about change in their local community. (2)

1

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2

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(ii) Explain which **one** of the two methods you think would be most effective. (2)

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(f) Which voting method is used in a British general election? Put a cross in the box that is the correct answer.

(1)

- A** First past the post
- B** Referendum
- C** Proportional representation
- D** Hereditary

(Total for Question 2 = 11 marks)

THEME 3: The global community

3 Study Source D.

Source D: Do we need sustainable development?

In the past 20 years we have been living beyond our means. We cannot sustain this. We are losing biodiversity with the destruction of rainforests and over fishing. This is having a negative effect on our use of resources, our environment and the climate. Our way of life is placing an increasing burden on the planet. Globally we are not even meeting the needs of the present let alone considering the needs of future generations.

Source: Adapted from <http://www.sustainable-development.gov.uk/what/index.htm>

(a) Using Source D, state **one** example of the loss of biodiversity.

(1)

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(b) Explain what is meant by the term 'sustainable development'.

(2)

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(c) Identify **two** sources of sustainable energy.

(2)

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Study Source E

Source E: Volunteer to make a difference by 'thinking globally and acting locally'

Millions of people across the world are taking part in community action which will secure a more sustainable future for us all. It's easy and can be fun too! Here are five ways any community group can make a big difference.

- Be a 'carbon free community' to help beat climate change.
- Make your community group a Fairtrade zone.
- Recycle now - recycle together. The possibilities are endless.
- Be a 'buy local' group and help make local food work.
- Be a 'cleaner, safer, greener' group.

Source: Adapted from <http://www.sustainable-development.gov.uk/advice/community/get-in-on-the-act>

(d) Explain what is meant by the term 'community'.

(2)

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(e) Explain what is meant by the term 'carbon footprint'.

(1)

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(f) What is usually meant by the term 'volunteer'? Put a cross in the box that is the correct answer.

(1)

- A** Joining a political party
- B** Doing something without payment
- C** Joining a human rights group
- D** Being paid for work

(g) Identify **three** ways in which you might take action in your local community to promote a cause and explain why you would take these actions.

(6)

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(Total for Question 3 = 15 marks)

TOTAL FOR SECTION A = 38 MARKS

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SECTION B

Answer **ONE** of the following questions.

You are advised to spend no more than 20 minutes on this section.

EITHER

*4 Theme 1: Rights and responsibilities

'In today's Britain everyone's rights are protected whatever their culture or religious beliefs.'

Do you agree with this view?

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

(12)

To answer the question above, you could consider the following points and **other** information of your own.

- Should the law be used to protect some rights or all rights?
- Which laws protect people from discrimination?
- How has this legal protection helped people live their lives in our society?
- Should people from different cultures in Britain have different rights?

OR

*5 Theme 2: Power, politics and the media

'More people would vote in general elections if 16 year-olds were given the vote.'

Do you agree with this view?

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

(12)

To answer the question above, you could consider the following points and **other** information of your own.

- Why is it important to increase the number of voters at elections?
- What reasons affect whether people turn out to vote?
- Do 16 year-olds have enough experience and responsibility to vote?
- How important is having the vote in a democratic society?

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

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

TOTAL FOR SECTION B = 12 MARKS

TOTAL FOR PAPER = 50 MARKS

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Sample Mark Scheme

Unit 1: Citizenship Studies

Question Number	Answer	Mark
1(a)	<p>Any two from the following</p> <ul style="list-style-type: none"> • mention of moral and/or legal • mention of human rights as what people are allowed to do or have • an example <p>Maximum 2 marks</p> <p><i>eg Human rights are things that people are morally or legally allowed to do or have</i></p> <p>Allow other suitable correct answer</p>	(2)

Question Number	Answer	Mark
1(b)	<p>1 mark for someone who seeks safety in another country</p> <p>1 mark for because they are being persecuted in their own country</p> <p>Maximum 2 marks</p>	(2)

Question Number	Answer	Mark
1(c)	A	(1)

Question Number	Answer	Mark
1(d)	<p>Any three from the following, for 1 mark each:</p> <ul style="list-style-type: none"> • selecting facts • location of article in the paper • use provocative headlines • choosing particular images which may be provocative <p>Or any suitable correct answer</p> <p>Maximum 3 marks</p>	(3)

Question Number	Answer	Mark
1(e)	Any two from the following, for 1 mark each: <ul style="list-style-type: none"> • Traumatic experience • Fear of recrimination • Lack of trust in authority • Language difficulties <p>Maximum 2 marks</p>	(2)

Question Number	Answer	Mark
1(f)	B	(1)

Question Number	Answer	Mark
1(g)	C	(1)

Question Number	Answer	Mark
2(a)	B	(1)

Question Number	Answer	Mark
2(b)	Any two of the following, for 1 mark each <ul style="list-style-type: none"> • Education • Social services • Leisure • Planning and transport • Housing • Fire and police <p>Maximum 2 marks</p>	(2)

Question Number	Answer	Mark
2(c)	Any two of the following, for 1 mark each <ul style="list-style-type: none"> • Central government • Council tax/rates • Business rates • Charges for service, eg parking/leisure facilities <p>Maximum 2 marks</p>	(2)

Question Number	Answer	Mark
2(d)	C	(1)

Question Number	Answer	Mark
2(e)(i)	<p>Any two of the following, for 1 mark each</p> <ul style="list-style-type: none"> • Public meeting • Demonstration/chaining themselves to railings • Petition • Campaign • Pressure group <p>Maximum 2 marks</p>	(2)

Question Number	Answer	Mark
2(e)(ii)	<p>1 mark for identifying which of the methods they think is most effective, eg</p> <ul style="list-style-type: none"> • Public meeting • Demonstration • Petition • Campaign • Pressure groups <p>1 mark for explanation eg</p> <ul style="list-style-type: none"> • lots of people can show support • gets media coverage • goes directly to decision makers • educating people about issues • can help to change policy <p>Accept any suitable answer with explanation</p>	(2)

Question Number	Answer	Mark
2(f)	A	(1)

Question Number	Answer	Mark
3(a)	<p>Any one of the following, for 1 mark each:</p> <ul style="list-style-type: none"> • Felling rainforests • Over fishing <p>Maximum 1 mark</p>	(1)

Question Number	Answer	Mark
3(b)	<p>Any two of the following, for 1 mark each:</p> <ul style="list-style-type: none"> • Living now in a way that doesn't damage • the needs of future generations • and in a way that can continue in the future <p>Accept any suitable answer</p> <p>Maximum 2 marks</p>	(2)

Question Number	Answer	Mark
3(c)	<p>Any two of the following, for 1 mark each:</p> <ul style="list-style-type: none"> • Wind power/wind farms • Solar power • Hydro electric power/water power • Natural fuels/fuel from plants <p>Accept any suitable answer</p> <p>Maximum 2 marks</p>	(2)

Question Number	Answer	Mark
3(d)	<p>Any two of the following, for 1 mark each:</p> <ul style="list-style-type: none"> • A group of people • Connected in some way/having something in common <p>eg A community is a group of people connected in some way (having something in common).</p> <p>Maximum 2 marks</p>	(2)

Question Number	Answer	Mark
3(e)	<p>1 mark for the following:</p> <ul style="list-style-type: none"> • a measure of the amount of CO₂ emitted through fossil fuels by an individual, organisation or product <p>Accept any suitable equivalent wording.</p>	(1)

Question Number	Answer	Mark
3(f)	B	(1)

Question Number	Answer	Mark
3(g)	<p>Any three marks for identification from, eg</p> <ul style="list-style-type: none"> • Issue days in schools, churches • Write to a local newspaper • Encourage local shops and organisations to publicise it • Use purchasing power <p>Maximum 3 marks</p> <p>Any three marks for explanation, eg</p> <ul style="list-style-type: none"> • Increase educational knowledge • Raise awareness in the community • Because it is the right/ethical/moral thing to do • To help people less fortunate than ourselves <p>Maximum 3 marks</p> <p>Accept any suitable correct answer</p>	(6)

Question Number	Indicative content
4 QWC i-ii-iii	<p>Answers reference human rights, eg</p> <ul style="list-style-type: none"> • Basic human rights, eg life, liberty, freedom of speech and movement, fair wage, fair trial, education, freedom of religion, freedom from torture. 1998 Human Rights Act, UN Declaration • Some human rights limited by law to protect society as a whole, eg legal rights between 10 and 18 protect children AND society <p>Answers reference legal framework, eg</p> <ul style="list-style-type: none"> • Laws which protect basic legal rights in Britain are: Sex Discrimination Act, Race Relations Act, Disability Discrimination Act • The Sex Discrimination Act protects the interests of either sex in the workplace • The Race Relations Act has meant that all ethnic groups are protected from discrimination based on race, colour, nationality or ethnic origin- has produced multicultural Britain • The Disability Discrimination Act has meant disabled people have equal access to all facilities and opportunities in society and the workplace • Not every group is protected by these laws, eg illegal immigrants/asylum seekers applying for sanctuary are covered by the Human Rights Act but not by the others, especially regarding employment <p>Discursive content, eg</p> <ul style="list-style-type: none"> • If different rights were granted to different cultures this would hinder the development of a multicultural society with a common bond of being British nationals • The result would be different groups living separately which could cause resentment and misunderstanding. This is already the case with some groups such as orthodox Muslims (Sharia Law) • If you have the protection of the law in daily life you cannot pick and choose which bits to accept- either you accept the protection offered by the law which comes from living in Britain or, if you only accept some of it, you make yourself vulnerable to discrimination of every sort • <p>Accept any other suitable content. Refer to levels.</p>

Level	Mark	Descriptor
0	0	No rewardable material
1	1-3	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>
2	4-6	Mainly opinion with some reasoning, supported by limited relevant evidence and/or examples showing limited knowledge and some understanding of issues and/or events. Candidates 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>
3	7-9	Points FOR and AGAINST are included in a reasonably balanced and mostly reasoned discussion which shows quite good knowledge and understanding of issues and/or events, based on some evidence/argument. <i>Spelling, punctuation and grammar are mostly accurate and appropriate language is used to convey meaning.</i>
4	10-12	Points FOR and AGAINST are included in a balanced and reasoned discussion which shows good knowledge and understanding of issues and/or events, supported by strong evidence leading to a clear conclusion. <i>Fluent and consistently strong use of vocabulary and accurate spelling, punctuation and grammar with use of specialist terms.</i>

Question Number	Indicative content
5 QWC i-ii-iii	<p>Answers reference current context, eg</p> <ul style="list-style-type: none"> • Low voter turnout means that the laws made in the country do not represent all the people, perhaps not even a majority • The UK is in danger of no longer being a democracy, and could lead to people resenting or ignoring the laws that are passed • Many people do not consider the issues raised at elections but vote for candidates because they are influenced by their friends or family • Voters can be affected by the media - the newspapers they read, TV programmes they watch, by their social class (traditionally the working class has voted Labour), age, gender, ethnicity, religion and where they live • Few people consider local candidates but tend to vote for a party as a whole <p>Answers reference status of 16 year olds, eg</p> <ul style="list-style-type: none"> • The law states that 16 year olds are old enough to get married, have children, play the lottery, join the army, pay taxes, and have a job • Some people younger than 16 are the main carers in their families. In today's society many 16 year olds have the experience of being a full adult member of society • There are also many 16 year olds who are actively engaged in their communities through voluntary work, this is a main reason for Citizenship in school • As with any age group, there will always be some who are not responsible, but as the law gives them the rights of adults (as above) one should accept that they can be responsible citizens and therefore should have a say in the making of legislation that affects their daily lives, eg education, law and order, defence, health, etc. <p>Discursive content, eg</p> <ul style="list-style-type: none"> • Democracy inherently means government by the people through elected representatives and you can only elect someone if you have the right to vote • The laws that gave 16 year olds the right to die for their country or have a family were made by elected representatives, so should these 16 year olds not also have the right to vote? <p>Accept any other suitable content. Refer to levels.</p>

Level	Mark	Descriptor
0	0	No rewardable material
1	1-3	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>
2	4-6	Mainly opinion with some reasoning, supported by limited relevant evidence and/or examples showing limited knowledge and some understanding of issues and/or events. Candidates 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>
3	7-9	Points for and against are included in a reasonably balanced and mostly reasoned discussion which shows quite good knowledge and understanding of issues and/or events, based on some evidence/argument. <i>Spelling, punctuation and grammar are mostly accurate and appropriate language is used to convey meaning.</i>
4	10-12	Points for and against are included in a balanced and reasoned discussion which shows good knowledge and understanding of issues and/or events, supported by strong evidence leading to a clear conclusion. <i>Fluent and consistently strong use of vocabulary and accurate spelling, punctuation and grammar with use of specialist terms.</i>

Question Number	Indicative content
<p>6 QWC i-ii-iii</p>	<p>Britain's membership of global organisations, eg</p> <p>Britain belongs to the Commonwealth (of Nations) and the United Nations.</p> <ul style="list-style-type: none"> • The Commonwealth works to advance democracy, human rights and sustainable economic and social development in its member countries • The skills of member countries are used to help others and advisors go to other countries to help in agriculture, enterprise and trade • The Commonwealth keeps a check on human rights in its member states and can evict a member if it is thought they are breaching these • The United Nations is the biggest international organisation in the world and almost all countries belong to it • It was the United Nations that drew up the Declaration of Human Rights. Today the main social problems the UN deals with are breaches of human rights, (child soldiers, ethnic cleansing) refugees and the HIV/AIDS epidemic <p>Discursive content, eg</p> <ul style="list-style-type: none"> • International organisations are more effective because of the political clout they have and the financial and manpower resources • However, the bigger the organisation, the more arguments about what to do where and political tensions can interfere with the effective aid given • Individual countries can also be effective, sometimes more so, through specialised programmes, such as Comic Relief, Oxfam, Christian Aid, Send a Cow Charity • Belonging to these organisations helps Britain maintain her role as a leading country in world affairs. The Queen is the head of the Commonwealth, which is an association of countries, most of which were ruled by Britain • The Commonwealth's 1.7 billion people make up 30% of the world's population • In the United Nations Britain is one of the five permanent members of the Security Council which gives her considerable say in matters concerning international disputes and peacekeeping • Belonging to these organisations costs Britain money, but it helps her economy by developing and keeping markets in poorly developed countries • If Britain did not belong to these organisations, she would only be one of many small nations <p>Accept any other suitable content. Refer to levels.</p>

Level	Mark	Descriptor
0	0	No rewardable material
1	1-3	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>
2	4-6	Mainly opinion with some reasoning, supported by limited relevant evidence and/or examples showing limited knowledge and some understanding of issues and/or events. Candidates 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>
3	7-9	Points for and against are included in a reasonably balanced and mostly reasoned discussion which shows quite good knowledge and understanding of issues and/or events, based on some evidence/argument. <i>Spelling, punctuation and grammar are mostly accurate and appropriate language is used to convey meaning.</i>
4	10-12	Points for and against are included in a balanced and reasoned discussion which shows good knowledge and understanding of issues and/or events, supported by strong evidence leading to a clear conclusion. <i>Fluent and consistently strong use of vocabulary and accurate spelling, punctuation and grammar with use of specialist terms.</i>

Edexcel GCSE

Citizenship Studies

Unit 2: Participating in Society

Sample Controlled Assessment Material

Paper Reference

5CS02/01

You do not need any other materials.

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Guidance

Can I work in a group?

Yes – but you need to make sure that you respond to the controlled assessment questions by yourself. This means that you need to gather evidence of your own participation.

Who are people in positions of power?

These are people who are in positions that can affect your issue, they could be eg, local councillors, school governors, community leaders, your head teacher, the police or business people.

What sort of activity should I undertake?

Your activity should be relevant and appropriate to your issue and your locality and you could choose an activity from the following list:

- presenting a case to others about a concern
- conducting a consultation
- organising a meeting, event or forum to raise awareness and debate issues
- representing the views of others at a meeting or event
- creating, reviewing or revising an organisational policy
- contributing to local community policies

What evidence should I present?

For your enquiry, you need to produce evidence of your issue. This could be in the form of leaflets, newspaper articles, websites, video or tape recordings of people who are involved.

When you communicate with people in positions of power and influence you need to ensure you have evidence of the communication. You may invite speakers and ask them questions but you need to be sure that you have evidence of your own contribution.

For your action, you need to produce evidence of your action, and also evidence of your involvement in your action. This evidence could be a video recording, a witness statement from someone involved, a recorded observation from your teacher or evidence of the outcome of your action.

How should I present my evidence?

Evidence can be stapled to this response form. If it is presented within a ring binder or portfolio then you should ensure that it is easily identifiable and referenced to the task question.

The Task

1 Enquiry into the citizenship issue (10 marks)

- (a) Choose an issue and say why is the issue is important locally and nationally?
Attach issues based evidence.

- (b) Describe how the issue links to citizenship themes from Unit 1.

2 Application of skills of advocacy and representation (15 marks)

- (a) Communicate with two people in positions of power or influence about the issue to find out what they think. Attach evidence of your communication.
- (b) Why do you think people hold different views on this issue?

3 Participation in action to address the citizenship issue (15 marks)

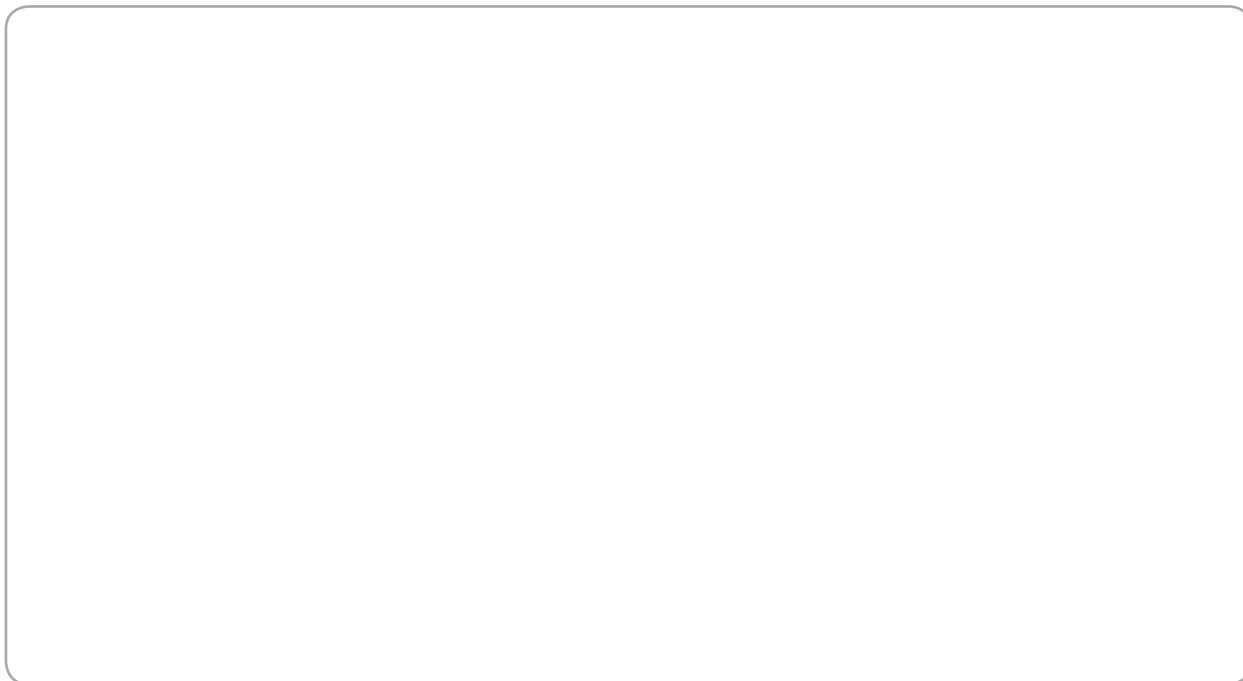
- (a) Describe how **you** can affect your issue through action.

(b) Participate in action, showing how you address this issue.

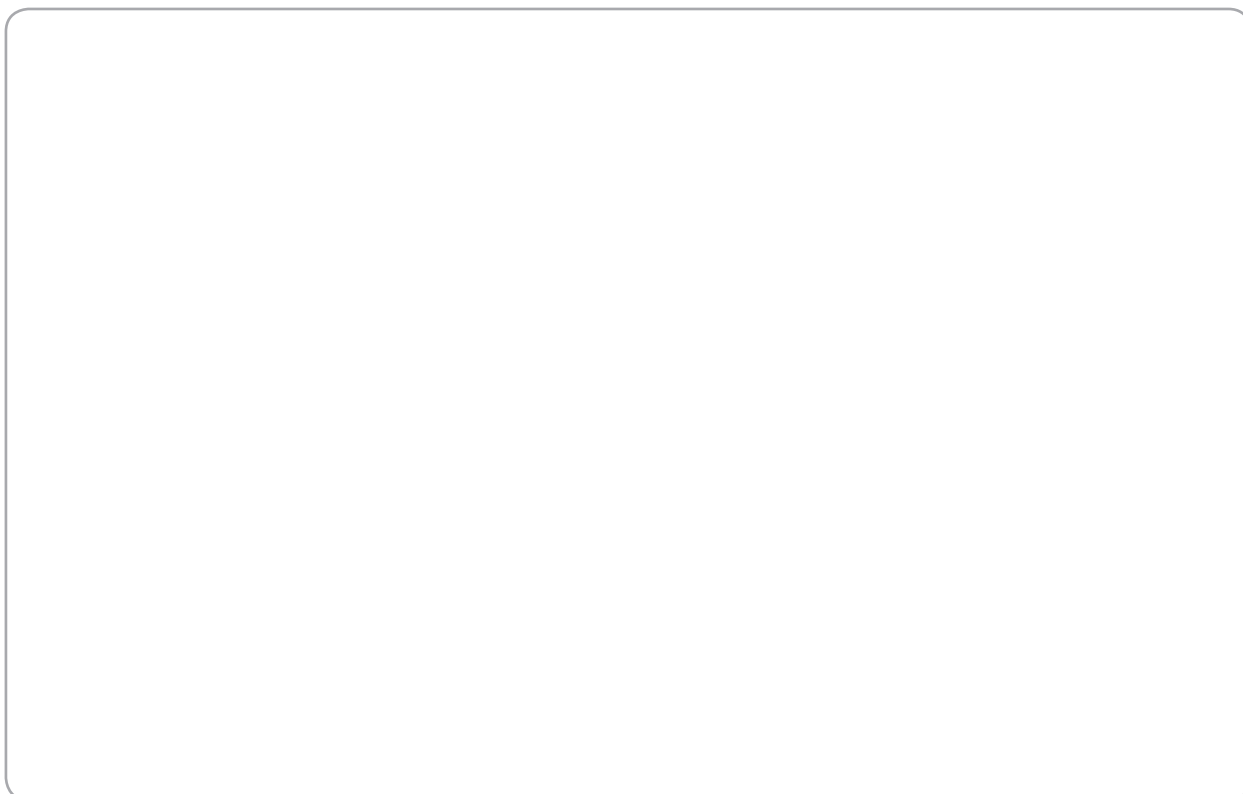
- In your action you need to show how you have negotiated, decided on and taken action. Attach evidence of your action and how you made a contribution.

4 Assessment of the impact of own action. (10 marks)

(a) Assess how your action contributed to your issue, both locally and nationally.



(b) Now that you have finished, assess how the action has affected your view.



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Assessment criteria

Assessment criterion 2: Application of skills of advocacy and representation (AO2: 10 marks, AO3: 5 marks)

Mark range	Descriptor
0	<ul style="list-style-type: none"> No evidence of application of skills of advocacy and representation.
1-4	<ul style="list-style-type: none"> Only a single viewpoint is presented, or two or more viewpoints are partially expressed in evidence. Lack of evidence of skill of communicating, influencing and persuading people in positions of power and others. Only one person communicated with, or two people partially communicated with, or people communicated with are not in positions of power. Own view is therefore not adequately referenced to other viewpoints and the argument presented is therefore limited. Evidence may not show skill of advocacy but may suggest that the skill has been used.
5-8	<ul style="list-style-type: none"> Two different viewpoints in evidence. Partial use of skill of communicating, influencing and persuading one or two people in positions of power- which may not be informed because of a lack of clear expression of own view. Lack of adequate analysis in understanding why viewpoints are held. Evidence will show skills of advocacy, and may be an authenticated video or tape recording, a signed witness testimony or observation record.
9-12	<ul style="list-style-type: none"> Two viewpoints clearly expressed in evidence gathered with some analysis of why views are held. Some use of skill of communicating, influencing and persuading two people in positions of power informed by ability to express own viewpoint. Evidence will directly show skills of advocacy, and can be an authenticated video or tape recording, a signed witness testimony or observation record.
13-15	<ul style="list-style-type: none"> At least viewpoints presented in evidence coherently with analysis of why views are held. Student uses skill of communicating with people in positions of power and others to influence and persuade. Own viewpoint is well expressed with reference to the evidence and communication undertaken and a convincing argument for own view is presented. Evidence will directly show skills of advocacy, and may be an authenticated video or tape recording, a signed witness testimony or observation record.

**Assessment criterion 3: Participation in action to address the citizenship issue
(A02: 15 marks)**

Mark range	Descriptor
0	<ul style="list-style-type: none"> • Student does not participate in action.
1-4	<ul style="list-style-type: none"> • Application of skills and understanding in addressing citizenship when participating in action is limited. Student has a limited or no understanding of own impact on the issue. • Limited evidence of consultation with others, representing the views of others or presenting a case for action. Limited evidence of action that contributes or relates to case presented. • Evidence may be unsuitable or occasionally appropriate and may suggest skills have been used. Evidence presented is insufficient in showing links between action and citizenship.
5-8	<ul style="list-style-type: none"> • Student shows some application of skills and understanding in addressing citizenship when participating in action. Student shows some understanding of own impact on the issue. • Student undertakes some consultation with others but this may not fully inform the case presented and the case for action may not be representative. Action has some relevance to the case presented but may be undermined by lack of consultation. • Suitable evidence is presented which shows application of a limited number of skills and some links between action and citizenship.
9-12	<ul style="list-style-type: none"> • Student shows good application of skills and understanding in addressing citizenship when participating in action. Student understands aspects of own impact on the issue. • Student undertakes consultation and this informs the case they present for action which may be representative of the views of others. Action undertaken is mostly relevant to the case presented. • Suitable evidence is presented which shows good application of skills and links between action and citizenship. Evidence presented makes frequent links between action and citizenship.
13-15	<ul style="list-style-type: none"> • Excellent application of skills and understanding in addressing citizenship when participating in action. Student fully understands own impact on the issue. • Student undertakes comprehensive consultation that fully informs the case for action. Action undertaken is appropriate and relevant to the case presented. • Suitable evidence is presented which clearly shows excellent application of skills and links between action and citizenship.

Assessment criterion 4: Assessment of the impact of own action
(A02: 5 marks, A03: 5 marks)

Mark range	Descriptor
0	<ul style="list-style-type: none"> No assessment of the impact of own actions.
1-3 QWC i-ii-iii	<ul style="list-style-type: none"> Limited valid application of knowledge and understanding in assessing how action contributed to communities and the wider world. Student shows limited assessment of action and the consequent impact on own view. Limited conclusions drawn. There are many spelling and punctuation errors and negligible use of specialist vocabulary.
4-6 QWC i-ii-iii	<ul style="list-style-type: none"> Some valid application of knowledge and understanding in assessing how action contributed to communities and the wider world. Student assessment and evaluation of action lacks some detail but is mostly coherent. Student shows some analysis of the impact on own view. Some conclusions may be drawn. There are occasional spelling and punctuation errors. Specialist vocabulary may be used accurately but not sustained throughout.
7-10 QWC i-ii-iii	<ul style="list-style-type: none"> Excellent application of knowledge and understanding in assessing how action contributed to communities and the wider world. Student detailed and coherent assessment and evaluation of action and analysis of impact on own view. Reasoned conclusions drawn. Writing will be fluent and any errors will not detract from the overall performance. Use of specialist vocabulary will be assured and consistent throughout.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Citizenship Studies

Unit 3: Citizenship in Context

Option A: Environmental Change and Sustainable Development

Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5CS03/3A

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.

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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 Which **one** of the following is an environmental pressure group? (1)

- A** Amnesty International
- B** Liberty
- C** Greenpeace
- D** Barnardos

2 The main aim of a pressure group is to: (1)

- A** influence government policy
- B** achieve victory in elections
- C** reduce active citizenship
- D** control local councils

3 A newspaper article or television programme is biased if: (1)

- A** it clearly reports two or more points of view
- B** it uses complicated language
- C** the evidence given is out of date
- D** it leans heavily towards a particular viewpoint

4 An opinion is different from a fact because: (1)

- A** there will always be someone who disagrees with an opinion
- B** opinions are always supported by reliable evidence
- C** opinions usually relate only to religion and politics while facts apply to many other things
- D** if in doubt opinions can be tested or verified

5 According to Source A, which of the following statements is correct? (1)

- A More than 20% of household waste is currently recycled
- B Unauthorised tipping of rubbish is a problem in British lakes
- C Most of the average dustbin waste can be composted
- D Improved recycling rates of aluminium cans would lead to fewer dustbins

6 According to Source D, what is a landfill tax? (1)

- A A tax each household pays for their waste to be collected
- B A tax councils pay on waste they send to be landfilled
- C A limit on the amount of waste sent to landfill
- D The amount of council tax spent on waste collection

7 According to Source C, what percentage of the contents of a typical bin in Wandsworth is made up of glass? (1)

- A 13%
- B 9%
- C 26%
- D 32%

(Total for Questions 1–7 = 7 marks)

8 Explain briefly what is meant by the term 'Local Agenda 21' in Source A. (2)

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(Total for Question 8 = 2 marks)

Study Sources D and E before answering questions 12–14.

12 Using evidence from Source E and your own knowledge:

(a) Give **two** reasons why plastic bags from supermarkets can threaten wildlife. (2)

1

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(b) Give **two** reasons why UK supermarkets think a decision to withdraw free plastic bags will be unpopular with customers. (2)

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2

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(Total for Question 12 = 4 marks)

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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

Edexcel GCSE

Citizenship Studies

Unit 3: Citizenship in Context

Option A: Environmental Change and Sustainable Development

Sources Booklet

Paper Reference

5CS03/3A

Do not return the booklet with the question paper.

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

Source A: Interesting facts about rubbish and recycling

There is a great deal of waste, which could be recycled, that ends up in landfill sites which is harmful to the environment. Local Agenda 21 is becoming increasingly important.

- Up to 60% of the rubbish that ends up in the dustbin could be recycled.
- The largest lake in Britain could be filled with rubbish from the UK in eight months.
- As much as 50% of waste in the average dustbin become compost.
- If all aluminium cans in the UK were recycled, we would need 14 million fewer dustbins.
- Each UK family uses an average of 500 glass bottles and jars each year. Glass is 100% recyclable.

(Source: adapted from www.recycling-guide.org.uk)

Source B: Community: About local groups

Friends of the Earth local groups consist of ordinary people who volunteer some time to try to improve the environment locally, nationally and internationally. There are around 200 of these in England, Wales and Northern Ireland. The way they get involved varies enormously.

The sort of things that groups do might include:

- Campaigning on local and national issues e.g. transport, planning or waste.
- Helping deliver leaflets.
- Fundraising.
- Lobbying local councils and MPs in their own constituencies.
- Running street stalls.

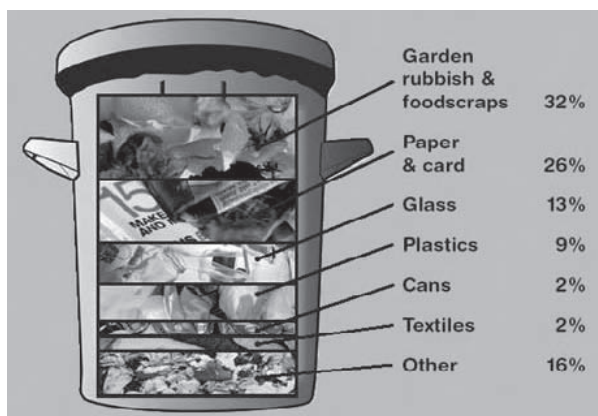
(Source: adapted from Friends of the Earth, www.community.foe.co.uk/local_groups)

Source C: Wandsworth Council waste services

The diagram below shows the contents of a typical bin in Wandsworth, London. As you can see, a lot of this can be recycled or composted.

In 2006–2007, Wandsworth recycled around 23% of household waste.

- Materials are sorted by mechanical and hand-sorting techniques
- Sorted recycling is sent to manufacturers to make into new products
- Green waste from parks and open spaces is made into compost for use as a soil conditioner.
- Rubbish is taken by river on a barge to a landfill site.



Source D: Fortnightly rubbish collections

In Britain we dispose of more rubbish per person than any other country in Europe and we are running out of dumping space. A new European law, the Landfill Directive, is limiting what we will be allowed to throw into holes in the ground. In an effort to encourage more recycling, local councils now have to pay to the government, a landfill tax on every tonne of waste sent to be landfilled.

More councils are switching to a system of fortnightly collections. This means that general household rubbish is picked up one week and, the next week, only recyclable household waste is collected.

According to the government and local authorities, fortnightly collections have boosted rates of waste recycling. It is said that the system encourages more people to sort out, and separate, their recyclable rubbish. However, fortnightly collections of general rubbish have proved unpopular with many householders.

(Source: adapted from 'Does halving rubbish collections really help the environment?', *The Independent*, 27 April 2007)

Source E: How the world shames Britain in dealing with 'plastic poison' bags

Britain lags behind the rest of the world in dealing with the 'plastic poison' caused by the distribution of billions of single-use carrier bags.

UK retailers claim shoppers in this country will not put up with losing plastic bags – they are so convenient and they are often free. However, because of growing pressure from environmental groups, UK retailers have signed up to a plan to "reduce the environmental impact of carrier bags by 25% by 2008".

The UK's actions are insignificant compared to what many Third World countries have achieved. China's biggest plastic bag manufacturer has just announced it had closed its factories once the government banned its products from June.



Birds are at risk when they feed on rubbish tips. A bag has blown over this stork on a dump in Spain, leaving it unable to fly and threatening its life



Even the biggest game here in the Masai Mara in Kenya is not immune. This lioness has picked up a piece of plastic which she is chewing – and it could easily kill her if she swallows it.

(Source: adapted from *Daily Mail*, 27 February 2008)

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Sample Mark Scheme

Option A: Environmental Change and Sustainable Development

Question Number	Answer	Mark
1	C	(1)

Question Number	Answer	Mark
2	A	(1)

Question Number	Answer	Mark
3	D	(1)

Question Number	Answer	Mark
4	A	(1)

Question Number	Answer	Mark
5	D	(1)

Question Number	Answer	Mark
6	B	(1)

Question Number	Answer	Mark
7	A	(1)

Question Number	Answer	Mark
8	<p>1 mark for any of the following:</p> <ul style="list-style-type: none">• Local Agenda 21 emerged from the (UN) 1992 Earth Summit• a move to promote sustainable development• at local level/by local councils• an example of a local activity (eg recycling garden waste as fertiliser) <p>Maximum 2 marks</p>	(2)

Question Number	Answer	Mark
9	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> an individual/group contacting/bringing themselves to the attention of local councils/authorities (or leading councillors) with a view to influencing/changing policy seeking to put forward a particular point/policy <p>Maximum 2 marks</p>	(2)

Question Number	Answer	Mark
10	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> Wandsworth Council is involved in recycling some forms of waste to make it into new products Green waste from the council's green spaces is used for composting/soil conditioning Barges used to transport rubbish are an environmentally friendly form of transport <p>Maximum 3 marks</p>	(3)

Question Number	Indicative content	
11	<ul style="list-style-type: none"> Volunteers can achieve a sense of personal worth and fulfilment Volunteers help to keep down running/operating/labour costs for the organisation Volunteers/supporters can undertake fund raising activities e.g. running stalls Volunteers/supporters can help to achieve publicity/raise profile for/of the organisation, eg through their activities/campaigns Volunteers/supporters can undertake tasks, eg leaflet distribution, lobbying, etc 	
Level	Mark	Descriptor
0	0	No rewardable material
1	1-3	Describes some points about importance, explanation of how volunteering is important is not developed. Max 3 if only individuals OR charities and organisations OR Individuals and charities without explanation.
2	4-6	Cohesive answer describing how taking action is important. Considers BOTH individuals and organisations. Uses own ideas and/or technical language to add weight to assessment.

Question Number	Answer	Mark
12(a)	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> • wildlife often forage for food and if this has been put out for refuse on a rubbish tip in a plastic bag, the bird or animal may not be able to extricate themselves from the bag • bags are often discarded randomly, getting into the sea or open spaces where wildlife can become entangled in them • birds or animals could do themselves great harm if the bag blows over them and they cannot remove it • birds or animals could die if they swallow some or all of a plastic bag. <p>Maximum 2 marks</p>	(2)

Question Number	Answer	Mark
12(b)	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> • shoppers find them convenient • they are often free <p>Any other valid point should be credited.</p> <p>Maximum 2 marks</p>	(2)

Question Number	Answer	Mark
13	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> • tabloids may be more biased than quality newspapers • use and presentation of language differs • because they are owned by different owners and edited by different editors • newspapers are under no constraint to be impartial <p>Any other valid point should be credited.</p> <p>Maximum 3 marks.</p>	(3)

Question Number	Indicative content	
14	<p>Points that may be made for fortnightly collections include:</p> <ul style="list-style-type: none"> • helps to boost council recycling rates • increases the proportion of Britain's waste that gets recycled, meeting national priorities • reduces the chance of financial penalties for councils and provides opportunity for council to raise extra money through recycling <p>Any other valid point should be credited.</p> <p>Points that may be made against fortnightly collections include:</p> <ul style="list-style-type: none"> • increased health risk, especially in summer, if waste is left lying around for two weeks • represents a reduction in an essential public service based previously on weekly collections • simply a money saving device • can be confusing for local residents <p>Any other valid point should be credited.</p>	
Level	Mark	Descriptor
0	0	No rewardable material.
1	1-2	Basic and/or very brief approach relying on opinion with basic knowledge and little understanding of the issue.
2	3-4	An approach which relies mainly on opinion but with limited relevant evidence and some knowledge and understanding of the issue. Students who give only one point of view (either 'for' or 'against' fortnightly collections, are limited to a maximum of 4 marks.
3	5-6	An approach covering both points of view on fortnightly collections and which uses some evidence to develop limited arguments and demonstrates quite good knowledge and understanding.
4	7-8	A balanced approach covering both points of view on fortnightly collections and which uses clear evidence to support arguments and demonstrates good knowledge and understanding.

Question Number	Indicative content
15 QWC i-ii-iii	<p>Relevant points/arguments might include:</p> <ul style="list-style-type: none"> • Comparative information on EU recycling rates. Recycling rates in the UK are improving but we still send far more waste to landfill. Countries with appreciably better records include the Netherlands, Denmark, Belgium, Sweden and Germany. • Local examples of recycling policies/methods are to be valued and should be rewarded appropriately. • Although some people might not care about recycling (as the question suggests), many do and they do take responsibility by recycling their household waste or getting involved in groups that are seeking to protect the environment. • Surveys suggest that most people do care about the environment and recycling. Alternatively, people are often passive and even apathetic when it comes to making a positive effort to take action. Such people tend to rely on others to do things. • Local councils now have to care. They have to have recycling policies and facilities otherwise there are stringent financial penalties if they continue to rely too much on landfill. • Recycling is not always easy. Local councils often have different collection methods. Some separate paper, glass, cans, garden waste while others do this in a very limited way. Collection cycles may be confusing, especially to older people. • It might be difficult to dispose of large household items for recycling. Councils will usually collect but it can take several weeks and charges may be levied. • People can use recycling facilities, for example at supermarkets, but this is not necessarily convenient and requires a car. • Many councils now have sophisticated and revenue generating Household and Garden Waste Disposal Sites but these are usually tucked away on industrial estates and rely on individuals having the means to access them. • Recycling has not, until fairly recently, had a very high profile in the UK. It was much easier and probably cheaper, if environmentally unsound, to use landfill or incineration. <p>In offering an alternative view, some students may claim</p> <ul style="list-style-type: none"> • they are too busy to recycle • that they don't see why they should • it is sometimes alleged that much waste collected for recycling is simply burned or dumped in landfill sites, thus thwarting the attempts to recycle by those who have gone to the trouble of separating out such paper/glass/metal • that their household doesn't produce enough waste to make a difference <p>Any other valid content should be credited.</p> <p>Students do not have to cover all points listed above to gain the highest marks.</p>

Level	Mark	Descriptor
0	0	No answer or an answer that is totally irrelevant.
1	1-3	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>
2	4-6	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>
3	7-9	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>
4	10-12	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 and appropriate language is used together with some use of specialist terms.</i>
5	13-15	Points for and against are 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>

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

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.

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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 . 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, what is the most popular job type for Polish immigrants? (1)
- A** Business jobs
 - B** Agriculture
 - C** Religion
 - D** Hospitality and catering
- 2** According to Source B, how many French people live and work in the UK? (1)
- A** 5,200
 - B** Half a million
 - C** 25,000
 - D** One million
- 3** The purpose of a citizenship ceremony is to: (1)
- A** allow existing members of the community to celebrate being British
 - B** enable people who move from one part of Britain to another to make friends
 - C** recognise people from other countries becoming official British citizens
 - D** remind people from all four countries of the UK that they are UK citizens
- 4** An asylum seeker is someone who: (1)
- A** moves to a new country for a job
 - B** moves to a new country to learn the language
 - C** moves to a new country for safety
 - D** moves to a new home within a country

5 According to Source E, in a multicultural society, people from different countries often adopt each other's: (1)

- A foods
- B language
- C styles of dress
- D religion

6 A newspaper article or television programme is biased if: (1)

- A it clearly reports two or more points of view
- B it uses complicated language
- C the evidence given is out of date
- D it leans heavily towards one particular viewpoint

7 An opinion is different from a fact because: (1)

- A there will always be someone who disagrees with an opinion
- B opinions are always supported by reliable evidence
- C opinions usually relate only to religion and politics while facts apply to many other things
- D if in doubt opinions can be tested or verified

(Total for Questions 1–7 = 7 marks)

8 According to Source B, identify **two** reasons why young French business people come to work in England. (2)

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(Total for Question 8 = 2 marks)

9 Identify and describe **one** ethical reason why the UK should admit asylum seekers.

(2)

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(Total for Question 9 = 2 marks)

10 Suggest **three** ways in which the publication of the stamps in Source E may have promoted and celebrated Britain being a multicultural society.

(3)

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(Total for Question 10 = 3 marks)

12 Explain briefly what is meant by the phrase 'diverse ethnic group' used in Source D. (2)

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(Total for Question 12 = 2 marks)

13 Using Source D, and your own knowledge, give **two** reasons why people may have decided to come to Britain after World War 2, rather than staying in their own country. (2)

1

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(Total for Question 13 = 2 marks)

14 Why do different types of newspapers vary in the way they report immigration stories?

(3)

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(Total for Question 14 = 3 marks)

15 Using Sources D and E, and your own knowledge, do you agree that the UK is now a truly multicultural society?

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

(8)

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(Total for Question 16 = 15 marks)

TOTAL FOR PAPER = 50 MARKS

Edexcel GCSE

Citizenship Studies

Unit 3: Citizenship in Context

Option B: Changing Communities: Social and Cultural Identities

Sources Booklet

Paper Reference

5CS03/3B

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

Source A: A Growing Polish Community in Britain

Polish people are making an increasingly important contribution to British life - to their advantage as well as ours. They often take on jobs which British people do not want.

- At the start of 2007, 350,000 Polish workers were working in Britain, over a third in business jobs.
- Over 70,000 were working in hospitality and catering and 32,000 in agriculture

(Source: Adapted from http://www.multicultural-matters.com/polish_community.htm)

Source B: The French arrive in Britain

Four years ago, Caroline Sivilia left France to start a magazine for French people living in London. "I was young, I wanted to create, I came with nothing, no English," said Ms. Sivilia. Now, her English is perfect, she employs eight people and her magazine is a success. She believes there is less red tape in England, compared to France where there are more regulations.

Caroline is among the many ambitious young business people who have been really successful in England. There are now an estimated half a million French people living and working in England, most of them under 35. As Eurostar makes travel between London and Paris easy, the waves of young business people heading to England shows no signs of declining. Today in Kent, more than 5,200 people, a mix of French and English, work in more than 75 French companies.

(Source: Adapted from John Tagliabue

http://www.nytimes.com/2008/03/11/business/worldbusiness/11french.html?_r=1 11 March 2008)

Source C: Patrick blogs about the graphic power of the press

It is impossible to tell the story of late twentieth century Britain without reference to The Sun. Putting your views forward in a letter or email for publication in The Sun can mean that you share them with millions of readers. For right or wrong, the popular tabloid newspaper is central to the story of a country that is more divided than it was in the 1980s.

On its front pages The Sun often expresses the dominant political and social spirit of the times. Seldom can graphic design have been used to such dramatic effect.

(Source: Patrick (blogger), *The Graphic Power of the Press*, www.creativereview.co.uk/crblog/the-graphic-power-of-the-press 19 September 2006)



Source D: Welcome to Multicultural Britain

The UK has welcomed newcomers for centuries. It is a mixture of diverse ethnic groups, each with their own distinct culture and sometimes their own language or religion.

- There are 1.5 million Muslims in Britain with over 6,000 mosques. But not all Asians are Muslim. Some are Hindus and others are Sikhs.
- After World War 2, Irish and other European workers were encouraged to take factory jobs. Many workers from the Commonwealth were encouraged to come to Britain help rebuild the economy and to work in the new Health Service.
- Some people have come to Britain as asylum seekers. They are fleeing from oppression. Their admission is approved on ethical and humanitarian grounds.

The descendants of these immigrants are now the teachers, the footballers, the TV presenters, the musicians and the politicians that shape British society. There are numerous ethnic newspapers, magazines, TV programmes, radio stations and internet sites for each community.

(Source: www.britishcouncil.org/languageassistant-multiculturaluk.htm)

Source E: Stamp of Approval

In 2005 Royal Mail issued a set of 6 stamps entitled Changing Tastes in Britain. The stamps show not only the variety of food now widely available in the United Kingdom, but show the diversity of British people and British cuisine in today's multicultural society.



2nd class stamp: Rice is staple food for more than half the world

1st class stamp: Tea was first drunk in China more than 5,000 years ago;

42p stamp: Sushi started in Japan as a way to preserve fish

47p stamp: Pasta originated in Italy in 4th century B.C.

60p stamp: Chips are made from potatoes. Potatoes were first cultivated by the Incas

68p stamp: Apples are Britain's leading fruit export

(Source: www.norphil.co.uk/2005/food.htm)

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Sample Mark Scheme

Option B: Changing Communities: Social and Cultural Identities

Question Number	Answer	Mark
1	A	(1)

Question Number	Answer	Mark
2	B	(1)

Question Number	Answer	Mark
3	C	(1)

Question Number	Answer	Mark
4	C	(1)

Question Number	Answer	Mark
5	A	(1)

Question Number	Answer	Mark
6	D	(1)

Question Number	Answer	Mark
7	A	(1)

Question Number	Answer	Mark
8	1 mark for any of the following: <ul style="list-style-type: none">• easy travel on Eurostar• fewer regulations Maximum 2 marks	(2)

Question Number	Answer	Mark
9	<p>1 mark for identification</p> <ul style="list-style-type: none"> eg people have lost their homes/in fear of persecution/lives in danger <p>1 mark for why it is ethical</p> <ul style="list-style-type: none"> eg because it's the moral/right thing to do <p>Maximum 2 marks</p> <p>Any other valid answer should be credited.</p>	(2)

Question Number	Answer	Mark
10	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> the decision to publish stamps including ethnic minorities and some of their foods is a way of promoting the importance with which they are viewed in the uk such stamps remind everyone in the country that people from other parts of the world have brought with them foods which many of us now enjoy just as people from other countries may now share indigenous UK tastes, eg chips or apples stamps are not published about many aspects of life in the UK so for foods to be chosen is an interesting way to celebrate the UK's increasingly multinational character if foods and individuals are valued and celebrated, then perhaps this signals that people are ready to embrace other characteristics brought to the country, such as values or skills <p>Maximum 3 marks</p>	(3)

Question Number	Indicative content	
11	<p>Use of media</p> <ul style="list-style-type: none"> • write a letter or e-mail • write a blog • comment on a website • phone in a radio/tv programme • invite a reporter to come to an event/action • send in texts/pictures <p>Explanation</p> <ul style="list-style-type: none"> • to reach a wider audience • highlight local issues • get a point of view across without censorship • highlight new ideas • start/join a debate <p>Any other valid answer should be credited.</p>	
Level	Mark	Descriptor
0	0	No rewardable material
1	1-3	Describes some points about how media can be used but explanation of how media can be used is not developed. Max 3 if only refers to media without reference to citizenship issues.
2	4-6	Cohesive answer describing how media can be used to promote citizenship issues. Considers relationship between media and citizenship issues. Uses own ideas and/or technical language to add weight to response.

Question Number	Answer	Mark
12	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> • An ethnic group is a group of human beings whose members identify with each other, on the basis of common blood lines/characteristics • ethnic identity may be defined by • common cultural values (1) • common language (1) • shared religion (1) • particular behavioural or biological traits (1) • so with so many people in Britain from all parts of the world with different values and backgrounds, the use of the phrase 'diverse ethnic groups' is easy to appreciate. <p>Any other valid points should be credited</p> <p>Maximum 2 marks</p>	(2)

Question Number	Answer	Mark
13	<p>1 mark for any of the following - either PUSH or PULL factors could be used to answer the question:</p> <ul style="list-style-type: none"> • the attractions of Britain in terms of opportunities offered (described in Source D) would be PULL factors • PUSH factors might be reasons why people felt the UK offered them more of a future than their home country - at the end of WW2 India still did not have independence, for example • many of those who came to the UK may well have been soldiers in the war (and/or their families) who subsequently settled into civilian routines • the appeal of the UK to some will have been the thought of economic gain, especially if the economy in their home country had little to offer them. <p>Any other valid point should be credited.</p> <p>Maximum 2 marks</p>	(2)

Question Number	Answer	Mark
14	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> • tabloids may be more biased than quality newspapers • use and presentation of language differs • because they are owned by different owners and edited by different editors • Newspapers are under no constraint to be impartial <p>Any other valid point should be credited.</p> <p>Maximum 3 marks</p>	(3)

Question Number	Indicative content
15	<p data-bbox="387 304 1390 365">Points that may be made to support the UK being a multicultural society include:</p> <ul data-bbox="437 405 1406 1055" style="list-style-type: none"> <li data-bbox="437 405 1406 506">• There are many points in the Sources to support this - Polish workers being widely accepted, many British people work for French firms in the UK <li data-bbox="437 510 1406 611">• Britain now demonstrates that new arrivals are to be welcomed and encouraged to take a full part in UK society, as the citizenship ceremonies indicate <li data-bbox="437 616 1406 716">• Many UK citizens may be the children or grandchildren of people who were new arrivals post WW2 - Source E emphasises the mainstream roles such people play in UK society <li data-bbox="437 721 1406 822">• Anti-discrimination and equality legislation has made the UK a much more open, tolerant society with people being judged for what they can do, not who they are or where they come from <li data-bbox="437 826 1406 958">• Many British people now enjoy foods and entertainment from every part of the world - the first encounter may be on holiday or business trips but often such experiences can be repeated and enjoyed in the UK <li data-bbox="437 963 1406 1055">• The development of the Single European Market and the expansion to 27 countries of the EU means more and more people are aware of an international dimension <p data-bbox="387 1095 1342 1155">Points that may be made against the UK being a multicultural society include:</p> <ul data-bbox="437 1196 1398 1541" style="list-style-type: none"> <li data-bbox="437 1196 1398 1328">• In most urban areas, particularly the conurbations, people of most backgrounds and faiths and colours are to be found, this is less so in remoter and rural areas which perhaps would not be classed as multicultural <li data-bbox="437 1332 1398 1464">• In spite of equality legislation some people do have a tendency to xenophobia, particularly in white working class areas where assimilation and acceptance of people from many countries and backgrounds is sometimes slow to be achieved <li data-bbox="437 1469 1398 1541">• Hence the limited success of extremist right-wing parties, such as the BNP or the fairly nationalist UKIP in some areas <p data-bbox="387 1574 967 1603">Any other valid content should be credited.</p>

Level	Mark	Descriptor
0	0	No rewardable material.
1	1-2	Basic and/or very brief approach relying on opinion with basic knowledge and little understanding of the issue.
2	3-4	An approach which relies mainly on opinion but with limited relevant evidence and some knowledge and understanding of the issue. Students who give only one point of view (either 'for' or 'against' are limited to a maximum of 4 marks).
3	5-6	An approach covering both points of view and which uses some evidence to develop limited arguments and demonstrates quite good knowledge and understanding.
4	7-8	A balanced approach covering both points of view and which uses clear evidence to support arguments and demonstrates good knowledge and understanding.

Question Number	Indicative content
<p>16 QWC i-ii-iii</p>	<p>Relevant points/arguments might include:</p> <ul style="list-style-type: none"> • People who cannot speak English are likely to be isolated into their own household or community • They will not be able to access education or training without mastering the language or enjoy the wide variety of social and cultural pursuits which exist in Britain • Although the internet and digital television improve access to programmes in other languages, non speakers of English are unlikely to be aware of things which happen in the UK or debates which result • Is it morally right to make people who want to be British citizens speak English? If they are to undertake the full responsibilities of being a citizen - perhaps voting or being a member of a jury in a court case, then yes • Gordon Brown, the PM, indicated his support for requiring new citizens to speak the language • Possibly the very first step of attending a class with just a few other people will 'break the ice' for a newly arrived person and help him or her to start his or her journey into full involvement within UK society • Especially to older people, the thought of learning a new language may seem to be a big challenge - yet experience shows lots of over-50s take up new activities as they head for retirement having brought up their families, so learning the language should not be thought of as being an impossibility <p>• Students are asked to offer an alternative point of view. This could include such points as:</p> <ul style="list-style-type: none"> • A requirement that new citizens must learn to speak English could be seen as discriminatory - would it apply to those with learning difficulties, for example? • If we are to be respectful to individuals' identities and to celebrate diversity, are we entitled to require people (for at least some of the time) to abandon the language(s) with which they are most familiar? • Do not those who have been born and lived in this country for many years also have a responsibility to be able to communicate with those who are newly arrived in this country? • Being able to speak other languages would make it easier for UK citizens when they travel abroad for work or leisure - so should we put all the onus on new arrivals into the country? <p>Any other valid point should be credited.</p> <p>Students do not necessarily have to cover all the points listed above to gain the highest marks.</p>

Level	Mark	Descriptor
0	0	No answer or an answer that is totally irrelevant.
1	1-3	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>
2	4-6	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>
3	7-9	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>
4	10-12	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 and appropriate language is used together with some use of specialist terms.</i>
5	13-15	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>

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Citizenship Studies

Unit 3: Citizenship in Context

Option C: Influencing and Changing Decisions in Society and Government

Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5CS03/3C

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 ►

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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, put a line through the box and mark your new answer with a cross .

- 1** The age when children become responsible for criminal acts in England is:
- A** 8
 - B** 10
 - C** 12
 - D** 14
- (1)
- 2** The decision to bring in a new law in the United Kingdom is taken by:
- A** the prime minister
 - B** the government
 - C** parliament
 - D** voters
- (1)
- 3** A newspaper article or television programme is biased if:
- A** it clearly reports two or more points of view
 - B** it uses complicated language
 - C** the evidence given is out of date
 - D** it leans heavily towards a particular viewpoint.
- (1)
- 4** An opinion is different from a fact because:
- A** there will always be someone who disagrees with an opinion
 - B** opinions are always supported by reliable evidence
 - C** opinions usually relate only to religion and politics while facts apply to many other things
 - D** if in doubt opinions can be tested or verified
- (1)

- 5 Which one of the following cases would take place in a civil rather than a criminal court?
- A Cruelty to animals
 - B Divorce
 - C Driving at excessive speed
 - D Fraud
- (1)

- 6 The main trial of someone accused of murder will take place in a:
- A civil court
 - B judges' court
 - C magistrates' court
 - D crown court
- (1)

- 7 According to Source A, a gun amnesty means:
- A people involved in gun crime are released from prison
 - B people with illegal weapons can hand them in on a 'no questions asked' basis
 - C firearms certificates and gun licences are issued free of charge
 - D rewards are given to those who inform on people with illegal weapons
- (1)

(Total for Questions 1 – 7 = 7 marks)

- 8 Using Source A, give **two** ways that the Home Office is trying to reduce gun crime. (2)

1

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2

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(Total for Question 8 = 2 marks)

9 Outline what is meant by the term 'rehabilitating prisoners'.

(2)

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(Total for Question 9 = 2 marks)

10 Using information from Source C, state **three** reasons why the number of children in Young Offenders' Institutions has risen so much.

(3)

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(Total for Question 10 = 3 marks)

11 Using information from Sources D and E, explain **three** actions the government could take to reduce the numbers of prisons and prisoners in the UK.

(6)

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(Total for Question 11 = 6 marks)

12 Using evidence from Source B:

(a) Give **two** ways in which 'violent thugs' are preventing firefighters from doing their jobs. (2)

1

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2

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(b) Give **two** ways in which firefighters could be better protected when they carry out their public duties. (2)

1

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2

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(Total for Question 12 = 4 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

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Edexcel GCSE

Citizenship Studies

Unit 3: Citizenship in Context

Option C: Influencing and Changing Decisions in Society and Government

Sources Booklet

Paper Reference

5CS03/3C

Do not return the booklet with the question paper.

Turn over ►

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

Source A: Gun crime - the Government's view

We are committed to tackling gun crime. We seek to ensure the safety and security of all British citizens.

- We have increased the age limit for the possession of air rifles to 17.
- We are also monitoring online sellers of imitation firearms.
- We have organised local and national gun amnesties.

Despite what many people believe, the overall level of gun crime in England and Wales is very low. It is less than 0.5% of all crimes recorded by the police. The number of offences involving firearms fell by 13% between 2006/7 and 2005/6.

Local and national gun amnesties are organised in which illegal weapons are handed over on a 'no questions asked' basis. But, sadly, many dangerous weapons are not handed in. Source: adapted from www.homeoffice.gov.uk

The results of a gun amnesty



Source of photo: http://img.dailymail.co.uk/i/pix/2006/11/gunhaul_700x464.jpg

Source B: Our firefighters under fire

Firefighters need more protection against violent thugs in order to do their jobs. Fire crews attend fires deliberately lit by gangs of youths. Firefighters are then pelted with stones, bricks, bottles and even petrol bombs. There has been verbal abuse and even shots from airguns. Many attackers go unpunished even if caught.

Fire Brigade Union (FBU) chiefs say there is no self-defence training for crews. There is also no proper system of priority police call outs to deal with attacks. The FBU calls for more public awareness of a situation that is becoming more worrying.

Adapted from Matthew Hickley, *Our firefighters under fire*, Daily Mail, 12 February 2008

Source C: Are we putting too many young offenders behind bars?

There are 19 Young Offenders' Institutions in the country. The number of children behind bars in the UK has jumped to 3,329, one of the highest totals on record. One explanation is that politicians bring in schemes to crack down on 'young thugs' to appeal to voters.

Another explanation is the rapid increase in numbers of antisocial behaviour orders (ASBOs) handed out to children. There are many grounds on which these can be breached - but breaking the ASBO is just a fast route to getting locked up. Courts hesitate to use electronic tagging because they think this does not always work. There are also lots of media reports about the ineffectiveness of community punishments, adding pressure for harsher punishments.

*Adapted from: Nigel Morris, Are we putting too many young offenders behind bars?
The Independent, 25 October 2006*

Source D: ASBOs become a status symbol

Some teenagers see ASBOs as a badge of pride and a sign of status. According to a Labour Party report, Anti-Social Behaviour Orders (ASBOs) don't work.

The report said:

- ASBOs should no longer be used against children under 12.
- ASBOs should last no longer than two years instead of the current ten years.
- New laws should help parents whose children are drifting into crime.
- Joining youth groups and sports teams would be more likely to prevent crime altogether.

Adapted from: Steve Doughty, ASBOs become 'self-fulfilling prophecy for young people'. www.dailymail.co.uk

Source E: Face the facts: prison does not work

The state of our prison service is a national scandal. It is under funded and under pressure. At 150 per 100,000 of the population, we have the highest numbers of prisoners in the whole of Europe. Reoffending rates are close to 70%.

Locking offenders up and throwing away the key is the way to see prisoner numbers escalate. To get prison numbers down, offenders must be taught and treated but does that always need to be in prison? Many prisoners are illiterate, mentally ill or drug dependent but prison is unlikely to help them overcome their problems unless they are taught to read and write and their mental illness is treated.

Adapted from Mark Oaten MP (Lib Dem), Face the facts: prison does not work, The Independent, 8 August 2007

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Sample Mark Scheme

Option C: Influencing and Changing Decisions in Society and Government

Question Number	Answer	Mark
1	B	(1)

Question Number	Answer	Mark
2	C	(1)

Question Number	Answer	Mark
3	D	(1)

Question Number	Answer	Mark
4	A	(1)

Question Number	Answer	Mark
5	B	(1)

Question Number	Answer	Mark
6	D	(1)

Question Number	Answer	Mark
7	B	(1)

Question Number	Answer	Mark
8	1 mark for any of the following: <ul style="list-style-type: none">• Increase age limit for possession of air rifles to 17• Monitoring online sellers of imitation fire arms• Gun amnesties Maximum 2 marks	(2)

Question Number	Answer	Mark
9	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> • 'Rehabilitating prisoners' means helping to reform/educate prisoners • so that they are unlikely/less likely to commit a further crime/offence • Preparing prisoners for outside world <p>Maximum 2 marks</p>	(2)

Question Number	Answer	Mark
10	<p>1 mark each for any of the following</p> <ul style="list-style-type: none"> • Politicians trying to win votes/promising tough punishments • Breaching Anti-Social Behaviour Orders • Courts reluctant to use electronic tagging alternative because they think it doesn't work • Media reports not in favour of community punishments <p>Maximum 3 marks</p>	(3)

Question Number	Indicative content	
11	<p>Acceptable points could be any of the following (credit should be given even if the student expresses it using slightly different vocabulary).</p> <ul style="list-style-type: none"> • New laws should help parents whose children are drifting into crime • Putting more resources into youth groups and sports teams would be more likely to prevent youngsters committing crime altogether • Since more than half of all prisoners have committed crimes to pay for drugs, perhaps compulsory drug treatment could be conducted OUTSIDE prison avoiding stigma and maybe a criminal record • Many prisoners are illiterate and/or mentally ill but prison is unlikely to help them overcome their problems unless they are taught to read and write and/or their mental illness is treated 	
Level	Mark	Descriptor
0	0	No rewardable material
1	1-2	No rewardable material.
2	3-4	One or two measures described simply and not explained or 1 explained.
3	5-6	One measure explained and one described, or three described only.

Question Number	Answer	Mark
12(a)	<p>1 mark for each of the following</p> <ul style="list-style-type: none"> • They face attack from young people with various weapons (eg stones, bricks, bottles, petrol bombs, airguns) • Lured by fires set by yobs then pelted <p>Maximum 1 mark</p>	(2)

Question Number	Answer	Mark
12(b)	<p>1 mark for any of the following</p> <ul style="list-style-type: none"> • Two ways from Source B that firefighters could be better protected. • Proper punishments for those caught • Self-defence training for crews • A priority system to call police for assistance <p>Maximum 2 marks</p>	(2)

Question Number	Answer	Mark
13	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> • tabloids may be more biased than quality newspapers • use and presentation of language differs • because they are owned by different owners and edited by different editors • Newspapers are under no constraint to be impartial <p>Any other valid point should be credited.</p> <p>Maximum 3 marks.</p>	(3)

Question Number	Indicative content	
14	<p>For ASBOS</p> <ul style="list-style-type: none"> • Keep anti-social people (mainly youngsters) off the streets • Act as a deterrent to reduce risk of re offending • Acts as a form of punishment which can be seen by the public • Helps to make the public feel safer • Keeps young people out of detention centres where they could learn worse behaviour <p>Any other valid point may be credited.</p> <p>Against ASBOs</p> <ul style="list-style-type: none"> • Helps young offenders to gain status with their peers • Not treated seriously because they may be breached perhaps without much chance of additional sanctions • May not always be justified (certainly recipients may well BELIEVE not justified) • Difficult to enforce • Stigmatises mostly young people at an early age <p>Any other valid content may be credited.</p>	
Level	Mark	Descriptor
0	0	No rewardable material.
1	1-2	Basic and/or very brief approach relying on opinion with basic knowledge and little understanding of the issue.
2	3-4	An approach which relies mainly on opinion but with limited relevant evidence and some knowledge and understanding of the issue.
3	5-6	An approach for or against ASBOs which uses some evidence to develop limited arguments and demonstrates quite good knowledge and understanding.
4	7-8	An approach for or against ASBOs which uses clear evidence to support arguments and demonstrates good knowledge and understanding.

Question Number	Indicative content
15 QWC i-ii-iii	<p>Relevant points/arguments might include:</p> <ul style="list-style-type: none"> • British media highlight violent crimes even when the data shows crime is falling, thus making elderly and vulnerable people more fearful than they need be • Crime series on television are often very popular - perhaps suggesting that viewers become desensitised to reality(the same detachment from real life may occur among those who play violent DVDs) • Newspapers do not always tell the truth (as the Daily Express admitted over the McCanns when it had to apologise for saying the parents were responsible for their child's disappearance), although some (mainly quality papers) do their best to be objective and truthful. • If a person looks at several newspaper reports of the same events, it quickly becomes clear if one account is out of line and exaggerated, of course the danger is that many readers see only one paper and so will not be aware of the distortion • UK TV programmes are likely to be more reliable as sources of news because neither BBC nor ITV are supposed to show bias and both are regulated by Ofcom • Although many people will recognise entertainment programmes are fantasy, there will also be many who do not draw a clear line of distinction between one programme (fantasy/entertainment) and another (news/documentary) <p>Students are asked to put forward an alternative point of view. This may involve such points as:</p> <ul style="list-style-type: none"> • British Crime Survey information shows trends which often differ significantly from police records - because BCS data is based on individuals' individual experiences/perceptions • Although some media channels may exaggerate crime levels, this may not be true of all • People who belong to Neighbourhood Watch or similar organisations involving regular liaison with community police activities may have a more realistic impression of the crime trends in their own area • There is a danger that people can become fearful of stereotypes which bear little resemblance to reality - students who have studied the media may be able to refer to 'moral panics' or 'folk devils'. <p>Any other valid content should be credited.</p> <p>Students do not necessarily have to cover all points listed above to gain the highest marks.</p>

Level	Mark	Descriptor
0	0	No answer or an answer that is totally irrelevant.
1	1-3	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>
2	4-6	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>
3	7-9	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>
4	10-12	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 leading towards a conclusion. <i>Spelling, punctuation and grammar are accurate and appropriate language is used together with some use of specialist terms.</i>
5	13-15	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>

Edexcel GCSE

Citizenship Studies

Unit 4: Citizenship Campaign

Sample Controlled Assessment Material

Paper Reference

5CS04/01

You do not need any other materials.

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Guidance

Can I work in a group?

Yes – but you need to make sure that you respond to the controlled assessment questions by yourself. This means that you need to gather evidence of your own participation.

Who are people in positions of power?

These are people who are in positions that can affect your issue, they could be eg, local councillors, school governors, community leaders, your head teacher, the police or business people.

What evidence should I collect?

You need to attach a brief plan of your campaign. This should be no more than a side of A4 and should include a timescale, the resources you are going to use, and brief details of your strategy.

Finally and most importantly you need to provide evidence of your campaigning. You need to show evidence of participation and this could be through eg, video or tape recording, witness testimony from someone responding to your campaign or an observation record from your teacher.

How should I present my evidence?

Evidence can be stapled to this response form. If it is presented within a ring binder or portfolio then you should ensure that it is easily identifiable and referenced to the task question.

The task

1 Development of a campaign strategy for the issue (15 marks 10A02/5A03)

- (a) Choose a campaign issue and state the objectives you want from the campaign and how these address citizenship issues.

- (b) Decide on the methods of campaigning you will use and say why methods will help you achieve your outcomes.

- (c) Attach a brief plan of your campaign which shows how you manage time and resources.

2 Participate in the campaign (20 marks A02)

(a) Participate in a campaign, showing how you address citizenship issues.

(b) Attach evidence of

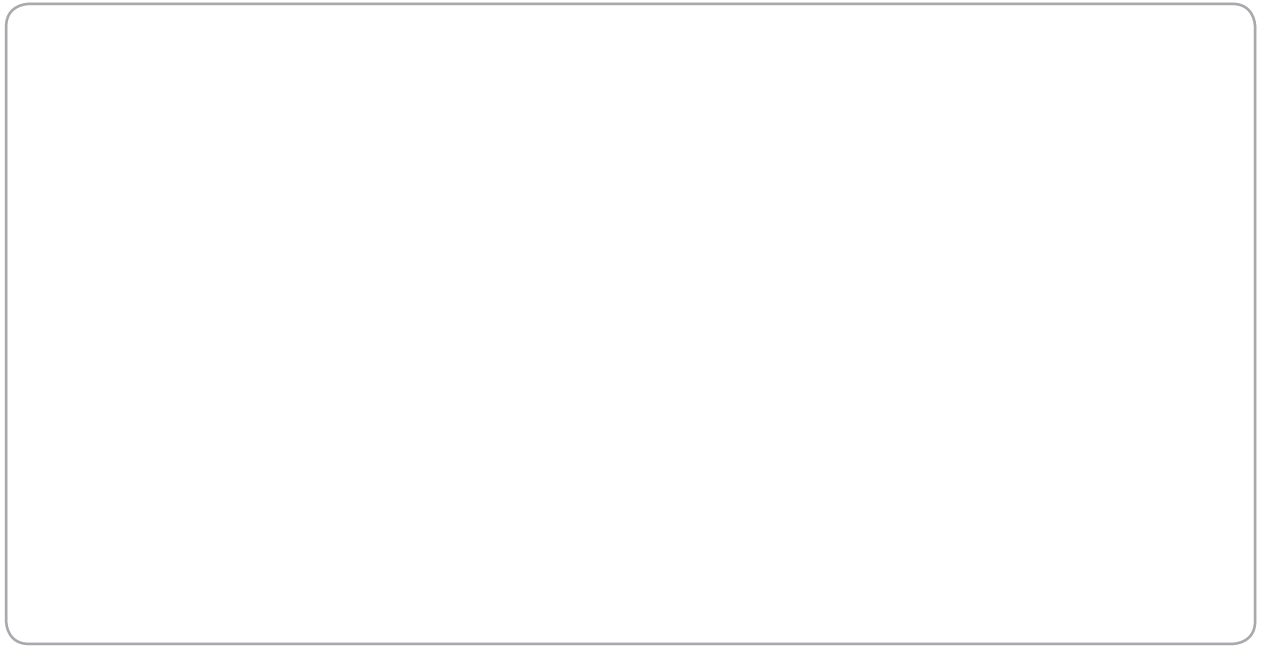
- how you aimed to meet your objectives
- communication of your issue with others including those in a position of power showing how you tried to influence them about your campaign aims
- the views of others on your campaign issue and strategy.

3 Evaluation of the outcome of own actions in the campaign (15 marks 5A01/10A03) + QWC

(a) What were the outcomes of your campaign? Give reasons for your outcomes.

(b) Did you meet your objectives?

(c) Assess whether you have made a positive impact for your issue drawing on your evidence.



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Assessment criteria

Assessment criterion 1: Development of a campaign strategy for the issue (AO2: 10 marks, AO3: 5 marks)

Mark range	Descriptor
0	<ul style="list-style-type: none"> No evidence of a campaign strategy.
1-4	<ul style="list-style-type: none"> Limited application of knowledge, skills and understanding when planning a citizenship campaign. Student makes insufficient links between the campaign plan, stated outcomes and citizenship issues and plan provided does not satisfactorily show management of time and resources. Methods chosen for campaigning show limited relevance to the issue and target responders. Conclusions lack coherence and relevance.
5-8	<ul style="list-style-type: none"> Some application of knowledge, skills and understanding when planning a citizenship campaign. Links between the campaign plan, stated outcomes and citizenship issues lack some coherence. A brief written plan is provided that shows some management of time and resources. Methods chosen for campaigning show some relevance to the issue and target responders. Conclusions have some relevance but are not sufficiently related to planning.
9-12	<ul style="list-style-type: none"> Good application of knowledge, skills and understanding when planning a citizenship campaign. Some coherent links are made between the campaign plan, stated outcomes and citizenship issues. A brief written plan is provided that shows satisfactory management of time and resources. Methods chosen for campaigning are mostly relevant to the issue and target responders. Representative conclusions drawn that inform the planning to a limited extent.
13-15	<ul style="list-style-type: none"> Excellent application of knowledge, skills and understanding when planning a citizenship campaign. Coherent and relevant links are made between the campaign plan, stated outcomes and citizenship issues. Evidence includes a brief written plan that shows good management of time and resources. Methods chosen for campaigning are relevant to the issue and target responders. Representative conclusions are drawn that fully inform the planning.

Assessment criterion 2: Participate in the campaign (AO2: 20 marks)

Mark range	Descriptor
0	<ul style="list-style-type: none"> No evidence of participating in a campaign
1-4	<ul style="list-style-type: none"> Campaign method and execution shows may not support application of skills of taking action to influence others, bring about change or resist change if appropriate when taking part in a campaign. Evidence may be incomplete. Student does not adequately negotiate with those in positions of power and others, and is not able to influence people regarding the campaign aims. Student participation shows limited relevance to citizenship issues. The views and opinions of others, presented in the evidence, also suggest limited application of knowledge, skills and understanding by the student.
5-8	<ul style="list-style-type: none"> Campaign method and execution partially supports application of skill of taking action to influence others, bring about change or resist change if appropriate when taking part in a campaign in evidence. Student negotiates with people in positions of power and others with limited success in presenting the campaign aims and therefore little success in being persuasive. Student participation shows some relevance to citizenship issues. The views and opinions of others, presented in the evidence, suggest some application of knowledge, skills and understanding by the student.
9-12	<ul style="list-style-type: none"> Campaign method and execution mostly supports skill of taking action to influence others, bring about change or resist change if appropriate when taking part in a campaign. Student negotiates with people in positions of power and others with some success in presenting the campaign aims and related success being persuasive. Student participation shows relevance to citizenship issues. The views and opinions of others, presented in the evidence, suggest adequate application of knowledge, skills and understanding by the student.
13-16	<ul style="list-style-type: none"> Some relevant application of skill of taking action to influence others, bring about change or resist change if appropriate when taking part in a campaign supported by evidence of testimony. Student negotiates well with people in positions of power and others with some success in presenting the campaign aims and is therefore able to be persuasive. Student participation shows some clear relevance to citizenship issues. The views and opinions of others, presented in the evidence, suggest good application of knowledge, skills and understanding by the student both in terms of the issue, and the strategy.
17-20	<ul style="list-style-type: none"> Comprehensive and relevant application of skills of taking action to influence others, bring about change or resist change if appropriate when taking part in a campaign and fully supported by method and execution of campaign. Student exhibits excellent negotiation skills with people in positions of power and others and is clearly persuasive and influential about the campaign aims. Student participation is clearly relevant to citizenship issues. The views and opinions of others, presented in the evidence, suggest excellent application of knowledge, skills and understanding by the student both in terms of the issue, and the strategy.

**Assessment criterion 3: Evaluation of the outcome of own actions in the campaign
(AO1: 5 marks, AO3: 10 marks)**

Mark range	Descriptor
0	<ul style="list-style-type: none"> No evidence of evaluation of outcomes.
1-4 QWC i-ii-iii	<ul style="list-style-type: none"> Limited analysis of evidence to assess whether outcomes have been met. Little or no reference to evidence. Limited assessment of impact of campaign on communities and the wider world. Lack of reasoned argument and conclusions drawn. There is a high incidence of spelling and punctuation errors and negligible use of specialist vocabulary.
5-8 QWC i-ii-iii	<ul style="list-style-type: none"> Occasional analysis of evidence to assess whether outcomes have been met. Occasional reference to evidence. Some assessment of impact of campaign on communities and the wider world. Student makes some reasoned conclusions but these lack coherence. Command of English is limited with frequent spelling and punctuation errors and limited use of specialist vocabulary.
9-12 QWC i-ii-iii	<ul style="list-style-type: none"> Good application and analysis of evidence to assess whether outcomes have been met. Some valid references to evidence. Reasoned argument for impact of campaign on communities and the wider world with supporting evidence. Student makes some reasoned valid conclusions. There are only occasional spelling and punctuation errors. Specialist vocabulary will be used mainly accurately but not sustained throughout.
13-15 QWC i-ii-iii	<ul style="list-style-type: none"> Excellent analysis of evidence to assess whether outcomes have been met. Frequent valid references to evidence. Reasoned and sustained argument for impact of campaign on communities and the wider world with supporting evidence. Conclusions are valid, reasoned and coherent. Writing will be fluent and any errors will not detract from the overall performance. Use of specialist vocabulary will be assured and consistent throughout.

