

Examiners' Report
June 2015

GCSE Citizenship Studies 5CS01 01

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Introduction

Year-on-year, candidates continue to gain an improved understanding of the assessment criteria used in Section A. This session, whenever the answer hinged upon the presentation of source evidence, the vast majority of candidates avoided the temptation to provide alternate arguments or to engage in speculation. The nature of an evidence-based inquiry was, for the most part, clearly understood. However, if a question begins by asking a candidate 'Use your own knowledge . . .' then the answer will not be in the source. Candidates should read questions carefully in order to be sure they understand what is being asked. The legibility of some scripts remains a concern. If an answer cannot be read it is difficult for examiners to mark answers accurately.

This report will provide exemplification of candidates' work, together with tips and/or comments, for a selection of questions. The exemplification will come mainly from questions which required more complex responses from candidates.

Question 1 (a)

Most candidates identified 'two ways' without difficulty. However, less able candidates had difficulty with the meaning of the word 'integration'.

Question 1 (b)

Most candidates answered correctly, but less able ones did not understand the significance of the word 'action' and others found something in the source which did not answer the question. 'He plays for the Rodmersham Cricket Club' was an example of an answer not addressing what was asked in the question.

Question 1 (c) (ii)

Most candidates answered briefly and correctly. If candidates did not achieve a mark it tended to be because they focused on Najib being an adult now rather than the lack of evidence provided regarding his safety if he was to return home. A significant minority of answers were 'he had no legal basis to stay' or 'he was no longer a child', which shows misunderstanding of the question.

Question 1 (e) (i)

Most candidates who gained 2 marks for this question achieved them by suggesting Cait enjoyed her work at the museum and another mark for mention of her CV/ progression after graduation. Some candidates made points about why Cait did not want to work at Poundland and did not achieve marks (as that does not tell us why she values volunteering at the museum, merely that she does not want to work at Poundland).

Question 1 (e) (ii)

Generally this question was answered well. All three points on the mark scheme were regularly provided by candidates. At times, however, some candidates did not use the terminology from the source and in some cases this resulted in vague answers.

Question 1 (f)

Most candidates could not identify an Act concerned with human rights. Many mentioned an Act which was about legal rights, e.g. Equal Pay Act or Consumer Rights Act or just something general, such as a right to education. Clearly, many did not know the difference between an Act of Parliament and an action of Parliament. There were a few clear and correct answers about UN measures, including UDHR. The majority of candidates, however, were confused or displayed a lack of knowledge about what the UN can and does do in support of human rights around the world.

Question 2 (a) (i)

Most candidates answered this correctly.

Question 2 (a) (ii)

Again, most candidates answered this correctly. As with other questions, less able candidates sometimes became confused and could not select the relevant words from the source.

Question 2 (c)

Some candidates struggled with the basic instruction to give an example of an issue and then explain why newspapers publish without consent. Of those who performed well, several cited the Leveson enquiry as an issue studied. Other issues concerned celebrities, members of the royal family or criminals. Explanations were not always provided successfully. That said, some candidates wrote about public interest, free press/speech or celebrities making the choice to be in the public domain. This second part of the question served to distinguish well between candidates of different abilities.

- (c) Using **one** example of an issue you have studied, explain why newspapers are legally allowed to write about a person's private life without that person's consent.

(2)

Issue

Naomi Campbell went to rehab; she took drugs. The newspaper and other media decided to put out her 'personal business' out to the public. She was furious and took this case to court.

Explanation

The newspaper are legally allowed to write about Naomi's private life as she is seen as a role model to society.



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Examiner Comments

This response provides a clear example of an issue. The explanation has clarity. The full 2 marks were awarded.

Question 2 (d)

Generally this question was answered well. Most candidates gained one mark for social media and often one of the other points suggested on the mark scheme. Some candidates wrote about people gathering facts and therefore failed to gain marks. Answers referring to getting information or research or conducting a survey are not about gathering support for a campaign. There were many clear answers showing good knowledge and understanding about how electronic communication can effectively and efficiently be deployed in the furtherance of a campaign. However, less able candidates expressed themselves either awkwardly or too briefly.

(d) Describe **two** ways in which a smartphone or computer might be used to gather support for a citizenship campaign.

(2)

- 1 Using social network sites like Facebook and twitter is a way ^{to} gather support because it is used by everyone in the world. ~~attach means~~
- 2 Using Youtube to post a video so that it's viewed by millions of people is a way of gathering support for a citizenship campaign.



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Examiner Comments

This is a clearly written description that gained full marks.



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Examiner Tip

When the command word is 'describe' it is a good idea to write a full sentence providing some outline. Candidates who simply wrote two words 'email' and 'facebook' only gained 1 mark overall.

Question 2 (e) (i)

Most answers to this question were correct and a relevant part of the source was correctly identified.

Question 2 (e) (ii)

Many candidates gained at least 1 mark. At times, some of the points provided were a little vague and did not adequately provide a reason for why the real level of crime in the UK has fallen in recent years. There were two ways of interpreting this question, both of which were legitimate. They were firstly, why do people commit less crime or why do fewer people commit crime and, secondly, why (and how) are the police able to prevent crimes from being committed. Answers which addressed either or both of these reasons were duly credited. Answers such as more crime prevention (without, say, a reference to a type of crime prevention campaign) were too vague and less crime being reported does not address the question. 'More police' was justifiably credited as a possible reason even though, in reality, there have been fewer police officers employed in recent years, about which some candidates seemed unaware.

(ii) Using your own knowledge, suggest **two** reasons why the **real** level of crime in the UK has fallen in recent years.

(2)

- 1 Increased amount of speeches/events in public places (schools, community centres) that discourage and spread awareness ~~prevention~~ of the act of crime.
- 2 New technology (Cameras, Police helicopters) make it harder for criminals to get away with crime, therefore they don't attempt it.



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Examiner Comments

Candidates who wrote comment like 'better technology' were not awarded marks due to a lack of clarity of reasoning. This candidate's suggestions are unambiguous and (s)he gains both marks.

Question 2 (f)

This was a challenging question which a sizeable proportion of less able candidates did not attempt. A large number of those who did attempt it misunderstood the focus of the question. They were often not able to demonstrate that they were comparing why one officer may have a different view in comparison to another officer. They looked for difficulties in determining the probability a crime had been committed, rather than focusing on the possible reasons for the different reactions of the police officers investigating. A small proportion assumed corruption or unwillingness to fully investigate because of paperwork/laziness/sexism on the part of the police officer. The best answers usually focused on gender and how male and female officers may view sexual assault differently. Personal experience was also a point used successfully by some candidates. The photograph was of two police officers; a white female and a black male: this was meant to offer possible clues.

- (f) Using your own knowledge, suggest why different police officers, such as those shown in Source D, may take different views about whether a serious offence such as rape or assault has actually taken place.

(2)

One might be sexist so likely to be in favour / to defend the male/female offender. Secondly, they might not see it as serious as the other because they have no personal experience. Also, one might say there is not enough evidence to prove it as serious as you say it is.



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Examiner Comments

This is a good answer, clearly focused on reasons why different officers might hold different views based on their own identities (a core concept for citizenship which good candidates applied to their answer).

It was awarded both marks.

Question 3 (b)

This question was generally answered well. Most candidates provided a point around low wages and another from those suggested on the mark scheme. There were some vague responses about Bangladesh being a poor country; however most were able to gain at least 1 mark. There were many correct answers such as cheap labour, low wages, cheaply built factories or poor health and safety, but as in other questions lower ability candidates confused their answers by not correctly identifying information from the source.

Question 3 (c)

The answers were not to be found in the source. Many candidates correctly suggested boycotting or not buying the goods from these companies and gave an accurate description of a campaign. However, just mentioning campaign or protest is too vague. There have been many questions over the years on this paper asking candidates to identify ways in which they might influence or change the minds of those in positions of influence or power and responses such as 'campaign', 'protest' and 'demonstrate' are too vague. Writing letters or sending emails are very important but it must be clear to whom these are being sent. Quite a few successfully suggested starting a petition or a social media campaign.

This is an example of a response which was awarded all 3 marks.

- (c) Give **three** different ways in which consumers in the UK can put pressure on companies to join the factory inspection scheme in Source E.

(3)

- 1 Not buy clothes made from companies that aren't in the factory inspection scheme.
(Boycott)
- 2 pressure groups making campaigns about companies that aren't in the scheme and put it on social media sites.
- 3 peaceful protests outside shops or the companies HQ with signs and chants.



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Examiner Comments

Three ways are provided and each is clearly articulated. Candidates who simply give one-word answers are unlikely to gain full marks.

Question 3 (e)

There was a huge variety of different awardable charities provided by candidates. Many of the well-known UK charities were mentioned (Oxfam, Water Aid, plus campaigns such as Red Nose Day, Children in Need and the Shoebox Appeal). Many candidates gained access to 2 marks, as they provided a relevant charity and appropriate aid provided by that charity. Many good answers mentioned actions such as developing water or agricultural projects to relieve or prevent drought or famine.

This response was awarded full marks.

- (e) Give **one** example of a UK charity that provides aid and assistance to developing countries.

Describe how it helps people in developing countries.

(3)

Example of UK charity

Water aid

How it helps

Water aid helps developing countries by ~~giving~~ giving places healthy clean drinking water so they have less chances of catching deadly diseases such as Salmonella



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Examiner Comments

This description of help goes further than many other candidates who simply asserted that a charity 'gives food' or 'gives water'. This answer makes clear the importance of clean drinking water and disease avoidance. Some candidates even made links with the Millennium Development Goals as part of their answer which was good to see.

Question 3 (f)

This question was not answered as well as some of the others. Many candidates provided vague answers about 'helping our country first' or 'it's not our problem'. Candidates who did achieve marks used a variety of different points suggested on the mark scheme. Better responses tended to give an example of a reason that might actually support an argument against aid (in other words would be persuasive).

This response was awarded both marks.

(f) Some people argue that the UK should **not** give international aid to other countries.

Give **two** reasons they might use to support their argument.

(2)

- 1 The UK is just out of a recession and we spending too much on ~~the~~ international aid could put us back in.
- 2 The money may not go to those in need and instead could be kept by corrupt governments.



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Examiner Comments

Both reasons are well-supported. Answers that simply said 'we have no money' did not score as highly as this candidate.

Question 4

Good answers referred accurately to such struggles as votes for women, racial equality (Rosa Parks, Martin Luther King and Nelson Mandela often being cited), gender equality (by reference to equal pay or gay rights) and the right to education. Some knowledge was good and well used in support of arguments for and against. Unfortunately, some candidates have very limited knowledge of human rights, confuse them with legal rights or present a discussion in very vague and general terms without writing anything of any substance.

Won the right to be treated as equals
there is still not a complete victory.

Some rights I do believe are easier to gain.
Rights and freedoms that affect lots of people,
Some time whole countries, will be passed more
easier than ones that only effect small amounts of
people.

However I also disagree with the statement
because the rights ~~most~~ a majority of people
want such as right to learn, right to earn money,
the right to decent living has already been made
and it helps everyone so it is a victory. I also
believe there is no easy way to gain a right
because there will always be rights people
believe we should have so there will always be
struggles to get the rights. So it will never be
straight forward to get people the rights they
want.

In my opinion I believe that there will always be struggles for rights and freedoms. Some will be easier to gain others won't be as easy. I believe that the ones the lots of people believe is needed will be made. others



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Examiner Comments

This is an extract from a Level 3 answer. It is well presented and structured. There is good use of discursive language, such as 'however' and 'I also believe'. There is a final summing-up too. However, as you can see, there is no supporting fact or evidence provided.

Question 5

It was very pleasing to see a significant number of good candidates referring to the General Election which had taken place a few days before the exam and bringing evidence from that election to support arguments both for and against the proposition. Many showed a clear understanding of how 'first past the post' works and how the outcome of a General Election might be different using a different type of electoral system. A few candidates referred to the 2011 referendum on voting reform. Many referred, briefly but accurately, to how governments or leaders are elected or appointed in other countries such as Zimbabwe, North Korea or China. However, a significant minority of candidates showed confusion in their levels of knowledge and understanding of the UK electoral system. An understanding of how the UK electoral system works to elect a government is based on the relationship between votes cast in individual constituencies and the number of MPs then elected for each party, and many believe that the party with the most votes, rather than the most seats, forms the government.

The UK's 'first past the post' voting system is where the public vote for their local MP who is running for the position in their constituency. The local MP, voted by the people of that area, take a seat in ~~Parliament~~ ^{Parliament}. Each area has different MPs from the different parties; so whichever party the MP belonged to gets one more seat. The party with the majority ~~seats~~ ^{seats} up a government - if the party has less than 326 seats then they have to form a coalition with another party. If the party has 326 seats or more they can set up their own government.

On the one hand, some may agree with the statement because local MPs are an opportunity for the public to have their voices heard. This is because the local MPs are individuals that people from the local community can address if they have an issue they think ~~is~~ concerns the government. The MP can then take the issue to the House of Commons if it receives enough support and bring it forward.

to those in power. Also, an MP can use their power and influence in support of someone that requests it. For example, when trying to apply for a visa for her mother to come visit her in the UK my mother requested a letter from our local MP at the time - Jessa Jowles - asking for her support. Furthermore, if a community did not vote for the party in power they can still have their voices heard by voting for an MP of a party they feel can benefit them the most. This ensures the country is run fairly and that those in the minority are considered too, not just the majority.

~~On the other hand,~~ Moreover, because the party with the majority of votes are in power the UK's system is democratic. Also, with resources such as the internet the media can create polls to keep the public updated on the amount of support each party is getting. Therefore, the public cannot be lied to and the party with the majority is in power. This differs from other countries ~~where~~ where the public are lied to about the outcome of the elections. For example, in Burma, 1990 the individual elected in power was accused of being a traitor (by those unhappy with the outcome) and has been held in detention ever since.

On the other hand, some people may disagree with the statement because they feel that the UK's system is not a fair representation of what the public want and instead direct proportion should be used. Direct proportion is the fairest voting system because the number of votes is the number of seats each party gets. People feel this is an improvement because it represents what every single voting individual wants. However, it can be argued that directly proportional voting will lead to lots of weak coalitions being formed like in Germany, 1918 with the Weimer Republic. Yet, it is to be noted that the UK's 'first past the post' is liable to create coalitions. For example, the 2010 election saw the Conservatives and Liberal Democrats form a government.

In conclusion, I do agree with the statement because the UK's system is the most practical as lots of small parties being elected into Parliament will mean policies and laws will never be agreed on. The UK's system ensures only a small amount of different parties can be in Parliament. Also, the UK's system is as fair as possible - taking into account the minority.



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Examiner Comments

This essay is reproduced in full in order to demonstrate what the very best A* candidates are capable of. Note the way this response is structured, discursive, evidenced and reaches a final substantiated judgement. It was awarded full marks.

Question 6

Many candidates displayed good levels of knowledge and understanding of the issues of global warming. Not surprisingly, those who had studied it in geography or science lessons were perhaps more likely to write more detail rejecting the proposition. However, they sometimes did so at the expense of shaping an effective citizenship essay that provides a balanced review of both sides of the debate. Very few referred to protocols, targets or political decisions agreed or made at UK, EU or world levels.

'The UK's actions to combat global warming are a waste of money.' I completely agree with this statement because I believe one country makes no difference. In addition, currently there are no results and eventually global-warming will have a massive impact on the earth.

Firstly, if the UK are the only country that's spending money to attack global warming, it is a waste. This is because there are hundreds of countries on the earth, only one country will not affect global warming as it is huge therefore the money spent is being wasted. The money is being wasted because it has no effect on global warming.

Secondly, there are no results that have shown that global warming is being impacted in a positive way. As there are no results, this means that the money being spent by the UK is useless and all a waste.

Thirdly, no matter how much money is put in to stop global warming it is going to happen one day. This is because the impact global warming has given is too big and cannot be fixed. Hence the reason why the UK is washing their money.

On the other hand some believe that the UK are not washing their money. This is because the ^{bad} effect of global warming ^{can} be delayed as well as the money ^{can} affect global warming in the long term. In addition if money was not put in the situation would be worse.

Some believe that the money put delays global warming allowing the world to be in the same environment. This is because the money used supports the world by ^{slowing down the rate of} stopping icebergs from melting, giving the UK more time to think on how to stop global warming.

The money can also affect the long term, this is what some believe.

Although the results are not apparent right now, in the future the money put in can help prevent global warming.

In conclusion, I believe that the UK is wasting their money as right now the situation is not better ^{In addition} the force of one country will not affect global warming as I believe whatever happens global warming will take place. Henceforth I feel the UK are wasting ~~the~~ their money on trying to combat global warming.



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This essay is not as strong as the previous example for Question 5. It does, however, also reach Level 4 through good use of structure and reasoning, leading to a final judgement. Overall, it is a little weak on evidence though and was awarded 10 marks.

Paper Summary

Looking forward to future series, one remaining area of concern is the very weak way in which some candidates apply their knowledge and understanding to some questions (especially those questions that begin 'Suggest...'). A good example of this is 2(e)(ii). At the weaker end of the cohort, candidates sometimes provided a simple two-word remark along the lines of 'better policing' or 'better technology'. There is roughly one mark per minute available on 5CS01 and even at the lower end of the ability spectrum, GCSE candidates should realise this kind of assertion is not good enough. Merely mentioning CCTV would have been enough to gain one of the two available marks.

As in previous years, essay answers were variable in quality. These questions are asking candidates to produce arguments for and against a proposition backed up by reference to relevant evidence and examples. Clarity of expression is important in all respects and in all answers but is essential in order to gain marks at the higher levels. It is important to remind Citizenship candidates that the essay is not designed to test them on the depth of knowledge gained in other subjects, such as science or geography. Rather, it is their ability to acknowledge varying perspectives - before reaching a considered conclusion - that is the key to unlocking the higher levels. Candidates should be mindful that their choice of essay is not unduly swayed by knowledge gained in other subjects. Rather, they should choose the statement that they feel best able to debate from a variety of viewpoints. This tended to become an issue for Question 6 in some cases (please see previous comments on the individual questions).

Based on their performance on this paper, candidates are also advised to:

- read the questions very carefully to ensure they understand exactly what the question is asking them to do
- try to write as clearly and legibly as possible.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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