

Mark Scheme (Results)

January 2013

GCSE Citizenship (5CS01)
Paper 01 Citizenship Today

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Publications Code UG034350

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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.

Although the assessment objectives are weighted separately, they are inter-related.

AO1 requires informed insight and awareness of differing viewpoints, and AO2 requires knowledge and understanding of the specification content.

Question Number	Answer	Mark
1 (a)	1 mark for any of the following (maximum 2) <ul style="list-style-type: none"> • Politicians / government • Parents • Rioters themselves / rioters • Children/young people 	(2)

Question Number	Answer	Mark
1 (b)	Award 1 mark for any recognisable statement taken from the first two paragraphs, or the bullet points, <u>except</u> 'irresponsible behaviour'. These include: <ul style="list-style-type: none"> • 'Rioting ...took place in English cities...' • 'Unemployment was high in 1991' • 'The riots had several causes' • 'Some wanted to show...' • 'some were just angry' • 'Journalists have made the point...' • 'They say the riots...' <p>Accept misspellings and errors if the source of the statement is clear.</p> <p>Do not credit any statement taken the final two paragraphs.</p>	(1)

Question Number	Answer	Mark
1 (c)	1 mark for each basic explanation such as: <ul style="list-style-type: none"> • 'Adults know better than children so should be treated more harshly' • 'The law is different for kids and adults.' • 'Children were pressured by adults' • 'Children too young to know what's right' • 'Children too young to be accountable' <p>OR</p> <p>2 marks for a developed point e.g.:</p> <ul style="list-style-type: none"> • Suggests appropriate contrasting punishments e.g. curfew/fine versus prison sentence (developed idea about law) • Recognizes there is a minimum age of criminal responsibility below age 10 (developed idea about responsibility) <p>Other suitable responses should be rewarded.</p>	(2)

Question Number	Answer	Mark
1 (d)	B Legal rights	(1)

Question Number	Answer	Mark
1 (e)	Asian and / or Asian British (accept misspellings). Do not accept Chinese, English, Black British	(1)

Question Number	Answer	Mark
1 (f)	1 mark for any two of the following (max 2): <ul style="list-style-type: none"> • ethnic communities choose / want to be with other people who are the same / families • some need to be based around a place of worship in a particular place • migrants seeking jobs in towns • place of arrival - urban airports / ports • universities and foreign students (but do not credit 'schools') • 'snowball' effect as newcomers join • negative reasons e.g. perceived hostility in other places • City populations are larger so show diversity <p>Other suitable responses will be rewarded.</p>	(2)

Question Number	Answer	Mark
1 (g)	1 mark for explanation: <ul style="list-style-type: none"> • Someone who has two or more/many identities (these can be based around ethnicity, religion, origin, nationality, culture, residence, gender, sexuality etc) <p>1 mark for example:</p> <ul style="list-style-type: none"> • Asian British • Black British • Provides an equally valid example <p>Any other suitable responses should be rewarded including those that combine explanation and example in an anecdote ('I live in the UK but my parents came from India' – 2 marks)</p>	(2)

Question Number	Answer	Mark
1 (h)	D All citizens of the European Union	(1)

Question Number	Answer	Mark
2 (a)	1 mark for any two of the following (maximum 2): <ul style="list-style-type: none"> • Education (standards) • Helping the poor • Pleasure (for the poor) 	(2)

Question Number	Answer	Mark
2 (b)	C 300 million books were borrowed in 2010	(1)

Question Number	Answer	Mark
2 (c)	1 mark for any two ideas (maximum 2): <ul style="list-style-type: none"> • <u>Government</u> has cut money for local councils (and the services they can afford to provide) • Therefore, local <u>councils</u> decided to close the libraries (rather than cut other services) • Britain has economic problems 	(2)

Question Number	Answer	Mark
2 (d)	1 mark for any of the following (max 2): <ul style="list-style-type: none"> • their fans will copy the celebrity • their fans are inspired to act too • the media will sense a greater story • rich celebrities make large donations • celebrities are seen as role models • rich celebrities give money • government may be prompted to act <p>The specific benefit for the campaign may only be implied, but this is acceptable. But do not credit 'it boosts the campaign' as that just re-states the question.</p> <p>Any other suitable responses should be rewarded.</p>	(2)

Question Number	Answer	Mark
2 (e) (i)	Mark for any one of the following (max 2) <ul style="list-style-type: none"> • use social media (Facebook, Twitter) • television, radio (do not double credit) • launch an email/viral campaign • set up a website • blogs • internet advertising • E-petition • SMS text messaging Other suitable responses should be rewarded.	(2)

Question Number	Answer	Mark
2 (e) (ii)	1 mark for any one of the following (max 2): <ul style="list-style-type: none"> • large numbers of people are reached / are online / have phones these days • especially effective at reaching young audiences / wide demographic / types • quick / instant way of spreading messages • cheap way of campaigning • can be hard to ignore if many people participate/give support • Can go global / worldwide Other suitable responses should be rewarded.	(2)

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

Question Number	Answer	Mark
3 (a)	<p>1 mark for:</p> <p>(i)</p> <ul style="list-style-type: none"> • protecting <u>children</u> • helping <u>farmers</u> • improving <u>water supply</u> (photo) <p>(ii)</p> <ul style="list-style-type: none"> • make a difference • (new or higher) perspectives • understanding • confidence • higher ambition <p>In both cases accept other phrasing if the meaning is clear.</p>	(2)

Question Number	Answer	Mark
3 (b)	<p>1 mark for any of the following (max 2):</p> <ul style="list-style-type: none"> • Helps build skills for their future career / job • Young people have energy/drive (or similar idea)/ can really help / want to help • Young people may be passionate about a cause • Young people lack money / opportunity / jobs / need work experience • Under-18s are in school still • Follows on from school/could be gap year/ could tie in with university study • Under-18s may not be mature / helpful • Government wants to give 18-22 a new perspective / outlook on life <p>Any other suitable responses should be rewarded.</p>	(2)

Question Number	Answer	Mark
3 (c)	C International aid	(1)

Question Number	Answer	Mark
3(d)	<p>1 mark for a green/beneficial/environmentally-friendly form of farming (accept wide interpretation of benefits e.g. social / food supply issues in long-term)</p> <p>1 mark for some development e.g. can meet needs of future generations, less pollution, less fertilizers needed, biodiversity maintained, land not degraded / damaged, etc.</p>	(2)

Question Number	Answer	Mark
3 (e)	<p>1 mark for any of the following (max 2):</p> <ul style="list-style-type: none"> • Donations / money / food / clothes • Disaster relief aid • Fundraise for a charity/NGO • Buy Fair Trade/Traidcraft/ethical goods • Vote / campaign for politicians who support aid • Protest / pressure groups for change • Support the education of (individual) children through regular donations and personal support <p>Other suitable responses should be rewarded.</p> <p><i>Award 2 marks for similar ideas if details are good (e.g. may suggest two contrasting types of ethical purchase, or specifies two international aid agencies, or has details about the food and clothes donations).</i></p>	(2)

Question Number	Answer	Mark
3(f)	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> • Cut litter • Save millions of pounds / money • stop millions of tonnes of packaging 	(2)

Question Number	Answer	Mark
3(g)	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> • Without packaging, sales may fall • Changing the packaging may be costly • Product needs packaging (e.g. food) • Packaging functions as advertising <p>Other suitable responses should be rewarded.</p>	(1)

Question Number	Answer	Mark
3(h)	<p>1 mark for any of the following (max 2):</p> <ul style="list-style-type: none"> • Climate change/global warming • Suggests a way in which global warming creates another problem in turn e.g. flooding, drought, polar bears' homes... • Litter can spread globally e.g. rivers & oceans, as photograph shows • Local damage to environment is a global concern e.g. animal/species loss • Exporting / dumping waste / e-waste to other countries <p>Other suitable responses should be rewarded.</p>	(2)

Question Number	Indicative content
<p>4 QWC i-ii-iii</p>	<p>Indicative content Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p>Agree</p> <ul style="list-style-type: none"> • Not all countries are democracies where people can vote. • Not all countries have full gender equality. Homosexuality is illegal in some countries whereas gay marriage allowed in others. Examples may be given. • Age of consent, marriage, drinking etc. varies between countries according to tradition/religion or their politicians' own interpretation of scientific/medical evidence. • A country's culture and religion can determine laws and attitude to rights e.g. relating to abortion, capital punishment etc. also vary. • Rights are often not upheld e.g. right to education in some countries <p>Disagree</p> <ul style="list-style-type: none"> • Key human rights have been set out by United Nations and form the basis for laws in many countries/regions (EU). • UN human rights declaration can be outlined to support this view. • Serious abuses of rights e.g. acts of genocide are deemed crimes against humanity and institutions exist to tackle this(Hague war crimes). • The international community may need to seek to protect those who cannot protect themselves. • Non-democratic governments need to be challenged on their approach to human rights. <p>(1) Any other suitable responses should be rewarded. (2) Not all points listed above need to be covered to gain access to the highest mark band.</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>5 QWC i-ii-iii</p>	<p>Indicative content Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p>Agree</p> <ul style="list-style-type: none"> • Some online offences such as slander may not be considered to be especially serious • Some blogs may not be widely read, therefore have little influence • Certain types of serious physical crime - GBH, rape, murder etc. - cannot be committed online • Less obvious victims (e.g. 'white-collar' crime conducted online such as hacking, etc.) <p>Disagree</p> <ul style="list-style-type: none"> • Serious crimes can be incited online e.g. Facebook riots • 'Viral' emails can make an issue 'go global' causing great harm to people • Cyber bullying can have very serious consequences • Computer viruses can have very serious consequences e.g. threat to nuclear power stations <p>(1) Any other suitable responses should be rewarded. (2) Not all points listed above need to be covered to gain access to the highest mark band.</p>

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Question Number	Indicative content
<p>6 QWC i-ii-iii</p>	<p>Indicative content Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p>Agree</p> <ul style="list-style-type: none"> • Many ordinary people and some scientists dispute the science of climate change for varying reasons. • There are a range of scientific views relating to the severity of global warming and the need for climate action. • Some countries believe that global warming is happening but do not see it as a problem (believing that it will not affect them/ science can fix things). <p>Disagree</p> <ul style="list-style-type: none"> • The evidence for climate change is now very strong. • The majority of scientists believe that global warming is a serious problem: it is illogical/irresponsible to adopt an oppositional view. • Some people are simply ignorant of the science that explains the problem - and ignorance is a poor excuse for holding an oppositional viewpoint. <p>(1) Any other suitable responses should be rewarded. (2) Not all points listed above need to be covered to gain access to the highest mark band.</p>

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Order Code UG034350 January 2013

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