



Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCSE in
Citizenship Studies 5CS01 (Paper 01)
Unit 1: Citizenship Today



Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2017

Publications Code 5CS01_01_1706_MS

All the material in this publication is copyright
© Pearson Education Ltd 2017

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1 (a) GRAD	<p>Award up to 2 marks for two reasons from the source why it is hard to protect people:</p> <ul style="list-style-type: none"> • not on land / offshore / out of reach (of police / welfare officers) • not protected by UK minimum wage laws / not protected by laws / they lack rights of UK citizens • might be trafficked people / we don't know they are there <p>Accept alternative phrasing.</p>	(2)

Question Number	Answer	Mark
1 (b) EXPERT preferred	<p>Award 1 mark for any 2 of the following:</p> <ul style="list-style-type: none"> • Not paid any wages • Trafficked • Slavery • Passport stolen <p>Accept alternative phrasing.</p> <p><i>Do not credit idea of being paid low wages / paid under the minimum wage because the Source states that they are <u>legally</u> being paid less.</i></p> <p><i>Do not credit idea of dangerous / unpleasant conditions - the Source does not say this is illegal.</i></p>	(2)

Question Number	Answer	Mark
1(c)	<p>C. If the industry needs to survive on slavery then the industry needs to go.</p> <p>Rationale A - fact (distance means they cannot be reached) B - fact (UK minimum wage laws do not apply) C - opinion ('If... needs... then' is an assertion) D - fact (there have been reports)</p>	(1)

Question Number	Answer	Mark
1(d) EXPERT	<p>Award 1 mark for any of the following legal requirement for residency:</p> <ul style="list-style-type: none"> • EU citizens (or EEA) • Asylum refugees / escaping persecution or war / may give recognisable example e.g. 'fleeing Syria' • Skill shortages / UK needs some workers /economy needs them (<i>do not credit 'UK needs them'</i>) • Joining family already in UK • Parents or grandparents are UK citizens / dual nationality • Moved with work / foreign company / <u>work</u> Visa or permit • Students (university or school) / exchange programme • Migrants who have gained citizenship • Married UK citizen <p>Credit other less common or unexpected responses if they are justified (e.g. in relation to points system, or other past or present political or economic controls).</p> <p><i>Do not credit: tourists; 'has visa' (must be <u>work</u> visa); people from Commonwealth countries.</i></p>	(2)

Question Number	Answer	Mark
1 (e)	<p>B. protect the rights of workers</p> <p>Rationale A - incorrect: TUs do not give tax advice to businesses B - correct: TUs exists to protect worker rights C - incorrect: not the role of trade unions D - incorrect: TUs do not support landlords</p>	(1)

Question Number	Answer	Mark
1 (f) EXPERT	<p>Award 1 mark for each specific employer responsibility:</p> <ul style="list-style-type: none"> • Health and safety / safe working conditions • Holidays • Regular breaks • Maximum working hours • Respecting diversity in workplace / anti-discrimination • Equal pay <u>in relation to</u> gender or other valid criterion • Disability access • Pensions/NI • Redundancy pay • Maternity or paternity pay /leave • Sick pay • Protection against harassment /bullying <p>Accept alternative phrasing or other less common or unexpected responses if they are relevant (responses must be checked for accuracy).</p> <p><i>Do not credit overly-ambiguous responsibilities e.g. 'no exploitation' (instead of fixed hours) or 'good environment' (instead of safe environment) or 'treating all workers equally' (instead of respecting diversity) or 'equal pay' (instead of equal for men/women)</i></p>	(2)

Question Number	Answer	Mark
<p>1(g)</p> <p>EXPERT</p>	<p>Award 1 mark for understanding of human right and one mark for understanding of legal right (comparative language not required).</p> <p><i>Human right</i> - Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • Rights everyone or everybody or all people/humans have/should have (<i>Do not credit 'rights we have' or 'rights they have' or 'each of us' because the universal dimension has not been made explicit</i>) • Universal /fundamental /natural / inalienable rights • Rights protected by UDHR or human rights conventions/ laws e.g. ECHR or Human Rights Act <p>Credit unexpected responses if they are justified.</p> <p><i>Legal right</i> - Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • rights protected by law / protected by justice system / police / courts • the laws of a country / government <p>Credit unexpected responses if they are justified.</p>	<p>(2)</p>

Question Number	Answer	Mark
<p>2 (a)</p> <p>grad</p>	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> • Lack of affordable housing / houses too expensive • Over-priced bars / cafes / shops / services / pubs <p>Accept alternative phrasing.</p>	<p>(1)</p>

Question Number	Answer	Mark
2 (b)	<p>B Biased</p> <p>Rationale A - incorrect: C4 news report was not supportive B - correct: C4 News had sided with the protestors only C - incorrect: Democracy has no bearing on the issue D - incorrect: C4 News report was not balanced</p>	(1)

Question Number	Answer	Mark
2 (c) EXPERT	<p>Award 1 mark for drawing on the source for examples and 1 mark for development with own knowledge.</p> <p><i>Strength (must refer to the method as part of explanation)</i></p> <ul style="list-style-type: none"> • 'They knew it would get media attention' / more people would hear about (1) because café is well-known / interesting / unusual target for action (1) • A newspaper is shown to have spread the story (1) because the protestors' use of aggressive / non-peaceful / provocative methods has attracted journalists (1) <p><i>Weakness</i></p> <ul style="list-style-type: none"> • Painting the windows / death threats are negative / illegal actions / prison for perpetrators (1) which may have effect of losing public or government sympathy / attracting negative reporting (<i>development of the weakness must relate to the campaign's failure or success</i>) (1) • Unfairly pick on the café owners (1) may lead to loss of public / government support / interest in the campaign / housing issue (1) • Café is wrong target / campaign misdirected (1) because the real protest issue should be housing (1) <p>There will be other creditable suggestions.</p>	<p>2</p> <p>2</p> <p>(4)</p>

Question Number	Answer	Mark
<p>2(d)</p> <p>EXPERT</p>	<p>Award 1 mark for each way citizens could convey a message to government/ MPs / Council / Major, etc.</p> <ul style="list-style-type: none"> • Create social media presence Government can't ignore • Form a pressure group the Government can't ignore • Use vote strategically to influence politicians • Write /email to local MP/ visit MP surgery/ local councillor • Petition /e-petition sent to Parliament / government • Write about the issues in a local or national newspaper that politicians/ MPs might read • March or protest rally which makes government aware <p><i>For award of 2 marks, one way must be appropriate to the AO2 context: i.e. candidate clearly says that it will communicate the protestors' views to Government (or similar).</i></p> <p><i>Award maximum 1 mark in total if both methods are generic ('put up posters where people will see them and 'set up a website'; or 'leaflets' and 'Facebook').</i></p> <p>Credit other valid responses.</p>	<p>(2)</p>

Question Number	Answer	Mark
2 (e)	<p>B. devolution of power</p> <p>Rationale A - incorrect: EU does not have this power B - correct: this is the correct mechanism C - incorrect: Commonwealth does not have this power D - incorrect: proportional representation is irrelevant</p>	(1)
Question Number	Answer	Mark
2 (f) EXPERT	<p>Award 1 mark for:</p> <p>Two parties working together / joining up / government allied with another party (<i>credit all other interpretations which convey some basic idea of a political partnership</i>)</p> <p>Award 1 further mark for any the following developments:</p> <ul style="list-style-type: none"> • no single party gained enough support to form a Government (<i>do not credit less accurate comments e.g. 'nobody won'</i>) • identifies two named parties that might work together (Labour /Liberal /Conservative / Green / UKIP / SNP etc.) • There may also be other less common but creditable developments. 	(2)

Question Number	Answer	Mark
2 (g) EXPERT	Award 1 mark for any of the following: <ul style="list-style-type: none"> • Everyone is represented / each person has a say / gets their views or opinions across • In turn, Government becomes representative when we all vote / take part in democracy • (Democratic/civic) duty to vote • (exercising) right to vote / not everyone in other countries has right so important to exercise it • Sacrifice of earlier generations (e.g. suffragettes) • People cannot complain about decisions taken if they have not participated / it will effect them There may be other creditable responses.	(2)
Question Number	Answer	Mark
2 (h)	C. The Times Rationale A - incorrect: Facebook is online social media B - incorrect: Google is online search engine C - correct: Times is a printed newspaper D - incorrect: BBC News is a TV show or website	(1)

Question Number	Answer	Mark
3(a)	<p>A. Sudan</p> <p>Rationale A - correct - Sudan is highest at 3.1 m B - incorrect - Syria is lower at 2.2. m C - incorrect - Yemen is lower at 600,000 D - incorrect - Iraq is lower at 3 m</p>	(1)

Question Number	Answer	Mark
3 (b) GRAD	<p>Award up to 2 marks for two reasons based on the source:</p> <ul style="list-style-type: none"> • they are scared / not safe for children • migrated away / fled / gone to refugee camps • teachers not there / too scared to go to school • parents keep them at home / are scared (for their children) • girls' schools are a target (so stay / kept at home) <p>Accept alternative phrasing.</p>	(2)

Question Number	Answer	Mark
3(c)	B. people aged 18 or under who live anywhere Rationale A - incorrect - this would exclude young children B - correct - under-18 is the legal definition C - incorrect - children everywhere are protected D - incorrect - children everywhere are protected	(1)
Question Number	<i>Answer</i>	Mark
3 (d) EXPERT	<p>Award up to 2 marks for two distinct barriers to economic development (e.g. loss of infrastructure, workforce, skills, investment):</p> <ul style="list-style-type: none"> • money / resources is spent on war military (instead of helping development) • damage and repair costs (roads / shops / buildings / factories / goods / medical costs.) • fewer workers (due to deaths / people afraid to go to work / have sought asylum elsewhere) • interrupted education means children will lack skills when they grow up / can't contribute as well to the economy • foreign investors / aid agencies / tourists stay away • agricultural land lost / landmines <p>Credit other valid responses</p> <p>Must provide economic links for award of full marks.</p>	(2)

Question Number	Answer	Mark
<p>3(e)</p> <p>EXPERT</p>	<p><i>Education</i></p> <p>Award up to 2 marks for any of the following suggested actions:</p> <ul style="list-style-type: none"> • grants / aid for school buildings • volunteers / army help construction • gifts of education resources (book / pen / paper) • gifts of ICT / PCs (one laptop per child) • provide teachers /protecting teachers • evacuate children to safe areas <p>Credit other valid suggestions</p> <p><i>End conflict</i></p> <p>Award up to 2 marks for any of the following suggested actions:</p> <ul style="list-style-type: none"> • Military intervention / peacekeepers • Arbitration / treaty / mediation / talks • Sanctions <p>Credit other valid suggestions</p>	<p>2</p> <p>2</p> <p>(4)</p>

Question Number	Answer	Mark
3 (f) EXPERT	<p>Award 1 mark for knowledge of an impact of 'climate change' (higher temperatures, more storms, sea-level rise) and 1 mark for understanding of how this could generate refugees (flooding, drought, crop failure etc.). For example:</p> <ul style="list-style-type: none"> • High / higher temperature (1) leading to drought / lack of water / crop losses (1) • High / higher rainfall (1) could drive people from flooded homes (1) • Extreme weather / hurricanes may increase (1) and this could destroy homes (1) • Sea level may rise (ice melting) (1) which will destroy farmland (so people move) (1) 	(2)

Question Number	Indicative content
<p>4</p> <p>QWC i-ii-iii</p> <p>EXPERT</p>	<p>Indicative content</p> <p>Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p>Agree</p> <ul style="list-style-type: none"> • Education helps people understand other cultures • Education looks at different viewpoints, which helps promote community cohesion • Subjects like Citizenship and Religious Studies exist in part to educate about these matters • Curriculum provides other opportunities e.g. school assembly to promote understanding and analysis of the issues <p>Disagree</p> <ul style="list-style-type: none"> • Education won't always remove prejudice, which may stay ingrained • Education is not the only influence: family, TV, social media all help to shape values and reinforce viewpoints selectively • Laws are also required to protect rights /act as a deterrent • Policing and other measures may play a role <p>(1) Accept any other suitable content.</p> <p>(2) Not all points listed above need to be covered to gain access to the highest mark band.</p>

Level	Mark	Description
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</p> <p>QWC i-ii-iii</p> <p>EXPERT</p>	<p>Indicative content</p> <p>Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p>Agree</p> <ul style="list-style-type: none"> • Laws prevent society from chaos / anarchy • Punishments are needed to enforce laws • Everyone should be treated the same and the law protects this • Punishments may act as a deterrent to other potential lawbreakers <p>Disagree</p> <ul style="list-style-type: none"> • Some crimes are committed in self-defense etc. • Mental illness or other extenuating circumstances may need to be considered • The need for rehabilitation may be more important than punishment • There are alternatives to fines and sentences such as community service <p>(1) Accept any other suitable content.</p> <p>(2) Not all points listed above need to be covered to gain access to the highest mark band.</p>

Level	Mark	Description
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</p> <p>QWC i-ii-iii</p> <p>EXPERT</p>	<p>Indicative content</p> <p>Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p>Agree</p> <ul style="list-style-type: none"> • Rich countries benefit from cheap labour and resources • Poor countries don't always benefit from foreign investment • TNCs repatriate profits to other richer countries' populations • Poor countries are negatively impacted in other ways too e.g. the environment <p>Disagree</p> <ul style="list-style-type: none"> • Rich countries give aid, loans and assistance to poor countries • Globalisation spreads awareness of poverty – results in schemes like Fairtrade or social media campaigns • Poor countries benefit from trickle-down of technology e.g. farming methods and communications • 'Rich / poor' dichotomy makes no sense any more (now that China and India have become major global players) <p>(1) Accept any other suitable content.</p> <p>(2) Not all points listed above need to be covered to gain access to the highest mark band.</p>

Level	Mark	Description
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>