

Mark Scheme (Results) Summer 2015

Pearson Edexcel GCSE in Citizenship Studies Unit 3 (5CS03)

Paper 3B: Changing Communities: Social and Cultural Identities

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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.

Question Number	Answer	Mark
1	B Equality	1

Question Number	Answer	Mark
2	C multicultural events	1

Question Number	Answer	Mark
3	C The range of different groups that make up a population.	1

Question Number	Answer	Mark
4	C people should move to smaller, cheaper properties	1

Question Number	Answer	Mark
5	B has moved to another country permanently	1

Question Number	Answer	Mark
6	B Migrants from the EU are legally allowed to stay in the UK.	1

Question Number	Answer	Mark
7	D Religion.	1

Question Number	Answer	Mark
8 (a)	<p>Accept any of the following for one mark, up to 3 marks available.</p> <ul style="list-style-type: none"> • Set up a pressure group • Hold a demonstration/protest march/sit in/boycott • Write to/email/lobby your local MP/minister/prime minister/person in charge • Write a letter to a local/national newspaper/TV/radio station • Social media: Facebook, Twitter etc. • Petition/e-petition/survey <p>Do not credit poster/leaflet/letter/protest unless it is tied to a specific person or example.</p> <p>Credit other valid responses.</p>	3

Question Number	Answer	Mark
8 (b)	<p>Accept any of the following for one mark, up to 2 marks available.</p> <ul style="list-style-type: none"> • Discrimination/prejudice/unequal treatment/racism • Not having their human rights respected, e.g. making exceptions for religion, e.g. wearing religious symbols, having time off for religious festivals • Not being able to maintain or celebrate their identity • Lack of community cohesion • Intolerance/not feeling welcomed/feeling isolated • People will not know/be aware of/ learn about their/other cultures <p>Credit other valid responses.</p>	2

Question Number	Answer	Mark
9 (a)	<ul style="list-style-type: none"> • Because people who claim housing benefit have a spare bedroom • The government believes people should move to smaller, cheaper properties. • Government ministers believe this will reduce the housing benefit bill by £500 million. 	1

Question Number	Answer	Mark
9 (b)	<ul style="list-style-type: none"> • This will unfairly affect people on low incomes unfairly/they may not be able to afford to pay it • This will unfairly affect minority groups such as the disabled • It is a form of discrimination. 	1

Question Number	Answer	Mark
10	<p>Accept any of the following for one mark, up to 2 marks available.</p> <ul style="list-style-type: none"> • Provides aid/money/assistance in times of emergency • Provides aid/money/assistance for long-term problems, e.g. schemes to provide access to clean water/vaccination programmes/poverty relief • Negotiates between countries in conflict/provides peace-keeping troops • Promotes respect for human rights/equality e.g. the UNDHR <p>Credit any other valid response. Aid/money/assistance should only be credited once unless two different examples are given as per bullet points 1 and 2.</p>	2

Question Number	Answer	Mark
11	<p>1 mark for identifying reason. 1 mark for the explanation.</p> <ul style="list-style-type: none"> • Higher wages/access to minimum wage (1) so they can send money home to their families/have a better standard of living/are guaranteed a reasonable wage (1) • Better standards of living/lifestyle (1) because the UK has a better economy/more access to education/healthcare (1) • Better opportunities for employment education/training (1) which can lead to a better job/higher wages/is not available in their home country (1) • More/better employment opportunities (1) which can allow people to send money home to their families/earn more money/provide for their families (1) • Better working conditions (1) because the UK has laws to protect workers/their home country does not have laws to protect workers (1) 	2

Question Number	Answer	Mark
12	<p>Accept any of the following for one mark, up to 3 marks available.</p> <ul style="list-style-type: none"> • There are a variety of ethnic backgrounds in the UK • There is also a wider mix of religious backgrounds/places to worship • Laws have been passed to prevent discrimination • Local and national schemes/events have been held to encourage multiculturalism • Public bodies work to ensure equality and prevent discrimination • More varied food • More diverse music • More community cohesion/tolerance of different races/cultures • More awareness of different cultures • More multiple identities • Wider variety of clothing • Wider variety of businesses/shops • Multicultural schools • Variety of languages spoken/taught <p>Credit any other valid response.</p>	3

Question Number	Answer	
13	<ul style="list-style-type: none"> • If the community is peaceful and secure people are more likely to respect each other • Social networks help people support each other by offering information, trust and friendship • It gives people a sense of belonging when they share experiences, values and identities • If people feel equal they are less likely to feel excluded from society • There should be less conflict/crime • It demonstrates that government measures/actions/laws to promote community cohesion have been successful <p>Credit other valid responses</p>	
Level	Mark	Description
0	0	The answer does not seriously address the question.
1	1-2	The answer offers just 1 or 2 very simple points without any development.
2	3-4	The answer makes 2 or 3 points but they are fairly superficial with limited explanation.
3	5-6	Well-developed points supported by simple but acceptable examples with clear explanation.

Question Number	Answer	
14	<p>AGREE</p> <ul style="list-style-type: none"> • Imposing a school uniform and dress code can create a school 'identity' • The rule applies to all students equally and ensures they are treated fairly under school rules • Students still have the freedom to choose to go to a different school if they do not agree with the dress code • Uniforms and dress codes can help to tackle gang culture, e.g. hair designs can be used to mimic gang 'tags' and show loyalties • Students can still express their cultural or religious identities in different ways there is no suggestion in the source that hijabs or turbans or yarmulkes are banned • Arguably, a beard is not a religious symbol the headteacher in the source consulted religious leaders on this before imposing the new rule <p>DISAGREE</p> <ul style="list-style-type: none"> • The students may feel that a beard is an essential part of their cultural or religious identity (as mentioned in the source), and so feel indirectly discriminated against • Schools have the right to introduce dress codes, but a beard could be argued to be personal identity in the same way that a girl's decision to leave her hair loose or tied up is a personal choice so suggesting that this could be gender discrimination • A multicultural society should take into account different expressions of identity like this. For example, a school could not compel a Sikh to cut their hair and yet this is an integral part of Sikh culture and beliefs • It could be argued that the school should have consulted the students before making the rule change, e.g through the School Council to find out if this could be perceived as discrimination • Some groups may feel adversely affected by this rule change and so community cohesion within the school may be negatively affected 	
Level	Mark	Description
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 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	Answer
15	<p>AGREE</p> <ul style="list-style-type: none"> • The Equality Act aims to protect a range of groups against discrimination, but it is not always easy to tell fact from opinion in court cases on equality, e.g. if someone was not employed because they were less experienced than another or because of discrimination • There is still a wage gap between men and women despite the Equal Pay Act being passed over 40 years ago • It can be argued that there are still differences in how people are treated online, e.g. with the controversies surrounding abuse of women campaigners on Twitter (Source A), and photos and captions perceived as sexist seen on Facebook • There are still large gaps between the rich and poor • Recent changes to the benefit system are often perceived as being targeted at the poorest in society, e.g. the 'bedroom tax'. This is also argued to adversely affect the disabled more than other groups (Source C) • There is still a bias in the media against immigration, with large numbers of articles calling for more limits on immigration, particularly with the lifting of barriers to immigration from Romania and Bulgaria in 2013 • There have been criticisms of the UK Border Agency's 'Go Home' campaign, arguing that this is racist and encourages discrimination against all immigrants (Source D) <p>DISAGREE</p> <ul style="list-style-type: none"> • There <u>are</u> laws in place to protect people from discrimination and to ensure equal treatment regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, e.g. the Equality Act, the Race Relations Act, the Equal Pay Act • Laws have been proposed recently to <u>increase</u> equality for some groups, e.g. the Marriage (Same Sex) Bill • While there is a pay gap for men and women, it has been steadily decreasing over the years • The law was also changed recently to give men and women equal opportunities to share maternity/paternity leave • Pressure groups exist to fight for equality both through changes in the law and through raising awareness and court cases • The EU has taken steps to ensure equality, e.g. through the court ruling that women cannot be offered cheaper car insurance than men

		<ul style="list-style-type: none"> Campaigns to have so-called 'lad's mags' sold in modesty bags have had some successes e.g. the Cooperative group has now withdrawn several magazines because the companies refused to agree to the modesty bags (Loaded, Nuts, Zoo)
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	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>

