

Examiners' Report  
June 2013

GCSE Citizenship 5CS03 3B

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## **Introduction**

It is pleasing to report that many candidates approached this sitting of the Unit 3 Papers with confidence. They demonstrated an ability to focus in greater depth on the three themes introduced in Unit 1.

Many candidates responded effectively to the challenge of examining a theme from a number of different perspectives: individual, community, national, global, political, social and ethical. They successfully identified and sought to reconcile the different and often conflicting ideas and opinions associated with these perspectives.

Overall, the strongest responses demonstrated sound knowledge and understanding and complemented the Source material in the data response and short extended writing questions with relevant and topical 'own knowledge'.

Most candidates made good use of the time available and left sufficient time to respond to the final 15 mark question.

A few candidates misinterpreted some questions and were not able to exploit fully the stimulus Source material or the scaffolding points provided for Question 15. These however were in a minority.

This report does not include examples of the multiple choice questions but covers the short answer, extended answer and essay questions.

## Question 8

The question asked for **three** other examples of lack of respect other than that shown in Source B. The Source referred to disability, so anyone giving examples of lack of respect shown to any form of disability were not credited with any marks.

8 Discrimination, as shown in Source B, means a lack of respect for another person. Using your own knowledge, give **three** other examples to show what you understand by a lack of respect.

1 Lack of respect would be treating someone differently because they have a disability.

2 Lack of respect would be persecuting someone just because of their , gender, race, religion ~~and~~ or ethnic origins.

3 Lack of respect would be not be fair to someone's human rights and going against them for it.



### ResultsPlus Examiner Comments

This candidate gave an example of disability in the first answer, so was awarded no marks for that answer. However, because in answer 2 they gave an answer that covers race, religion and gender they were awarded 3 marks.



### ResultsPlus Examiner Tip

Ensure candidates understand the wording on the exam questions.

## Question 9

The popular answers to this question were:

- having a dictator
- corrupt government
- unfair/rigged voting.

The majority of candidates were able to score at least 1 mark on this question. Less able candidates just copied the Source.

There were some accurate and concise answers to this question. A country that is not perceived as democratic could be described as having a dictator or a corrupt voting system. Some candidates were able to give examples. Marks were awarded if they were in the correct context.

9 Source A refers to a democratic government. State **two** reasons why some countries are said **not** to be democratic.

1 The government are not elected by the public therefore it is not democratic .i.e Dictatorships.

2 The government is corrupted, so it does not listen to the people instead it listens to people who can pay the officials. They <sup>only</sup> care about their own interests and not the Peoples.



**ResultsPlus**  
Examiner Comments

This example has two clear and correct answers, with no further development needed for 2 marks.



**ResultsPlus**  
Examiner Tip

The answer is not always found in the Source.

## Question 10

The vast majority of candidates were able to identify a Commonwealth country. Some were also able to give an aim of the Commonwealth with trade and peace being the most common.

10 Source D refers to the Commonwealth of Nations. Identify **one** member country of the Commonwealth, other than the UK, and state **one** aim of the Commonwealth.

(i) Member country

(1)

Australia

(ii) Aim

(1)

All have a common interest in helping each other out with things like good trade and making sure ~~democracies~~ there democratic.



**ResultsPlus**  
Examiner Comments

This is a clear and concise answer to the question.  
2 marks awarded.

## Question 11

Most candidates were able to score highly on this question. The question required the candidates to move beyond the source material using their own knowledge and understanding of the benefits of living in a multicultural society.

11 Source D refers to Leicester as a multicultural city. Identify **three** benefits of living in a multicultural society.

1

learn new languages

2

get to try new foods

3

learn about other religions



**ResultsPlus**  
Examiner Comments

A clear, concise answer which scored 3 marks. The question did not require development of the points made.



**ResultsPlus**  
Examiner Tip

Not all answers have to be long sentences.

## Question 12

As with the previous question, this required candidates to move beyond the Source material using their own levels of knowledge and understanding.

The vast majority of candidates could give a curriculum based method and a whole school method. If the method was correct then generally the reason was correct.

The method had to be specific to integrating immigrants into the school community, not newcomers in general.

12 Identify **two** methods that a school can use to welcome and integrate immigrants into the school community. Give **two** different reasons why these methods could be effective.

Method 1

Having extra English classes for them if they are unable to speak it at all or fluently.

Reason for effectiveness

This would ensure that communicating would be easier so that the pupils can get to know one another and they themselves will find learning subjects easier.

Method 2

Celebrating many festivals like the normal Christmas/Easter/Diwali but introducing <sup>the immigrants</sup> ~~their~~ ~~culture~~ festivities to ~~the~~ the school community.

Reason for effectiveness

This would help bring a further sense of common interest with one another and the diversity of all mixing will help the new-comers not become segregated, so they all have something in common. (Total for Question 12 = 4 marks)



**ResultsPlus**  
Examiner Comments

This is a clear example of methods and reasons. They are concise and accurate, both the methods and the reasons are different. 4 marks were awarded.



**ResultsPlus**  
Examiner Tip

The reason has to support the method.



## Question 13

The question requires extended writing, marks are out of 6 with 3 levels. There were good examples of well thought out responses, however many candidates did not refer to the 'planning stage' and misinterpreted the question.

Candidates were awarded 1 mark for a word list. It was not possible for candidates to move out of Level 1 if they did not give any development of the points made.

For Level 3 a candidate needs to show, 'well developed points supported by simple but acceptable examples with clear explanations'.

13 Using Source E and your own knowledge, explain why the British government might wish to limit immigration.

British government might want to limit immigration because our country is becoming overcrowded, therefore space is limit and should only be accessible to some. Another reason is because our country is going through recession therefore the government want to be more strict as they are struggling to cater for citizens as it is. Also because there are not alot of jobs currently available therefore if people come into our country they will have to go on benefits, which the government can not afford. People from other countries ~~are~~ coming to Britain may have disease and if an immigrant comes to Britain the British NHS which is struggling will have to pay or provide care. Accomodation is also a big problem in Britain at the moment and if people are accepted into our country openly then accomodation will have to be arranged for them. Overall British government want to limit immigration as it will cost them more money e.g with the education if we don't limit immigration.



**ResultsPlus**

**Examiner Comments**

This candidate shows a good understanding of the issues, keeping to the question and showing development of the points made. This is a good Level 3 response with well developed points, supported by simple but acceptable examples with clear explanation. 5 marks have been awarded.



**ResultsPlus**

**Examiner Tip**

Always try to support your views with evidence.

## Question 14

This question required extended writing and was marked out of 8, using four Levels. Some candidates presented good knowledge and expertise in presenting their arguments. Some candidates were able to support their arguments with evidence, showing good exam preparation.

In these questions it is not possible to proceed beyond Level 2 if there is only one point of view demonstrated, no matter how well written. Candidates do need practice at extended writing in order to be able to identify when they are arguing for and against a point of view.

The example answer shows the type of response that can achieve Level 4, 7-8 marks. There are no typical specimen answers. The indicative content in the mark scheme gives a clear idea of the type of points that might reasonably be expected to be discussed.

Some strong answers were able to use both their knowledge and evidence from the Source material. Some candidates were able to use their Active Citizenship work as an example of how Social Media can benefit citizenship issues.

**14** Examine the view that using social media, as in Source C, is the most positive way of promoting citizenship issues (such as campaigning for change).

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

Many people would say that using social media, such as 'Twitter' is the most positive way for promoting citizenship issues after the riots. Many people took to social networking sites to gather people so that they can help clean up damaged streets. This is extremely positive. Because so many people use social networking sites, if many people start a trend or spread the word; it reaches many people in a short period of time.

In Source C it also says that social networking sites named and shamed looters. This is very positive as justice is being served. This also helped companies as it helped to retrieve stolen goods.

Some people may also say that social networking sites are not the most positive way of promoting citizenship issues. Not everyone has access to the internet and not everyone even uses social networking sites.

People may believe that the use of TV or 'word of mouth' may be the most positive way. This is because more people have TV than people who have internet and sometimes word of mouth can show commitment and shows you really want to get the word across.

In my opinion I believe that both TV and, word of mouth and social networking sites are good at promoting citizenship issues as in the end, they all get the story told.



### ResultsPlus

#### Examiner Comments

This is a good example of a Level 4 answer which scored 7 marks. It has a balanced approach covering both points of view and uses clear evidence to support arguments and demonstrates good knowledge and understanding in the context of citizenship issues.



### ResultsPlus

#### Examiner Tip

Remember to use your own knowledge in a question like this, especially other things you have done and learnt in Citizenship.

## **Question 15**

This question required extended writing and was marked out of 15, using five Levels. Some candidates presented good knowledge and expertise in presenting their arguments. Some candidates were able to support their arguments with evidence, showing good preparation.

It is important for candidates to understand the significance of the levels mark scheme. To move beyond Level 2 requires points both for and against but with balance and reason supported by examples of issues or events. Candidates should not lose sight of the question being asked, for which the four bullet points are just a guide. Writing four mini essays in response to each of them may show relevant discussion but may not result in actually answering the question that was set at the top of the page.

Candidates need to be aware that Indicative Content is just that, i.e. an indicator of the type of issues, events, evidence or examples that can be expected to be included. Obviously, other relevant issues, events, evidence or examples can be legitimately included and, of course, will be awarded marks accordingly. Some candidates did not go beyond Level 2 because of a lack of development or balance of a reasoned discussion supported by evidence or examples.

Some strong answers gave relevant contemporary examples, making reference to the Equality Act, showing an understanding of how the law can be used as a base line and awareness raising, yet is not the only way that will change people's minds. The candidates who were able to construct an effective and balanced evaluation not only used the scaffolding, but gave thoughtful examples. There were some well developed conclusions enabling candidates to reach Level 5. Spelling, punctuation, grammar and clarity of expression were taken into consideration when awarding marks on this question.

The example answer shows the type of response that can achieve Level 5. There are no typical specimen answers. The indicative content in the mark scheme gives a clear idea of the type of points that might reasonably be expected to be discussed.

\*15 'Enforcing laws on discrimination is the only way to create community cohesion.'

Do you agree with this view?

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

(15)

You could consider the following points in your answer and other information of your own:

- What types of discrimination are banned by law in the UK?
- In what ways can enforcing the law help to prevent discrimination?
- Why might it sometimes be difficult to enforce laws on discrimination?
- What other methods might be used to create community cohesion?

"Enforcing laws on discrimination is the only way to create community cohesion", I disagree with this statement, I think that people should respect others regardless, of their age, skin colour, gender, sexuality or even disability. People should naturally get along with others and should <sup>not</sup> be forced to do so because of laws. Also people break laws so it's not set in stone that these laws will work in creating community cohesion. One reason why I disagree with this view is because there are many ways to create community cohesion and enforcing laws is just one of them.

There are many types of discrimination that are banned by law in the UK. Discrimination against someone that has a disability is banned by law, they should not be treated any different to a person who is not handicapped. Race discrimination is also banned by law, you cannot discriminate against someone because of the colour of their skin. Discrimination against a person's sexuality is also banned, 'gay' people are allowed to

be together in the same way that a man and woman can be together. There are many other ~~but~~ types of discrimination that are banned by the UK Law, this helps reduce the discrimination in the UK, but it is still there people are prejudice against other people still, no matter what the laws say, so this is why enforcing laws on discrimination is not the ONLY way to create community cohesion, but it is a good starting point.

Enforcing laws on discrimination can help prevent discrimination because people are scared of getting in trouble with the law, people will not want to get a criminal record because of their own prejudice towards someone else. The laws can stop people ~~from~~ discriminating against others because they are scared of the sanctions, but just because people will stop discriminating against someone out loud, it doesn't mean they will stop being prejudiced in their heart and in their mind, they will still think horrible things, just not say them aloud, so this isn't the best way because you are not abolishing discrimination just making it silent, so people need to understand others and change their mindset and not discriminate.

It may sometimes be difficult to enforce laws, because it doesn't seem like a massive issue, in the community so it may not be deemed appropriate for laws to be made on what seem like "small" issues / problems with society.

Even though enforcing laws on discrimination is one way to create community cohesion. There are many other ways how community cohesion can be created.

By considering a few other points of views now, I can say that some people may think a good idea to help create and promote community cohesion would be to be tolerant against each other, we can do this why holding annual festivals where people of all different ethnic communities get together and share food, music and show their traditional clothes, this is said to create community cohesion in a way that people are understanding towards people from different cultural backgrounds.

Another good idea to create community cohesion is said to be education, educating each other about what each ethnic minority in their community originated from, when, where why how so when they know, they will be more tolerant towards people different to them.

It is said to be that people discriminate, and are prejudice towards others because of ignorance, arrogance, and sometimes there isn't a reason at all and this is why

Community cohesion needs to (Total for Question 15 = 15 marks)  
work and why community cohesion is so important in society today.

TOTAL FOR PAPER = 50 MARKS



### ResultsPlus Examiner Comments

Please note - the Equality Act of 2010 supersedes all the previous Acts on Discrimination. Candidates should be making reference to the Equality Act of 2010.

This candidate has produced a good Level 5 piece of writing, showing points for and against with a reasoned conclusion. The response scored 14 marks.



### ResultsPlus Examiner Tip

Leave yourself plenty of time for this question. Show planning, if you run out of time you may still achieve some marks. Do not forget the conclusion.

## **Paper Summary**

Based on their performance on this paper, candidates are offered the following advice:

- spend time to ensure each question is given sufficient consideration to ensure a relevant interpretation is made
- where appropriate, be more concise, e.g. where the question says "give a reason" a relevant sentence will be rewarded equally with a longer and more time consuming paragraph
- in narrative type questions/answers attempt to summarise the discussion and give a simple conclusion
- recognise that source material for some questions will be contextual rather than information providing
- make full use of scaffolding points where appropriate. It is not essential that you use these but experience suggests that they can be very useful in supplying a structure for organising material and can often be a stimulus for developing ideas and arguments.



## **Grade Boundaries**

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