

Examiners' Report  
June 2015

GCSE Citizenship Studies 5CS03 3B

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## **Introduction**

As in previous years, 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, and this was most obvious in Questions 14 and 15, where a significant number of candidates were able to use precise evidence and good reasoning to access the higher levels.

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'. The majority of candidates made good use of the time available and left sufficient time to respond to the final 15 mark question, mostly at some length.

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

## Question 8 (a)

This is a common question, and was answered well by the majority of candidates, who were able to cite specific methods of campaigning.

There were, however, still a significant minority of candidates who answered in very general terms with 'protest', 'TV' or 'newspaper' or 'letter'. Such responses would only be creditworthy if they were teamed with a little development e.g. 'letter to a person in power', or 'write a letter to a local newspaper'.

- 8 (a) Source B refers to a Welsh campaign to have their ethnic group included on the 2011 census.

Identify **three** different methods that could be used to achieve the aims of a campaign like this.

(3)

1 Protest to raise awareness

2 Petition to raise awareness.

3 social media to spread the issue.

writing letters to people in power.



### ResultsPlus Examiner Comments

This response is a good example of the very general answers some candidates gave - as in previous examinations, citing 'protest' alone is too vague to gain a mark, so point 1 here gained no credit.

This response did, however, gain the maximum 3 marks, as the candidate included an additional fourth point in space 3.



### ResultsPlus Examiner Tip

Be as precise as you can with your answers- for a GCSE in Citizenship Studies, you should be able to identify a clear range of specific campaign methods rather than give general answers like 'protest', 'TV' or 'newspaper'.

## Question 8 (b)

Most candidates understood and attempted this question, with the most popular answers focusing on variations of discrimination/racism and intolerance.

A number of candidates, however, simply quoted from Source B. Candidates should be reminded of the need to look for directions in the question, as it will always be specified if candidates should use the source material in their answers.

(b) Give **two** problems that minority groups might face if their identity is **not** recognised.

(2)

1. ~~They~~ If they are involved in a serious accident they won't know who exactly it is, and won't be able to get help as easily.
2. They may receive some sort of fine for not revealing their identity properly.



**ResultsPlus**  
Examiner Comments

This candidate clearly does not understand the issue of identity as applied to Citizenship Studies and so this response gained no marks.



**ResultsPlus**  
Examiner Tip

Make sure you are familiar with the key concepts that are associated with the topic, as you could be examined on any of them in any section of this paper - the multiple choice questions, the short answer questions or the essay questions.

## Question 9 (a)

This proved to be a very accessible question with just a few candidates choosing to go beyond the source material and in consequence give non-relevant answers.

## Question 9 (b)

This was another very accessible question with most candidates gaining the mark.

## Question 10

Most candidates attempted this question and used a range of bullet points from the mark scheme. The role of the United Nations in conflicts/peacekeeping and human rights issues is well understood by the majority of candidates, although it is very pleasing to see a number of candidates able to explain other roles of the UN in, for example, developing the Millennium Development Goals and encouraging environmental cooperation.

Those candidates who failed to gain marks largely quoted from the source, again pointing to the need to remind candidates to look for the directions in the question.

**10** Source C describes the United Nations investigating a concern about inequality.

Give **two** other actions the United Nations takes to help the global community.

(2)

1. Has a Security Council which sends in peacekeepers to keep the peace in war zones to protect civilians.
2. Promotes world peace and world leaders meet and discuss how to solve global issues such as poverty.



### ResultsPlus Examiner Comments

This response gained the maximum 2 marks - although at first glance it appears that the candidate is repeating their point about keeping the peace, the final line of the second point gains the second mark by referring to 'global issues such as poverty'.



### ResultsPlus Examiner Tip

Make sure you give 2 different answers when a question **directs** you to 'give **two** other actions' like this. Repeating the same point in two different ways will only gain 1 mark.

## Question 11

The majority of candidates were able to respond well to this question. Common identified reasons were the availability of jobs and the level of pay for jobs. Explanations included the opportunity to send money to families 'back home', to access services such as the NHS, and to experience an enhanced life style.

Weaker answers were unable to explain an identified reason and simply repeated the reason, for example 'better pay' was often explained as 'higher wages'.

- 11 Identify and explain **one** reason why economic migrants from all over the world (Source D) want to work in the UK.

(2)

Reason

Provides more money

Explanation

they can have a higher wage meaning  
they have a better standard of  
living.



**ResultsPlus**  
Examiner Comments

This candidate made a clear point in the 'Reason' section, which is then supported by a linked explanation. Reason = 'more money'. Explanation = 'better standard of living'.

This response gained the maximum 2 marks.



**ResultsPlus**  
Examiner Tip

Make sure your Reason is **directly** linked to your Explanation to gain the second mark.

## Question 12

This was a popular question which most candidates attempted, with a large number of well detailed answers that could have gained even more marks for range of knowledge.

There were very few incorrect answers, although as with previous questions where a source was referenced as stimulus material, less able candidates relied on quoting from the source rather than addressing the question.

**12** Migration (Source D) has made the UK a more multicultural society.

Identify **three** ways in which the UK has become more multicultural.

(3)

1 We have a lot to offer, such as jobs.

2 We can provide health-care and the NHS.

3 We provide safety and medical attention when needed.



**ResultsPlus**  
Examiner Comments

This candidate misunderstood the question, most likely because they believed the source accompanying this question as stimulus material would also supply the correct answers. Consequently, they have given three reasons for migration to the UK rather than three ways in which the UK has become more multicultural - so gaining no marks.



**ResultsPlus**  
Examiner Tip

Make sure you read the directions given in the question carefully- is the source stimulus material or are you being **explicitly** directed to use the source to find answers?

## Question 13

Many candidates found this question very challenging, and treated it as a definition question (as seen on previous papers) rather than an 'Explain' question - this limited such responses to a level 2 award for the lack of explicit focus on the question.

Less able candidates were unable to fully define/describe community cohesion, consequently offering little relevant information or comment other than 'it makes people feel better'. There were also a number of responses where candidates only stated that they had not been taught about community cohesion - centres are reminded that the whole section of the 3B specification is liable for assessment on this paper.

Many candidates were, however, able to explain the benefits of community cohesion to individuals well, although the benefits to governments were less well-known. Consequently, many responses stayed in level 2 for failing to address both sides of the question.

Overall, there were two elements to this question on the benefits of community cohesion: for governments and individuals. Candidates should be reminded that if there are two parts to the question - as in previous papers - they must address both parts of the question to reach level 3.

**13** Explain the benefits of community cohesion to governments and individuals.

(6)

Community cohesion can benefit governments and individuals in many ways - for example the government have everyone getting along with the help of social media, work and schools and individuals are meeting new people everyday and this benefits them greatly.



**ResultsPlus**

**Examiner Comments**

This response shows a common mistake made by candidates - it attempts to give very general points about what community cohesion means ('everyone getting along') rather than addressing the question directly. Centres should ensure candidates are familiar with the concept of community cohesion and why it is desirable.

This response scored 1 mark which is level 1.



**ResultsPlus**

**Examiner Tip**

Make sure you **directly** address the 6 mark question rather than simply give a definition of a concept included in the question.

## Question 14

This was a popular answer and was attempted well and in detail by the majority of candidates. Candidates appeared to understand the issues surrounding the example given by the source material and could give specific examples for their reasons, such as France banning the hijab in schools.

A few less able candidates used this question as a platform to comment on immigration issues and general issues related to unfair (in their opinion) rules in their school but this was not common practice. Such responses would stay in level 1 for being opinion-based, unless there was an explicit link to the question attempted.

However, there are still candidates who do not read the question correctly and fail to consider an alternative point of view. Such responses are limited to level 2 for the lack of balance offered.

Candidates, therefore, still need to be reminded that the 8 mark questions will require an attempt at balance, so points from both sides of the argument are required to reach level 3 and above. While it is appreciated that candidates may have strong personal views on issues that generate debate like this, candidates need to take into account the fact that without an attempt at balance they cannot go beyond level 2, maximum 4 marks.

**14** Using evidence from Source E and your own knowledge, do you agree that schools should be able to limit individual freedoms?

You may refer to issues such as identity, multiculturalism, race, religion, and gender.

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

(8)

~~I agree with this statement, I believe~~

Human rights are basic entitlements. One of them being the right to freedom of speech. If the schools have a clear set of rules then the students must abide by them, and if they do not agree with them then they should go to another school. The schools do not put rules into place that don't not apply to everyone else

In addition, some ~~the~~ students may think carrying knives in their pockets is an individual freedom, but it must actually be limited because sometimes "individual freedoms" can contradict with the law and so some freedoms must be limited for the safety of others.

similarly, if a sick girl wants to keep her hair on at all times, when she is taking part in physical activities, her hair may become potentially dangerous and get caught in something which could really damage her wrist. School rules are put into place for the protection of everybody.

However, some may argue that by not allowing someone to express something that contributes to their identity is classed as discrimination. For example, telling a muslim girl to take off her headscarf when doing physical activities can be seen as extremely offensive because they wear their headscarves with pride and for their religion. It is also very demeaning.

If we refer back to Source E, the two boys that refuse to shave their beard, that ~~it~~ is not harming anybody. If they want to keep their beard, they should have the right to do so. They are not putting anybody in danger so why should they have to shave it off? Just because one man thinks it looks untidy?



### ResultsPlus Examiner Comments

This is an excellent example of one of the many high-achieving responses to this question that were seen this summer. This is a balanced response that looks at a number of arguments, with good supporting evidence both from the source and own knowledge.

It is a level 4 answer and was awarded 8 marks.



### ResultsPlus Examiner Tip

Consider the evidence you are including in your answer - this can be the difference between a level 3 and a level 4 award on the 8 mark questions. Use the source as well as your own knowledge for evidence you can include.

## **Question 15**

This question also saw a large number of strong answers, where candidates explicitly recognised that equality and inequality need to be examined as relative concepts subject to change and amendment over periods of time. Such responses also contained accurate references to legislative and cultural changes over time, so fitting the criteria for evidence required for level 4 and above.

The most popular argument used for inequality was the pay gap between men and women, with some very good examples about recent news stories. Many also wrote about the different laws against discrimination, with several specific references to political parties like UKIP and the impact of their policies. It was also pleasing to see some candidates make use of the source material across the paper as evidence of inequality, which is high-level application of stimulus material.

However, there were also a surprising number of candidates who used this question to write a personal polemic about 'immigrants stealing our jobs' and how we would be more equal if we didn't let people from other countries into the UK. Candidates should be reminded that while personal opinion can be relevant on this paper, it should be backed up with clear reasoning and evidence to be creditworthy.

Similarly, candidates should take care to read the directions given in the question - here, candidates were directed to consider inequality in the **UK**, but many candidates chose to cite examples from the US civil rights movement instead, which would not be given credit as valid evidence. The only exceptions to this were responses where candidates used examples from other countries to justify a judgement made about inequality in the UK or as a contrasting example to show how the UK has/has not made progress on equality. One such example used was the treatment of women in countries where their rights are limited e.g. driving in Saudi Arabia. A number of candidates also contrasted LGBT rights in the UK versus Russia.

Overall, candidates should be reminded of the need to give a balanced discussion to progress beyond level 2. They should also be reminded of the need to include a conclusion to reach level 5. However, centres are asked to note that a conclusion does not automatically mean a level 5 award. Candidates need to meet the requirements of the rest of the level 5 descriptors, a reasoned, coherent, balanced discussion and strong evidence, in order to merit a level 5 award.

\*15 'There are still too many inequalities in UK society.'

Do you agree with this view?

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

(15)

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

- In what ways is UK society still unequal?
- What has been done to tackle inequalities in the UK?
- What effect does inequality have on individuals, groups and society in the UK?
- How could inequality in the UK be reduced further?

Inequalities are things when someone is treated unfairly and without equal to others because of their ~~ages, sex, race etc.~~ identity.

Some people think there are still inequalities in UK society. For example, women are treated as inferior to men because they are women.

Some people think that UK society is still unequal because ~~in certain institutes~~ their is institutional racism. For example, in the police, a white officer is believed to stop more ~~than~~ <sup>black</sup> man than white.

This situation does happen often in the police but it may not be the institute itself but the officer that may be discriminating. Regardless, this has led people to feel

that black people are being treated unequally by the police.

However, ~~sex~~ institutional racism should not be happening ~~as much~~ <sup>at all</sup> because the government had created the Race Relations Act 1967. This meant that it was against the law to be racist publicly. This <sup>has</sup> reduced inequalities in UK society.

In addition, ~~there~~ there is discrimination against women as ~~the~~ <sup>some</sup> men feel that women are not good at manual jobs and ~~should~~ <sup>should</sup> be better off in the kitchen, cooking. This sexist view had been made against the law as the government made the Sex Discrimination Act. This meant that if a man was sexist to a woman ~~even~~ <sup>especially</sup> in a workplace than they could be charged.

However, this type of discrimination has been reduced regardless of the law because more women

are starting to do jobs like doctors, engineers, <sup>and</sup> pilots. These jobs are ~~usually thought~~ stereotypically thought to be jobs for men. But even men are doing "women's" jobs like nurses, nannies and teachers. This discrimination has reduced based mainly on the change in society.

Furthermore, <sup>some</sup> people think that, referring back to the sexism, men get more money paid ~~to~~ <sup>to them</sup> than women for the same job. For example, if a man and a woman were both teachers. They think the men were getting paid more. A few years ago, that may have been true when sexism was common in society but this inequality was tackled by the government creating the Equal Pay Act. This means that everyone, regardless of gender, get paid the same amount for each job.

These inequalities have made and still can people feel unwelcomed and in women's

case, inappreciated in society. These inequalities however are mostly generated by stereotypes of certain parts of a person's identity. For example, a woman is too weak to be an engineer. This drives a person to discriminate but make women become more determined to do the job.

In conclusion, I agree that there are still inequalities in society but I think that they have reduced radically over the last few years. This is because stereotypes have been broken and forgotten for some people, others however, some are being made, but with the laws in place and the multiculturalism in UK society, these inequalities will be reduced more and those stereotypes will too be broken and forgotten. I think that at this time there are inequalities still but not as many as there have been.

**TOTAL FOR PAPER = 50 MARKS**



**ResultsPlus**  
Examiner Comments

This is another excellent example of what candidates can achieve in this examination. This response directly addressed the question and showed a good understanding of equality/inequality for a number of different groups in society, and was able to clearly link this to the question with specific evidence. This was followed up with an explicit question where a clear judgement was made about the extent of equality in the UK.

It is a level 5 answer and was awarded all 15 marks.



**ResultsPlus**  
Examiner Tip

Make sure you read the question carefully - this question was **explicitly** about inequality in the UK, but many candidates used evidence from other countries about inequality in general - most often from the US civil rights movement.

## 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
- Be careful to give two distinct answers where the question specifies the need for two or more points
- Pay close attention to emboldened words as they will give clues on the direction your response should take
- 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

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

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