

Examiners' Report
June 2016

GCSE Citizenship 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 13 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

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

The vast majority of candidates were able to gain credit on this question, although there were a significant minority who scored a lower mark. Such candidates frequently gave very basic single word responses such as leaflet or poster. Weaker candidates also provided a lot of vague "contact the government" catch-all responses which clearly were not specific enough to gain the mark and would have needed to add **how** the government could be contacted. Candidates need to be provided with guidance to develop their skills in being specific when answering questions on influencing those in power to ensure that they are choosing a valid method.

Candidates who gained full marks most often gave responses related to the use of social media, creating or joining a pressure group and writing to the government.

9 State **three** methods an individual could use to persuade a government to do more to prevent human trafficking.

1 Talk to the government to try and prevent what they are doing.

2 Going to a Union which could help citizens

3 Go on strike until they get heard.



ResultsPlus Examiner Comments

This is a good example of a response by a candidate who understands different methods of campaigning, but fails to apply them to this question about the methods an individual can use to directly influence the government.

Point 1 is too vague for a mark - how would the individual be able to talk to the government? It needs to be tied to a specific example to be credited, such as writing a letter or sending an email. Point 2 would not directly persuade a government. Point 3 does not fit this question because a strike would not pressurise the government into tackling an ethical issue, like human trafficking. Strikes are usually carried out for economic reasons.

So overall this response gains no credit - no marks were awarded.



ResultsPlus Examiner Tip

Prepare fully for the exam by making separate revision notes about how to influence or persuade specific groups of individuals or organisations rather than general notes about how to campaign. This will then help you apply your knowledge more accurately in the exam with questions like this.

Question 10 (a)

This question was well answered by the vast majority of candidates who were able to give specific examples of hate crime. However, a minority of candidates did not read the question carefully and so included references to race - such responses did not gain any credit. Candidates should be reminded to read questions carefully.

Question 10 (b)

This question was also well answered by the majority of candidates, with a wide range of responses given. Most candidates were able to access marks from the source with reference to lack of trust in the police, and then supplement this with answers related to fear of the offender and lack of evidence.

Less able candidates made the same point more than once, so limiting the number of marks they could achieve - for example, 'fear that it might happen again' and 'frightened of the offender'. Such duplicate responses would only gain 1 mark.

(b) Source B states that "tens of thousands of race hate crimes are also going unreported every year."

Using your own knowledge, give **three** reasons why victims of hate crime may not report what has happened to them.

(3)

1 They may have a lack of faith in the authorities, they may not believe any change will be made.

2 They may be fearful of the consequences of reporting the hate crime e.g. increased hatred and discrimination.

3 They may be embarrassed of the situation and therefore avoid reporting the crime to ~~avoid~~ prevent public humiliation.



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Examiner Comments

This is a good example of how a candidate could achieve higher marks. It was awarded full marks.

Question 11

The majority of candidates were able to give the most common answer here, referring to the UN and the EU, with some candidates referring to NATO. The most common error was referring to international sporting competitions such as the World Cup or the Olympics, which would not have gained any credit.

Question 12

The most common error on this question - as with Question 10(b) - was giving the same answer twice. For example, a number of candidates cited 'racism' and 'discrimination' as two answers - this would only have gained 1 mark.

The strongest answers were able to identify social problems such as segregation, language barriers and potential hate crime increases - making good, valid use of the source material from a previous question (Source B).

12 Source E shows an example of a city becoming increasingly ethnically diverse.

Using your own knowledge, give **two** social problems this may cause.

1. It may cause segregation within the city by ethnic groups

2. It may cause race crimes, because people are being racist



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Examiner Comments

2 marks were awarded.

This is an example of the most common response given.

Question 13

In general Question 13 was answered well, with most candidates able to list and describe methods schools could use to improve community cohesion. The most successful answers were able to develop points made, instead of the list-like answers that were given by some less able candidates. The strongest responses used specific examples of school actions, such as multicultural festivals or TEFL classes.

A minority of candidates did not reach Level 2 because they gave answers that were too general regarding teaching about community cohesion rather than encouraging it. Another common error was seen in responses that described what community cohesion is rather than how it can be encouraged.

13 Source E shows how ethnically diverse schools in Birmingham have become.

Explain how these schools could encourage community cohesion within the school community.

On the ~~the~~ ^{one} hand these schools in Birmingham can cook different types of food of each day of the week. This will allow children, teachers etc to get to know each others cultures and traditions. A recent report showed that 36% of children in Birmingham are now classed as living in poverty. These schools should provide breakfast clubs for these student so they can enjoy their learning day ahead

On the other hand, it is not fair to have just one main type of ethnicity in a school. Approximately 35% of pupils in Birmingham are now white, with Asian students making 50%. Children should be spread across Birmingham fairly.

In conclusion, no child should go to school hungry and should be able to learn new cultures.



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Examiner Comments

This response is a clear Level 1 answer because of the lack of focus on the question. There is one point that addresses the question - almost by accident - about making food from different cultures. Because there is a brief attempt to develop this point, this response merits Level 1.

13 Source E shows how ethnically diverse schools in Birmingham have become.

Explain how these schools could encourage **community cohesion** within the school community.

Firstly, schools can promote community cohesion by holding fairs that encourage all people to join and enjoy the different cultures, traditions and beliefs. By doing this the school is encouraging all students to tolerate one another and respect each others beliefs and traditions.

Secondly, schools can hold ~~essential assemblies~~ assemblies based on community cohesion. Students can take part by researching on different cultures and traditions and can present what they have learnt to the whole school. This will give the chance to each student to learn and understand a new culture.

Lastly, the school can dedicate a whole day on different cultures, traditions and beliefs. ~~This will help~~ The students can take part by creating their own types of food and sharing it with the school students or can demonstrate the different types of music they listen to and present it to the school.



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Examiner Comments

This response is a good example of how to answer this question. The candidate uses the class 'PEE' to answer the question in each paragraph - Point, Evidence, Explain - and includes 3 distinct points.

This was awarded Level 3, 6 marks.



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Examiner Tip

This is a good way of making sure you have included more than one point on extended answer questions- note how each paragraph start with a new point.

Question 14

The majority of candidates gave good responses that addressed both sides of the question. Some candidates struggled to give a good explanation as to how individual projects can be effective but found it easier to discuss how governments can be effective, most often using power and access to resources as an example.

The strongest responses were able to talk confidently about the source material and how this demonstrates that an individual project can be effective - usually referring to the experiences of individuals and their ability to connect with those affected, with some candidates also able to add examples from their own knowledge of other individual projects that have been successful.

Candidates who only considered one side of the argument - so only examining individual projects **or** governments - were unable to progress beyond Level 2. Candidates should be reminded of the need to give a balanced response considering an alternative point of view to reach the upper levels.

14 Using Source C and your own knowledge, do you agree that an individual project can be more effective than a government scheme in tackling social problems?

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

(8)

I think that individual schemes are more effective in tackling social problems. Firstly, Gary's charity - from the the Young Advisors - proved to be effective because it tackles the issue of young people and crime on a large scale. For instance, 30,000 young people are helped each month. On the other hand, ^{the} governments's has the funds to make a prominent change. For example, the government funded £5 million to the Church of England, so they could bring ethnic minorities together through activities.

However, individual projects can be effective because they can be more localised and solely aim to tackle issues within a community. If a community faces the issue of ~~crime~~^{gangs}, then local ~~people~~^{resources} local people can decide to form a campaign against the behaviour and visit schools to encourage young people to stay away from gangs culture. The government, however, can make effective change as they are able to pass laws that can establish certain behaviour as a criminal offence. For example, discrimination is a social issue, but can be tackled in court because of the Equality Act.

On the other hand, government's would be inefficient in tackling such a specific area of problems such as social problems because they have other responsibilities to take care of such as foreign policy. Yet, individuals schemes may not be efficient due to locals refusing to take them seriously and adhere to their cause. ~~Plus~~ Additionally, individuals may find themselves in conflict with other people who disagree with their campaign. For instance, if a pub or club is seen as a hotpot for antisocial behaviour, there may be a division of people who would like to close it down and people who would like to maintain it.



ResultsPlus Examiner Comments

This is a good example of a balanced response with several developed arguments and a good range of evidence. Making use of the source material in this way is a good way to access Level 4, as the evidence is just as valid and accurate as own knowledge.

This was awarded Level 4, 8 marks.



ResultsPlus Examiner Tip

No conclusion is required for an 8 mark question - save time by answering the question directly with arguments on both sides and then move straight on to the 15 mark question which **does** need a conclusion for the top level.

14 Using Source C and your own knowledge, do you agree that an individual project can be more effective than a government scheme in tackling social problems?

Give reasons for your opinion, showing that you have considered an alternative point of view. ^{the government don't know what it's like in community!}

(8)

I think that it would be better for the people to have a local campaign than a campaign ran by the government. I think it would be better because it would be fit for everyone's needs who are in the campaign. It can also change for new members or problems so that everyone fits in. I think it would be stupid for the government to run the campaign because they don't know what it's like living in these communities or being brought up in a bad way. This way the campaign locally set up can ~~be~~ be personalised and will be more special for the people who run it from the people who use it.

However I also ~~disagree~~ agree that

the government should run it. I think this because the government would do all the planning and setting it up which will save the people time. The government would also pay for all the funding for activities and the campaign its self. Also, if the government were to set it up then a wider range of people from different parts of the country would be able to take part in the campaign. Because if it was set up locally then thats only helping a small number of people who need more or the same help.



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Examiner Comments

Although this is a balanced response, there are only a few points and quite limited reasoning. This keeps the response in Level 2 with 4 marks.

Question 15

It was particularly pleasing to see the majority of candidates demonstrating a good understanding of diversity and/or tolerance in the UK - most candidates also gave more than one viewpoint, so were able to progress beyond Level 2. Most candidates used the scaffolding to develop their answers, but many were still able to reach Level 4 by ensuring they kept referring back to the question focus on the **extent** of diversity and/or tolerance in the UK.

A number of candidates, however, were unable to develop their answers with relevant evidence related to either how the UK is diverse and/or tolerant **or** problems that suggest that the UK is not/is less diverse or tolerant, and so were unable to move beyond Level 3. Candidates should be reminded of the need to include evidence in the extended answer questions to support their arguments. The strongest responses were able to link their arguments to examples of diversity and/or tolerance. Some excellent Level 5 responses gave examples such as the Equality Act, the Equal Pay Act, the election of the first Muslim mayor in London, and were able to compare the UK to countries which are less diverse and/or tolerant such as France where the hijab is banned or the Black Lives Matter movement in the USA. There were a number of such responses, however, that had to be limited to a top Level 4 mark because of the lack of a conclusion - candidates should be reminded that a conclusion is a requirement for Level 5 marks.

***15** 'The UK is the most diverse and tolerant country in the world.'

Do you agree with this view?

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

(15)

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

- How diverse is the UK compared with other countries? **F**
- How does the UK protect and promote tolerance? **F**
- Is every part of the UK diverse and are all its people tolerant? **A**
- Are all groups tolerated or welcomed equally in other countries? **A**

'Diverse' means a wide range of people from different ~~to~~ faces ethnic groups, while tolerant means putting up with something or trying to accept something. I am I agree with the statement; the UK is the most diverse and tolerant country in the world.'

I agree with the statement because the UK has a multicultural society, i.e. We have people that have come from different countries such as Pakistan, Turkey and Nigeria. We also have many people who have come from speak different languages such as French, Chinese, Spanish and Swahili with there just being about over 100 different languages spoken in Rochdale alone, showing that compared with other countries the UK is very diverse. The UK is also a very tolerant country, as we have the Equality Act 2010 and the Human Rights Act 1998 which protects people from a small minority to be ~~per~~ racially hated on or treated unreasonably. The Sex & Discrimination Act 1975 ~~ensures~~ ensures that people of ^{or} different genders are being treated fairly. These laws make it possible for people of different religions, race, disabled people or homosexuals to live and express themselves freely without being hated on or treated judged but to be seen as 'normal'. In

schools we are educated on tolerance and accepting others which can influence on us as we get older to appreciate different nationalities and races. The fact that we allow many people to enter the UK eg like asylum seekers or economic migrants (with there being over '131,000' migrants' to enter the UK just goes to show how diverse and tolerant we are as we wouldn't have allowed them in, in the first place, would it be us?

On the other hand, not every part of the UK is tolerant for example, the Aldham riots in 2005 just shows how racial disharmony can be a cause of concern for some communities. In London more murders or attacks happen due to racism. People are still be treated unfairly as for example, a ~~baker~~ ^{bakery} in Northern Ireland refused to make a 'gay' cake for a couple who were getting married due to them being homosexuals which he hated and didn't agree with. This goes to show that diverse and tolerance is still a

big problem in the UK. Other countries are equally as tolerance and diverse as the UK for example, in America there may black people living there, in Australia there are a wide range of people from different nationalities and Turkey allows people from different countries to enter them in Turkey. So all countries so the UK isn't the only diverse and tolerant country as America has ^{legally} allowed homosexuals to get married like any other people.

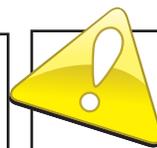
In ~~conclusion~~ conclusion, I think that the UK is very diverse and tolerance as it has a multicultural society and being part of the commonwealth has made it possible for the UK to be accepted of others as we try to regain equality of ~~over~~ countries, however, many other countries are equally as diverse and tolerant as us, we're not the only country to accept a diverse of people and their back-grounds.



ResultsPlus Examiner Comments

This is an excellent example of what a candidate with in-depth citizenship knowledge can achieve in a short space of time. This candidate directly addresses the question, makes a range of points on both sides and includes a range of excellent and recent examples - coming to a strong, reasoned conclusion.

This was awarded a very well deserved Level 5 mark of 15.



ResultsPlus Examiner Tip

Remember that your use of evidence (examples) is the key to progressing in to levels 4 and 5.

*15 'The UK is the most diverse and tolerant country in the world.'

Do you agree with this view?

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

(15)

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

- How diverse is the UK compared with other countries?
- How does the UK protect and promote tolerance?
- Is every part of the UK diverse and are all its people tolerant?
- Are all groups tolerated or welcomed equally in other countries?

Yes I do agree, firstly because in the UK citizens may practice their religion in peace, there are many different people from different backgrounds living in one community. In the UK religion is practiced freely, for example ~~in France~~ recently in France the 'niqaab' (face veil) is banned, no woman is allowed to wear it and if worn they are fined/punished, and this is not the case in the UK. Furthermore the UK is known to accept and help refugees and migrants and help those in need. The UK accept these kinds of people more than any other country. ~~in~~ Additionally the UK promotes different cultures and religions through taking part in different festivals, every year the Nottingham Hill festival takes place, ~~at~~ every one is welcome to join and participate, not just black people. During the period of Ramadan, grocery supermarkets such as Sainsbury, Asda

and tesco's wish everyone 'ramadan mubarak' and have a section dedicated to foods to ~~know~~ eat when breaking fast. even through politics equality is shown, local Mps in Britain have been from different backgrounds e.g. lutfur rahman the mp of Towerhamlets, in fact currently the 2016 mayor of London is Pakistani and muslim. The uk gives everyone a chance to run for elections and does not discriminate due to race or faith. laws such as The equality act in schools 2010 is ~~see~~ placed in order, to protect students and teachers in school, to protect their rights. In the UK business also show that there is peace and tolerance amongst communities, whitechapel market and greenstreet shopping centre is well known, which also includes hindus and muslims working together, and people do not boycott each other and buy from all people. inter racial and inter faith marriages are more dominant in the uk. portraying, ~~to~~ people are more tolerant and accept each other, and that there is a mutual understanding amongst communities.

Despite these reasons, some may disagree, as discrimination is still present in some communities, a lot of parents are not accepting of their childrens spouse choice because they are different, hence their

are help lines to protect / help people. some employees
* in many companies are not accepted by employees
without valid reasons, in many places of work, nikaab
is not permitted. many religious places of worship
such as mosques have been under threat of attack.

Furthermore the term nigga is dominantly used,
as a joke or the term Jew, ~~people~~ when people
are stingy or sneaky they may be told to not
be 'such a Jew' as a joke however this is still
discriminating as some still associate negative
characteristics to people such as black people or
Jewish people.

on certain occasions women or men who are
dressed in religious garments are checked
in security than others and questioned



ResultsPlus Examiner Comments

This is an example of a Level 4 answer, but one which is at the bottom of the level. The answer is reasonably balanced with some good evidence and good reasoning on the 'for' arguments which is why this reaches Level 4. However, the 'against' arguments are more a list of problems rather than a reasoned response, which keeps this in the bottom of Level 4. Please note there is also no conclusion so even if the against points had been more reasoned, this could not have reached Level 5.

It was awarded 10 marks.



ResultsPlus Examiner Tip

Remember, a conclusion is **essential** to be able to reach Level 5.

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

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