



Pearson

## **Mark Scheme (Results)**

Summer 2017

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

Paper B: Changing Communities:  
Social and Cultural Identities

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Publications Code 5CS03\_3B\_1706\_MS

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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
<b>1</b>	<p>C. been forced to leave their home by war</p> <p>A. travelled to another country on holiday <b>is incorrect because this could apply to any individual</b></p> <p>B. settled in an area with few inhabitants <b>is incorrect because this could apply to any individual</b></p> <p>C. been forced to leave their home by war <b>is the correct answer because this is a reason for having refugee status</b></p> <p>D. moved to another country for retirement <b>is incorrect because this could apply to any individual</b></p>	<b>1</b>

Question Number	Answer	Mark
<b>2</b>	<p>D. Sexism</p> <p>A. Racism <b>is incorrect because this is not a race issue</b></p> <p>B. Anti-Semitism <b>is incorrect because this is not an issue connected to Judaism</b></p> <p>C. Ageism <b>is incorrect because this is not an age issue</b></p> <p>D. Sexism <b>is the correct answer because this campaign is connected to women's issues</b></p>	<b>1</b>

Question Number	Answer	Mark
<b>3</b>	<p>C. Equality Act</p> <p>A. Human Rights Act <b>is incorrect because this was passed in 1998</b></p> <p>B. Equal Pay Act <b>is incorrect because this was passed in 1970</b></p> <p>C. Equality Act <b>is the correct answer because this was passed in 2010</b></p> <p>D. Consumer Rights Act <b>is incorrect because this was passed in 2015</b></p>	<b>1</b>

Question Number	Answer	Mark
<b>4</b>	<p>B. So they pass on their cultural identity</p> <p>A. So there are more than 1 million UK children who are bilingual <b>is incorrect because this is a fact from the source rather than a reason</b></p> <p>B. So they pass on their cultural identity <b>is the correct answer because this is the reason given in paragraph 2 of the source</b></p> <p>C. So they can hire tutors or send them to classes <b>is incorrect because this is an action given in the source rather than a reason</b></p> <p>D. So they can only speak English <b>is incorrect because this is a decision made by parents who do not bring their children up as bilingual</b></p>	<b>1</b>

Question Number	Answer	Mark
<b>5</b>	<p>B. belong to two or more cultures</p> <p>A. study another culture at school <b>is incorrect because this is not about identity</b></p> <p>B. belong to two or more cultures <b>is the correct answer because this is a definition of having more than one identity</b></p> <p>C. have travelled to different countries <b>is incorrect because this is not about identity</b></p> <p>D. live in two or more homes <b>is incorrect because this is not about identity</b></p>	<b>1</b>

Question Number	Answer	Mark
<b>6</b>	<p>B. pressure group</p> <p>A. political party <b>is incorrect because Amnesty International do not stand for election</b></p> <p>B. pressure group <b>is the correct answer because Amnesty International exists to pressure governments and raise awareness</b></p> <p>C. trade union <b>is incorrect because Amnesty International is not an economic group that represents workers</b></p> <p>D. trading area <b>is incorrect because Amnesty International is a campaign group not an area</b></p>	<b>1</b>

Question Number	Answer	Mark
<b>7</b>	<p>C. Native Americans</p> <p>A. Black <b>is incorrect because there are 49 according to the source and the smallest group is 3</b></p> <p>B. Hispanic <b>is incorrect because there are 468 according to the source and the smallest group is 3</b></p> <p>C. Native Americans <b>is the correct answer because the sources says only 3 are employed</b></p> <p>D. Asian <b>is incorrect because there are more of them (and White people) according to the source and the smallest group is 3</b></p>	<b>1</b>

Question Number	Answer	Mark
<b>8a</b>	<p>Award 1 mark for any of the following, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• More employment opportunities</li> <li>• Better wages</li> <li>• To be with your family</li> <li>• Improved access to education</li> <li>• Better standard of living</li> <li>• Access to better healthcare</li> <li>• Move to be with family</li> </ul> <p>Do not credit reasons for becoming a refugee. Credit other valid responses.</p>	<b>2</b>

Question Number	Answer	Mark
<b>8b</b>	<p>Award 1 mark for any of the following, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• Fill employment vacancies / bring essential skills</li> <li>• Migrants pay taxes / contribute to the economy</li> <li>• Creates a more diverse culture / improves tolerance</li> <li>• Migrants are often prepared to take on low-skilled, low-paid jobs</li> <li>• Migrants are often employed in less desirable jobs</li> <li>• It is part of an international agreement they have signed, e.g. EU membership</li> <li>• As part of exchange schemes, e.g. educational scholarships</li> </ul> <p>Credit other valid responses.</p> <p>Do not credit directly mirrored answers from (a) – e.g. to get a job/there are more jobs. Must show some understand of different perspectives.</p>	<b>2</b>

Question Number	Answer	Mark
<b>9a</b>	<p>Award 1 mark for each of the following, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• Letter / email / phone call to a person in authority from Jessy McCabe/her school</li> <li>• Write/phone a newspaper / radio station / television news programme to ask them to carry the story</li> <li>• Hold a protest march/demonstration/make public speeches / publicity stunt</li> <li>• Set up a pressure group</li> <li>• Leaflets / posters / adverts</li> </ul> <p>Do not credit use of social media, e.g. Facebook, Twitter. Credit other valid responses.</p>	<b>2</b>

Question Number	Answer	Mark
<b>9b</b>	<p>Give 1 mark for each explanation of method related to the answers given in 9(a), up to a maximum of 2 marks.</p> <p>Explanations may include:</p> <ul style="list-style-type: none"> <li>• may have led to a discussion about why her issue was important / made the A Level Music team realise it needed to make a change</li> <li>• may have increased publicity for the cause / got more attention</li> <li>• may have increased awareness / gained more publicity/showed how serious Jessy and other protestors are</li> <li>• may have increased Jessy's ability to raise awareness by gaining more signatures / led to a demonstration/increase media attention</li> <li>• may have encouraged more people who are not involved in music education to join the campaign / sign the petition</li> <li>• contacting MPs / the government could be successful because they have the power to influence changes</li> </ul> <p>Credit other valid responses. Do not double credit the same explanation twice, e.g. both methods will increase publicity would be worth one mark for explanation rather than two. Explanation should link to method given in (a).</p>	<b>2</b>

Question Number	Answer	Mark
<b>10</b>	<p>Award 1 mark for any of the following, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• Increase multiculturalism, e.g. different foods / music / clothes / shops</li> <li>• Improve community cohesion</li> <li>• Celebrate different cultural heritages / traditions / languages / identities</li> <li>• Increase tolerance / awareness of other cultures</li> <li>• Reduce prejudice /discrimination /conflict</li> <li>• Encourage British values</li> </ul> <p>Credit other valid responses.</p>	<b>2</b>

Question Number	Answer	Mark
<b>11</b>	<p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• banned from driving</li> <li>• unable to travel (without the permission of a male guardian)</li> <li>• unable to engage in paid work (without the permission of a male guardian)</li> <li>• unable to engage in higher education (without the permission of a male guardian)</li> <li>• unable to marry (without the permission of a male guardian)</li> </ul> <p>Only accept answers from Source D. Candidates do not need to include (without the permission of a male guardian) to award the mark.</p>	<b>2</b>

Question Number	Answer	Mark
<b>12</b>	<p>Award 1 mark for any of the following, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• UNDHR</li> <li>• UN Convention on the Rights of the Child</li> <li>• European Convention on Human Rights</li> <li>• The Geneva Convention</li> </ul> <p>Credit other valid responses.</p>	<b>2</b>

**Question 13 – Indicative content**

Reasons why online campaigns may be successful include:

- Spread more easily / seen by more people / used on multiple platforms, e.g. Twitter, Facebook, Instagram, Tumblr
- Gain more numbers very quickly/becomes more high profile in the media / goes viral
- Usually have a clear and achievable message that governments can address
- Can be joined / supported very quickly so more people are more likely to get involved, e.g. by retweeting or signing an e-petition or sharing a link
- More people use social media than watch / read the news

Credit other valid responses.

Some candidates may build their answer around the example in the source, e.g. 'Refugees Welcome', but this is not a requirement.

<b>Level</b>	<b>Mark</b>	
<b>0</b>	<b>0</b>	The answer does not seriously address the question.
<b>1</b>	<b>1-2</b>	The answer offers just 1 or 2 very simple points without any development.
<b>2</b>	<b>3-4</b>	The answer makes 2 or 3 points but they are fairly superficial with limited explanation.
<b>3</b>	<b>5-6</b>	Well-developed points supported by simple but acceptable examples with clear explanation.

### Question 14 – Indicative content

#### AGREE

- It is their ethical duty to ensure they are representative of all ethnic groups
- It will help encourage multiculturalism / tolerance / community cohesion
- Businesses should ensure that they are taking actions to encourage people from all backgrounds to work for them
- Businesses should reflect the needs of their users, e.g. the number of people from different ethnic groups using companies like Twitter is much higher than the number of workers from those groups

#### DISGAREE

- It is up to individuals to apply for jobs in these businesses
- Laws in the UK ensure that everyone has equal rights, so there are no official barriers to these ethnic groups working for these businesses
- It may be just a coincidence that some businesses are less diverse
- Policies that make sure ethnic minorities are represented, e.g. quotas, are unfair and may lead to better qualified candidates not being appointed / promoted because of their race

Credit other valid responses.

<b>Level 0</b>	<b>0 marks</b>	No rewardable material
<b>Level 1</b>	<b>1-2 marks</b>	Basic and /or very brief approach – relying on opinion with basic knowledge and little understanding of the issue.
<b>Level 2</b>	<b>3-4 marks</b>	An approach that relies on opinion but with limited relevant evidence and some knowledge and understanding of the issue. <b>Students who give only one point of view (either for or against) are limited to a maximum of 4 marks.</b>
<b>Level 3</b>	<b>5-6 marks</b>	An approach covering both points of view and which uses some evidence to develop limited arguments and demonstrates quite good knowledge and understanding.
<b>Level 4</b>	<b>7-8 marks</b>	A balanced approach covering both points of view and which uses clear evidence to support arguments and demonstrates good knowledge and understanding.

### Question 15 (includes QWC) – Indicative content

#### AGREE

- There are too many refugees for only one or a few countries to help, e.g. the Syria crisis in 2015
- If every country helped resettle refugees then there would be less suffering
- It is governments' ethical responsibility to work together to help people in an emergency
- International organisations exist to help in a crisis, and so countries that are members of these organisations are obligated to help, e.g. the UN
- Governments and international organisations should also try to prevent the problems that lead to refugees, e.g. civil war

#### DISAGREE

- Governments need to look after their own people first/cannot always help, e.g. in an economic recession / some countries have large sections of their own people living in poverty/face other crises such as drought
- Some people argue that it is the responsibility of neighbouring countries to help refugees (a regional rather than international problem)
- Some people argue that the country refugees are leaving should try to solve the problems causing people to flee first, e.g. by asking for help to end a civil war (individual responsibility)
- International charities like the Red Cross and Save the Children work to help refugees but cannot solve problems like war- it is up to individual countries to solve these problems
- It would be too difficult to get international agreement on how to tackle refugees, so it should be up to individual governments to set their own policies

Credit other valid responses.

<b>Level 1</b>	<b>1-3 marks</b>	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>
<b>Level 2</b>	<b>4-6 marks</b>	Opinion with limited reasoning, supported by limited relevant evidence and/or examples showing basic knowledge and understanding of issues and/or events. <b>Students who include ONLY points for, or ONLY points against are restricted to a maximum of 6 marks.</b> <i>Spelling, punctuation and grammar are reasonably accurate and meaning is clear.</i>
<b>Level 3</b>	<b>7-9 marks</b>	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>
<b>Level 4</b>	<b>10-12 marks</b>	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>
<b>Level 5</b>	<b>13-15 marks</b>	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>