

Examiners' Report  
June 2015

GCSE Citizenship Studies 5CS03 3C

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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 11 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)

Most candidates were able to locate the appropriate information from the source.

## Question 8 (b)

The majority of responses to this question were identical (unfair on those on low incomes and unfair on minority groups such as the disabled), and the majority of candidates answered correctly. Most candidates relied on the source material alone, which was permissible, but credit was also given for alternative answers from candidates' own knowledge.

## Question 9

Many candidates seemed confused about this concept (a referendum), and there was also confusion displayed in responses to Question 14 about elections versus referendums (see the script extract). Centres should note that referendums are a key way of measuring how responsive a government is to public opinion, which is an explicit part of the specification. It is also a concept that has been examined in previous papers.

A significant number of candidates tried to make this into a different question, interpreting the question to be asking about why Britain should leave the European Union.

Candidates should be reminded that questions should be read carefully to ensure they focus their answers in the correct way.

Successful candidates were able to demonstrate how a referendum would give citizens an opportunity to be involved in decision making and the exercising of democracy, although a wide range of points from the mark scheme were demonstrated in responses to this question.

- 9 Using Source B and your own knowledge, identify **two** advantages of holding a referendum.

1 you can see what the UK population want to do.

2 not everyone wants to be in the EU



### ResultsPlus Examiner Comments

This candidate's response demonstrates a common mistake - the second point made tries to turn this into a question about the EU rather than referendums, so this point gains no marks.

Point 1, however, is valid, and so this response gained 1 mark.



### ResultsPlus Examiner Tip

Make sure you are familiar with the different aspects of how democracy operates in the UK - referendums are a key part of this topic.

## Question 10

Many candidates found this question challenging, and a significant number again chose to try to make this a question about being in or out of the European Union rather than the impact of the global and European economy. Centres should note that the following point is explicitly taken from the Global section of the specification:

'Students will need to understand:

- influence of global events and moral considerations on decisions and the economy'

and this bullet point is from the clarification section of the specification:

- 'Whether individual countries such as the UK retain any control over their own economy now the global economy is so powerful.'

Thus, the impact of the global and/or the European economy on the UK economy is a requirement of this course and so should be taught.

**10** Source B refers to the European Union, which is part of the global economy.

Identify **three** ways in which the UK economy is affected by the global economy, including the European Union.

- 1 The UK economy is affected by the global economy because we use our economy to help countries with a lower economy.
- 2 Countries which have low economies have people who migrate to the UK for work which leaves UK with a lower economy for British citizens.
- 3 Trade between the UK and other countries helps increase our economy as well as their own and affects our economy in a positive way.



**ResultsPlus**  
Examiner Comments

This is an example from a candidate who clearly understands how the UK economy is affected by both the EU and the global economy, and so gains the maximum 3 marks.



**ResultsPlus**  
Examiner Tip

Make sure you are familiar with all aspects of the specification, as you could be tested on any area. Don't assume that because a topic hasn't come up in the last year or so, that it never will. All topics are potential assessment areas.

## Question 11

The majority of candidates were able to access level 2 (and above) marks on this question. However, candidates had to address both the 'how' and the 'why' to go beyond level 2.

The how and why aspect to this question enabled many candidates to answer to the highest level of the mark scheme, making good use of the source material to write detailed answers which were well explained and evidenced.

Weaker responses tended to use this question as a platform for their personal opinion about benefit claimants - unless such responses were able to make a valid link to the question, for example 'the government wants to cut benefits to get people back to work', then such responses would gain no credit.

**11** Using Source C and your own knowledge, suggest **how** and **why** the government might tackle the problem of unemployment.

The government can tackle the problem of unemployment in various ways. The first could be to offer them to take part in extra training, this would give them more skills and will appeal more to employers. It is important for the government to tackle unemployment for it affects the UK ~~economy~~ economy, so there is less money going into the government.

Another way the government could tackle the problem of unemployment is by supporting businesses, ~~which~~ <sup>this</sup> means these businesses will be able to thrive and compete which will provide the unemployed with ~~more~~ <sup>more</sup> job opportunities. ~~For~~ Another reason is that by doing that less ~~comp~~ businesses are less likely to be ~~comp~~ closed down and so reducing the number of the unemployed.

Overall, there are many ~~no~~ other ways to tackle this issue such as reducing unemployment benefits to encourage them to look for a job, or simply ~~no~~ making sure that students are educated and are taught about these to prevent unemployment.



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### Examiner Comments

This response offers several 'hows' which are mostly linked to a reason for that method (why), so demonstrating a good understanding of both parts of the question.

This is a level 3 response and was awarded 6 marks.



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### Examiner Tip

Remember to look at the **directions** given in the question - here, you are directed to 'Use Source C and your own knowledge'- this means there will be valid points to be found in the source material that can supplement your own knowledge.

### Question 12 (a)

The majority of the candidates were able to respond well to this question, demonstrating full knowledge of issues associated with deterrence and justice; so could achieve full marks.

### Question 12 (b)

This question was less well answered, with many mirrored answers from the (a) part of the question e.g. prevents re-offending/doesn't prevent re-offending. Such basic mirrored answers would only be credited once for repetition.

However, many candidates were able to suggest why prison may be unsuccessful for a variety of reasons, demonstrating an understanding of the impact of prison as a punishment on the economy, reoffending and institutionalisation.

12 Source D refers to prison as a punishment for crime.

(a) Give **two** advantages of using prison as a punishment.

(2)

- 1 Prison is a good ~~advantage~~ of punishment because it makes the criminal re-think about their crime choices and to re-offend as
- 2 ~~be~~ for people who smoke, are banned in young offender institutions. This means that if your young and smoker you are not allowed.

(b) Give **two** disadvantages of using prison as a punishment.

(2)

- 1 Banning smokers could lead to riots and would be difficult to enforce.
- 2 Smoking in prison is a problem for the health of the prisoners who smoke, as well as the staff and non-smoking prisoners who are exposed to second-hand smoke.



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**Examiner Comments**

This candidate started well, with a valid point in part (a) about re-offending. However, they then misinterpreted the rest of the question and focused on the issues raised in the source about smoking in prisons rather than the issue of prisons themselves as a punishment.

1 mark was awarded for the first point in part (a) only.



**ResultsPlus**

**Examiner Tip**

Make sure that answers you take from source material directly address the question set. Here, the source is stimulus material rather than an answer to the question - and there is no **direction** in the question to use the source to answer the question, which should be a cue to candidates that the answer must come from their own knowledge in a question like this.

### Question 13

This question was answered confidently and many candidates were able to refer to dictatorship, censorship and lack of rights. However, a lot of responses gave very general points from the source about protests being threatening and aggressive which were too general to be awarded any marks - if the point was tied to a specific example, such as the London riots, then this would be creditworthy, but not for a simple undeveloped quote.

Issues associated with a lack of freedom of speech, different laws and democracy/dictatorships were the most common responses.

**13** Using Source E and your own knowledge, give **two** reasons why in some countries people are not allowed to protest.

- 1 In some countries, ~~mass~~ people do not have the right to have freedom of speech so are not allowed to protest.
- 2 In countries where there is a dictatorship, citizens of that country cannot have a say in the way governments are run so would not be able to protest.



#### ResultsPlus Examiner Comments

This is a good example of a candidate who applies their own knowledge to clearly answer the question with two distinct points.

2 marks awarded.



#### ResultsPlus Examiner Tip

This question (unlike Question 12) **explicitly** directs candidates to use the source material. Although this candidate chose not to, it would have been possible to give a point from the source and gain credit as well as from using own knowledge. So remember to look at the **cues** given in the questions.

## Question 14

This question saw many one-sided responses, where candidates focused on the effectiveness of pressure groups and ignored the question's direction to compare pressure groups to voting in elections. Such responses were limited to level 2 for a lack of balance.

Top level responses made good comparisons between pressure groups and voting, with an assessment of the advantages and disadvantages of each method supported by examples – including references in some cases to the 2015 election and/or the lack of effectiveness of pressure groups in preventing the rise in tuition fees.

Candidates who did refer to voting mostly had a sound understanding of how First Past the Post works, but there was some confusion regarding the difference between a referendum and an election, where some candidates inaccurately discussed the disadvantages of referendums instead. Centres should note the need to understand the difference between these two different methods of influencing public policy.

Overall, some candidates still need to be reminded that the 8 mark questions will require an attempt at balance, so should give points from both sides of the argument 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. Evidence is also required for candidates to progress to level 4.

**14** Using evidence from Source E and your own knowledge, do you agree that joining a pressure group is a more effective way of bringing about change than voting in elections?

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

(8)

Yes I agree a pressure group can be more effective than a vote because it raises awareness of issues. It is also a Peaceful Protest. It can lead to international campaigns which will involve everyone and help to resolve the issue. However some people may disagree voting in elections is more effective because it

can bring about change in a government. Also ~~it~~ it is your right from the age of 18 to vote and you can't get arrested by doing so.



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Examiner Comments

This is a classic level 2 response, where the candidate has attempted to give a balanced answer from both parts of the question (pressure groups and voting in elections), but the points made are very limited and lack development and evidence. The simple statements made keep this response in level 2, at 4 marks.



**ResultsPlus**  
Examiner Tip

Remember that 8 mark questions require **reasoning** as well as balance to reach level 3 and above. Making a point without any development will keep the mark in level 2.

## **Question 15**

There were a number of very strong responses to this question. The majority of candidates were able to identify current health concerns and acknowledge the impacts of health choices on the NHS, so reaching level 2. More developed answers accessed level 3 marks by recognising the government's role in protecting its citizens whilst also considering why some people may argue that it is not the government's job (thus showing the balance required for this level). Level 4 responses added to this by citing examples of government initiatives, which explained the long-term benefits of a healthy population on the economy, and also at least attempted to consider why a government might allow its citizens the consumption of harmful products which produce a lot of income for the UK economy. Level 5 responses would then give a reasoned conclusion, making a judgement about whether or not the evidence in their essay suggests that the government should/should not intervene.

The weakest responses would focus on one issue alone, and give a very one-sided and often very opinionated view, most often related to smoking or self-harming. Such responses would stay in levels 1 and 2, depending on the quality of the reasoning.

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, to merit a level 5 award.

\*15 "The government has a responsibility to take action to stop people from damaging their health."

Do you agree with this view?

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

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

- In what ways do people damage their health?
- What are the costs to the country of people damaging their own health?
- Do governments have an ethical responsibility to protect people's health?
- Do people have the right to make their own choices about their health?

(15)

There are those who agree the government has a responsibility to take action to stop people from damaging their health as they are responsible for building a healthy and thriving nation, there are those who think that it invades their privacy and human rights.

On one hand people agree with this view as people there are particular individuals who are consuming alcohol, damaging their organs, smoking increasing the risk of cancer and other lung diseases. ~~Smoking~~ Second hand smoke is just as ~~not~~ health concerning. ~~the~~ If not the government taking responsibility then no one really will. They are the only ones of great power that can ~~not~~ stop this by passing on laws.

Another reason why people share this view is that the costs to

The government and country is too great, this money could be used elsewhere, to improve our infrastructure, quality of education. People agree because the government will carry on losing money if people don't learn to lead healthy lives. ~~therefore~~ therefore, the government must consider the advantages from stopping people from damaging their health.

On the other hand ~~some~~ other may disagree that the government has ~~any~~ responsibility ~~from~~ from stopping people from damaging their healths, this is because people are entitled to freedom and if that is how they <sup>to</sup> wish <sup>to</sup> live their life the government should not ~~be~~ impede on it. In addition, they will also say that it is us who are responsible ~~for~~ for ourselves. Where is our freedom if we are unable to even be responsible for ourselves. People do have the right to make their own choices when it comes to their health as it does not concern the government.

In addition, they may also disagree with this view as believe the government should focus on more important issues such as crime and homelessness. They should take action to stop unemployment, which could in fact lead to people having ~~more to do~~ caring for their health as they have the money. The government ~~also~~ has other more important responsibilities, ~~they~~ some may argue they already intervene into our private lives too much.

In Conclusion, I think that the government should stop people from damaging their health as it only does that affect them but their family too. One damaging their health could lead to death and to save families from this suffering more strict laws should be introduced in order to prevent <sup>constant</sup> alcohol abuse and such. ~~That~~ Overall, there are many views that ~~the~~ individuals have some see the disadvantages others ~~to~~ realise the positives.



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**Examiner Comments**

This response directly addresses the question with a balanced approach. The candidate demonstrates some good knowledge and understanding of the issues, with strong and coherent arguments and a clear reasoned conclusion.

This is a level 5 response which was awarded full marks.



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**Examiner Tip**

Remember that the level of reasoning - so how well you explain the points (arguments) you make - is the key difference between staying at level 3 or moving beyond this to levels 4 and 5. Avoid simple statements, and instead link your argument explicitly to the question, with evidence if possible to help you reach level 5.

## Paper Summary

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

- Ensure you revise the full range of the specification to avoid gaps in key areas such as political concepts and issues associated with the global economy
- 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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