

# Mark Scheme (Results)

Summer 2012

GCSE Citizenship Studies (5CS03)  
Paper 3C Influencing and changing  
decisions in society and government

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2012

Publications Code UG031922

All the material in this publication is copyright

© Pearson Education Ltd 2012

## 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>	<b>C</b> speaks a foreign language but not English	<b>1</b>

Question Number	Answer	Mark
<b>2</b>	<b>A</b> economic	<b>1</b>

Question Number	Answer	Mark
<b>3</b>	<b>D</b> win more votes than any other candidate	<b>1</b>

Question Number	Answer	Mark
<b>4</b>	<b>A</b> ensure care improved for future patients	<b>1</b>

Question Number	Answer	Mark
<b>5</b>	<b>C</b> helping prisoners gain new skills so they will not offend again	<b>1</b>

Question Number	Answer	Mark
<b>6</b>	<b>D</b> don't usually have bad long term effects	<b>1</b>

Question Number	Answer	Mark
<b>7</b>	<b>C</b> states one side of an argument only	<b>1</b>

Question Number	Answer	Mark
<b>8</b>	The ruling makes it hard for people with disabilities to work/ may be treated unfairly( discriminated against).	<b>1</b>

Question Number	Answer	Mark
<b>9</b>	<b>1 mark</b> for each reason (maximum 3) eg: <ul style="list-style-type: none"> <li>• provoking religious hatred</li> <li>• provoking racial hatred</li> <li>• injuring someone/assault/grievous bodily harm</li> <li>• damaging property/smashing windows/vandalism</li> </ul>	<b>3</b>

Question Number	Answer	Mark
<b>10(a)</b>	<b>1 mark</b> for simple explanation (maximum 1) eg: <ul style="list-style-type: none"> <li>• it is made up of two or more parties</li> <li>• it is made up of ministers/MPs from two or more parties</li> <li>• it is made up of two parties in order to have an overall majority of MPs in the House of Commons</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>10(b)</b>	<b>1 mark</b> for a relevant point (maximum 1) eg: <ul style="list-style-type: none"> <li>• no party had an overall majority (of MPs in the House of Commons)</li> <li>• Lib Dem and Labour did not give an overall majority (in the House of Commons so they would have needed support from other parties to form a government)</li> <li>• the Lib Dems said they would try to reach an agreement with the party with most support – which was the Conservatives</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>10(c)</b>	<b>1 mark</b> for each point (maximum 1) eg: <ul style="list-style-type: none"> <li>• they would have cost too much</li> <li>• they limited human rights/rights to privacy</li> <li>• they would not stop terrorism/illegal immigrants</li> <li>• they might be stolen</li> </ul> Allow other points if relevant.	<b>1</b>

Question 11 Indicative content

FOR

- to allow people's freedom of speech
- to protect people's human rights
- to allow democratic opposition to government policies/ change the way government think
- to encourage political participation eg Suffragettes and votes for women
- to allow people get their points across

AGAINST

- the right to protest causes inconvenience
- the right to protest cost millions of pounds
- can lead to violence / law breaking
- unelected minorities can have too much influence

Allow other points if relevant.

Level	Mark	Descriptor
0	0	The answer does not seriously address the question
1	1-2	The answer offers just 1 or 2 very simple points without any development.
2	3-4	The answer makes 2 or 3 points but they are fairly superficial with limited explanation.
3	5-6	Well developed points (at least one from each part of the question) supported by simple but acceptable examples with clear explanation.

Question Number	Answer	Mark
12	<p><b>1 mark</b> for each simple point made (maximum 3), eg: They could</p> <ul style="list-style-type: none"> <li>• get a local MP to raise the matter (in Parliament)</li> <li>• get the media involved (local radio, television, newspapers)</li> <li>• start or sign a petition</li> <li>• use social networking site (such as Facebook)</li> <li>• organise protest/demonstration/march</li> <li>• handing out leaflets/giving out posters</li> </ul> <p>Allow other relevant points.</p>	<b>3</b>

Question Number	Answer	Mark
<b>13a</b>	<p><b>1 mark</b> for each different point made (maximum 2), eg:</p> <ul style="list-style-type: none"> <li>• prison breaks contact with family</li> <li>• a prison record makes it harder to get work/unable to support themselves financially</li> <li>• people get out of the work habit</li> <li>• they learn bad habits in prison</li> <li>• prison is too easy/may like prison life/become institutionalised</li> <li>• too little rehabilitation in prison</li> <li>• many (re) offenders have mental health problems</li> </ul> <p>Allow other relevant points.</p>	<b>2</b>

Question Number	Answer	Mark
<b>13b</b>	<p><b>1 mark</b> for each different point made (maximum 2), eg:</p> <ul style="list-style-type: none"> <li>• sentences have increased/become tougher</li> <li>• DNA/new technology has improved detection rates</li> <li>• politicians respond to public opinions</li> <li>• vote winner for politicians</li> <li>• recession/unemployment</li> <li>• more laws</li> </ul> <p>Allow other relevant points.</p>	<b>2</b>

**Question 14 – Indicative content**

For

- some offenders are so dangerous, they need to be locked away for the protection of the public
- many people believe those who commit serious crime must be punished - a sense of retribution
- the threat of being sent to prison is a deterrent to many offenders
- Community Payback sentences are criticised for being undemanding and poorly supervised
- if prisons have rehabilitation programmes, offenders may learn from their sentence
- offenders should lose their rights/liberty

Against

- prisons have high re-offending rates
- young offenders are much more likely to re-offend if sent to prison
- doing useful work for the community can be seen as 'payback' and leads to lower re-offending rates than prison
- Community Payback sentences offer the possibility of the offender gaining new skills which can make them more employable in future
- many offenders have serious mental health or drug problems and could be more effectively treated outside prison
- some Community Payback schemes also use restorative justice programmes which are effective because offenders formally apologise to victims
- not all rehabilitation programmes work

Level	Marks	Descriptor
0	0	No rewardable material
1	1-2	Basic and/or very brief approach – relying on opinion with basic knowledge and little understanding of the issue.
2	3-4	An approach which 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>
3	5-6	An approach covering both points of view and which uses some evidence to develop limited arguments and demonstrates quite good knowledge and understanding.
4	7-8	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

Candidates must look at two sides of the argument - eg:

**FOR VARIATION OF HUMAN RIGHTS**

- many countries do not accept the concept of universal human rights eg the right to protest
- some countries have different views on the rights of males and females
- not all cultures view human rights in the same way
- western countries have developed systems over hundreds of years. Others may take time
- human rights is a western concept which matches our cultural values but less so those of traditional or other cultures
- countries have different attitudes to punishment. In China and Iran execution rates are high and there are other punishments the west would not accept such as stoning or whipping
- countries such as North Korea, Zimbabwe, Iran and Burma go through the process of elections but in democratic terms this is often more show than substance
- in the UK some laws have reduced our freedom – how long we can be detained without trial for example
- in countries where people are starving, they will be more concerned with rights which help them to survive

**AGAINST VARIATION OF HUMAN RIGHTS**

- The Universal Declaration of Human Rights (UDHR) sets out the rights that all peoples should expect to have
- people, wherever they are should be treated fairly, which means that countries should sign up to the UDHR
- the EU has its own charter which member countries are meant to incorporate into their own laws – but not all do
- in countries where they are accepted, people have freedoms that include having enough to eat, a roof over their heads, education and health care as well as political and legal rights
- once such rights have been established, people often become more concerned about political and legal rights
- it is difficult for countries to develop when people are deprived of human rights
- in many western countries people do have these rights – but the pattern changes.
- it is ethically desirable to have human rights for all
- more countries are accepting a wider range of human rights for their citizens

Other relevant points should be credited.

Level	Marks	Descriptor
1	1-3	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>
2	4-6	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>
3	7-9	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>
4	10-12	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 &amp; appropriate language is used together with some use of specialist terms</i>
5	13-15	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>



Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code UG031922 Summer 2012

For more information on Edexcel qualifications, please visit our website  
[www.edexcel.com](http://www.edexcel.com)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

