

Mark Scheme (Results)

Summer 2016

GCSE Citizenship Studies Unit 3
(5CS03)

Paper 3C: Influencing and Changing
Decisions in Society and
Government

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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 |
|-----------------|---------------------|------|
| 1 | C a political party | (1) |

| Question Number | Answer | Mark |
|-----------------|---------------------------------------|------|
| 2 | C Queues at food banks have shortened | (1) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3 | provide accurate information for the residents | (1) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 4 | tries to help or raise money for those in need | (1) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 5 | A Our greatest strength is our reputation | (1) |

| Question Number | Answer | Mark |
|-----------------|------------------|------|
| 6 | B United Nations | (1) |

| Question Number | Answer | Mark |
|-----------------|-------------------|------|
| 7 | Life imprisonment | (1) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 8 | <p>Award 1 mark per correct response, up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Protest march/demonstration/other form of direct action • Phone/write/email your MP/the minister involved/the Prime Minister • Use social media to raise awareness/gain support, e.g. Facebook, Twitter • Set up a petition/e-petition <p>Accept other valid responses.</p> | (3) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 9 | <p>Award 1 mark per correct response, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Other issues are more important • Costs too much/economic considerations • Conflicts with other existing laws • Not enough people support the issue • Governing party do not believe in/support the issue <p>Accept other valid responses.</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 10 | <p>Award 1 mark for an example of a pressure group, e.g.:</p> <ul style="list-style-type: none"> • Greenpeace • Amnesty International • MIND • a specific trade union such as the BMA, NUT. <p>Accept other valid responses, including references/examples from the source material provided.</p> <p>Award 1 mark for an accurate explanation of what a pressure group is:</p> <ul style="list-style-type: none"> • campaigns to raise awareness, e.g. of ideas or policies • has a clear set of beliefs/ideals, e.g. on environmental issues, animal rights • tries to influence the government to make/change laws. <p>Accept other valid responses.</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 11 (a) | <ul style="list-style-type: none"> • Difficult backgrounds. <p>Only accept answers from Source C.</p> | (1) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 11 (b) | <p>Award 1 mark per correct response, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Community service • Community payback • Meeting your victim • Pay damages <p>Accept other valid responses.</p> <p>Do not double credit two examples of the same way, e.g. two examples of community service should only be awarded 1 mark.</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 12 (a) | <p>Award 1 mark per correct response, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • They know what it [the local newspaper] stands for • They can be called to account if they make mistakes • They represent the community/write about local issues • Local newspapers can make a difference <p>Only accept answers from Source D.</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 12 (b) | <p>Award 1 mark per correct response, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • May overemphasise/exaggerate views it supports • May include a leading photo/image that influences your opinion about an issue • May say little or nothing about other points of view • May focus on issues the readers will particularly like or dislike with a view to influencing them • Produce unflattering images of alternative positions • May distort the facts/put a negative spin/make harmful comments about others • Selective presentation/interpretation of information/lack of evidence • May produce misleading headlines that lean strongly towards its point of view • Support only one political point of view/ideology • Use more opinions than facts <p>Accept other valid responses.</p> | (2) |

| Question 13 – Indicative content | | |
|---|------|---|
| <p>Examples of new media may include: Twitter/Facebook/e-magazines/blogs/Tumblr/ e-petitions (change.org)/kickstarter or ematch funding (crowd funding).</p> <p>Ways that new forms of media can be used to influence the government include:</p> <ul style="list-style-type: none"> • Accessibility to information for a wider audience/reaches more people • Easier/quicker to update regularly • Ability to contact writers/respond to issues • Not regulated (PCC) or fact checked • May be used in biased ways <p>Other valid points may be credited.</p> | | |
| Level | Mark | |
| 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 supported by simple but acceptable examples with clear explanation. |

Question 14– Indicative content

Arguments for individual projects being more effective

- Personal enthusiasm
- Personal interest
- Personal links and connections
- Impression on others because of personal experience

Arguments for government schemes being more effective

- More money/resources
- More connections
- More influence
- More knowledge about campaigning

Other valid answers can be credited.

Answers that ‘mirror’ each other should be limited to Level 2, e.g. individuals have less money but governments have more money.

Other valid points may be credited.

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

Question 15 (includes QWC) – Indicative content

Arguments in favour

- Government spending includes the NHS, welfare, education etc., which are considered to be essential public services
- The people elect governments, so governments should consider a wide range of viewpoints
- Governments have a responsibility to consider the needs of all the people in a country
- The people may know what is best for their local area, e.g. developing/improving public transport, building new housing

Arguments against

- Government may not have enough money, e.g. in a recession it has to make cuts to services
- Governments sometimes have to make difficult decisions about which services to spend money on and so have to prioritise spending, which the people may not agree with
- Governments have to think long term, so sometimes have to make unpopular decisions, e.g. the HS2 railway
- Governments have to honour international agreements, e.g. follow EU laws and regulations that the public may not approve of

Other valid points may be credited.

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

