

Examiners' Report

June 2014

GCSE Citizenship Studies 5CS03 3C

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Introduction

It is pleasing to report that many candidates approached this sitting of the Unit 3 Papers with confidence. They demonstrated an ability to focus in greater depth on the three themes introduced in Unit 1.

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.

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'.

Most candidates made good use of the time available and left sufficient time to respond to the final 15 mark question.

A few candidates misinterpreted some questions and were not able to exploit fully the stimulus source material or the scaffolding points provided for Question 15. These however were in a minority.

This report does not include examples of the multiple choice questions but covers the short answer, extended answer and essay questions.

Question 8

This question asked candidates to identify ways in which a young person could take action about an issue, a common Citizenship theme. The wording of the question, however, excluded actions related to the internet, as this was specified in the stimulus material in Source A. A significant minority of candidates unfortunately misread this as a comprehension question, and so gave points such as set up a blog from the source. Candidates should be reminded therefore to look carefully at the command words in the question. However, the majority of candidates were able to clearly identify two actions that the young person could have taken, with protest and petition being the most common responses.

- 8 The Scottish schoolgirl used the internet (Source A) to draw attention to the poor quality of her school meals. Give **two** other actions she could take to get her message across.

1 Emailing the local council

2 Complain to Someone in a position of power



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Examiner Comments

This candidate gave the same response twice so only gained 1 mark. If the response had identified a second person "in a position of power", such as the head teacher of her school, then this would have merited 2 marks.

Question 9

Here candidates were directed to use the source and their own knowledge to give two different reasons why comments made online could be harmful. A number of candidates simply re-stated the question, saying that the comments are harmful to celebrities. The most successful responses clearly identified the point from the source that the comments were cruel and hurtful, and were then able to offer an additional point, usually related to harming the celebrities' career or reputation.

A significant minority of candidates repeated the same point twice, for example saying hurt and cruel on the spaces provided in the answer booklet. Such responses would only gain 1 mark.

- 9 Using Source A and your own knowledge, give **two** ways that comments made online can become harmful to people like Rebecca Adlington and Tom Daley.

1 The comments towards Tom Daley could be seen as homophobic.

2 The comments towards Rebecca Adlington could be seen as an act of discrimination because of her disability.



ResultsPlus Examiner Comments

Neither of these points is correct as the candidate has misinterpreted the question as one where they are expected to identify the type of discrimination rather than the harmful effects suffered by the celebrities. This example scored 0 marks.



ResultsPlus Examiner Tip

Read the question carefully to make sure you know what is expected rather than assuming that a source that mentions discrimination will then be linked to a question about discrimination.

Question 10

Many candidates were able to interpret the stimulus material in Source B to help frame a response to this question, for example, that more time spent in prison has helped to reduce crime. This is clearly a topic that is studied in some depth by the majority of candidates, as there were a significant number of responses that were awarded the maximum 2 marks.

A large number of candidates were able to explain that a rise in employment could contribute to lower crime rates; other common answers included better security and more CCTV as deterrents. Candidates who were not successful in gaining the two marks often gave a reason as 'more police' instead of better police training, or repeated the same answer in a different phrase, for example, more people in prison and more prison sentences.

- 10** According to Source B, total crime fell in 2012. Using your own knowledge, suggest two reasons why this was the case.

- 1 Stricter laws are in place to deal with criminals and act as a deterrent
- 2 Police Officers are better equipped and trained



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Examiner Comments

This response identifies two clear reasons for the fall in crime and merits the maximum 2 marks.

Question 11(a)

Candidates were directed to use the source and their own knowledge on this question; candidates could, however, also gain the maximum 2 marks through only using the source or only using their own knowledge. This question was generally well answered by candidates, with the majority being able to extract two reasons from the source, with the most common responses relating to stopping the boycott or stopping the protests. A minority of candidates simply quoted the first paragraph rather than extracting the relevant parts of the source; such responses gained no credit.

- 11 (a) Using Source C and your own knowledge, give **two** reasons why Starbucks decided to pay £10 million in tax.

(2)

1 so the media doesn't take further action

2 protesters get rid of protesters



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Examiner Comments

The candidate gained 1 mark here for the second point. If the first point had been developed slightly to include a reference to reputation, i.e. "so the media doesn't take further action that damages their reputation", then this could have gained a second mark. This example demonstrates the need to be more specific when answering short questions.



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Examiner Tip

Make sure your response is specific enough to actually answer the question. In this response it is not clear what is meant by, "so the media doesn't take further action". Further to this, it is not clear why this would make Starbucks decide to pay tax.

Question 11(b)

There were two ways in which candidates could gain the maximum 2 marks on this question, either by identifying two different reasons or by identifying and explaining one reason why people are expected to pay taxes.

The majority of candidates were able to identify at least one reason for paying tax, usually by giving one service provided by either local or national government in return for paying taxes. For example, education or health services and maintaining roads were common responses. Less successful candidates simply stated, "because we have to", which was too general to gain a mark. Such candidates needed to link this to the law or equality to gain credit.

(b) Using your own knowledge, explain why people are expected to pay taxes.

(2)

People are expected to pay taxes because by paying the same percentage of tax it keeps us all equal. Secondly not paying your taxes is against the law so breaking a law is wrong.



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Examiner Comments

This response clearly identifies 2 reasons and so merits the maximum 2 marks.



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Examiner Tip

"Explain why" questions can be answered in 2 ways with either 2 different reasons or 1 reason with a developed explanation. Both routes are a valid way of achieving the maximum 2 marks.

Question 12(a)

The majority of candidates were clearly familiar with the phone hacking scandal, so consequently were able to correctly identify one reason for phone hacking, with the most common response being related to wanting to find a good story. An alternative answer to this which was also credited was the desire to find an exclusive to beat their competitors. A significant number of candidates were also able to identify the financial aspect of phone hacking, with many referring to increased sales or profits. It is particularly pleasing to see so many centres tackling current affairs with candidates which they, in turn, can apply well to their Citizenship examination.

Common errors seen related to privacy issues such as, "to find out celebrities' secrets". Such responses needed to be related to the benefits for the newspaper to gain credit. Another common error was "to stop crime", which was incorrect in the context of the phone hacking scandal.

- 12 (a) Source E refers to 'phone hacking'. Suggest why The News of the World hacked people's phones.

(2)

To see if people are doing illegal as there could be evidence of people texting about doing something illegal or having done something that's illegal, this would be against the law



ResultsPlus Examiner Comments

Here is an example of a common mistake by candidates where they do not relate phone hacking to the role of the media.
This example scored 0 marks.



ResultsPlus Examiner Tip

When asked to consider why someone does something, think about what their role is. In this case you are asked to consider why a newspaper hacked people's phones, so ask yourself what the role of newspapers is? Possible answer: to publish stories, to sell more newspapers than their competitors, to make a profit etc.

Question 12(b)

The majority of candidates were able to identify an issue where the media has attempted to influence public opinion, with a number of candidates making valid use of the stimulus materials as their issue (phone hacking or Starbucks not paying taxes).

A significant minority of candidates, however, were unable to explain how the media had influenced public opinion on this issue, with a surprising number leaving this part of the question blank. A common error on the explanation was simply stating what the issue was about. For example, several candidates chose terrorism as their issue, then stated that terrorism is seen a lot in the media as their explanation. While such responses would gain 1 mark for identifying an issue, the explanation would gain no credit as there was no reference to **how** the media influenced public opinion, only that it was an issue in the news.

Candidates who gained 2 marks generally identified an issue and then linked this to ways of influencing public opinion such as reporting issues, giving biased point of view or encouraging stereotyping.

Credit was awarded to candidates who were able to give an explanation but not identify an issue- such responses would be limited to 1 mark, as only 1 part of the question was answered.

- (b) Using your own knowledge, explain how the media has influenced public opinion about an issue.

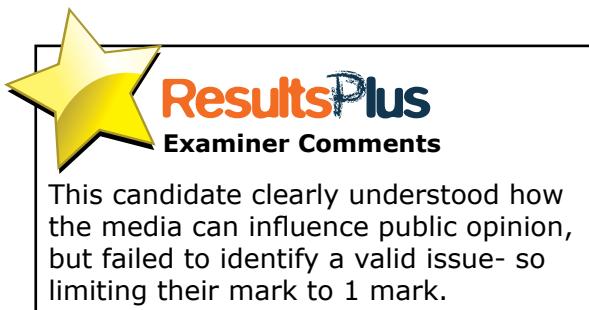
(2)

Issue

Bias

Explanation

They have influence it by only showing one side of the story.



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Examiner Comments

This candidate clearly understood how the media can influence public opinion, but failed to identify a valid issue- so limiting their mark to 1 mark.

Question 13

There were two elements to this question on the effectiveness of taking action: individual campaigns and organisations. The majority of candidates, however, focused their answers entirely on individual or organisations' campaigns rather than comparing the different types of campaigns. Such responses were prevented from entering level 3, as they only focused on one part of the question. The majority of such candidates, however, were able to identify and develop an explanation related to at least 1 reason why individual campaigns are more effective, usually related to enthusiasm or the independence to choose how you campaign.

A significant number of candidates, however, were able to compare the effectiveness of both types of action, generally comparing knowledge of the issue or enthusiasm to the additional resources available to organisations, such as money. Many candidates also made good use of the source material, by using the example of the Citizens' Advice Bureau's campaign to demonstrate why an organisation can be more effective.

Responses at the top level looked at both elements with strong, supported reasoning whereas responses at the bottom level tended to be weak, generalised, and undeveloped, for example simply stating that an organisation's campaign tends to be more effective because they are bigger.

- 13 Using Source D and your own knowledge, do you agree that an individual can campaign more effectively than an organisation like the Citizens Advice Bureau?

I disagree. A campaign such as CAB can campaign more effectively because there are more people on the job. Secondly an individual can probably only bring up 1 issue. Whereas a campaign brings up lots of issues. Thirdly organisations can use individuals ideas and views to make their campaign more effective. Plus by using an individual's views an organisation can bring up many different real views ^{and experiences} on an issue & we'd as one individual would only be able to bring up their one view and experience.

(Total for Question 13 = 6 marks)



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Examiner Comments

This is an example of a response where the candidate makes a direct comparison between the strengths of an organisation versus the weaknesses of an individual campaign, so meritng a level 3 award, 6 marks.



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Examiner Tip

Remember to compare both parts of a question when you are asked to look at two aspects of an issue. In this case, the effectiveness of an individual's campaign versus an organisation's campaign.

Question 14

This question required candidates to consider the arguments for and against prisons being an effective form of punishment that are helping to decrease crime. A significant number of candidates were able to relate this back to the stimulus material provided in Source B as part of a wider discussion about the effectiveness of prisons. However, weaker responses merely quoted from this source with no developed argument, so limiting their mark to level 2. Such responses usually stated that prisons work for the community because crime rates have fallen.

The majority of candidates, however, were able to attempt a balanced argument, making at least one point, with some development. The most common responses referred to keeping criminals off the streets and the failure of rehabilitation. There was, however, a clear demonstration that this topic is delivered well and enjoyed by candidates, as a wide range of arguments were demonstrated by candidates, in some cases in enough depth and detail to tackle a 15 mark question.

Some candidates do need to be reminded, however, that the 8 mark questions will require an attempt at balance, so 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. In this case, examples of alternative forms of punishment or development on rehabilitation or re-offending rates would help progress an answer to the top level.

- 14 'A falling crime rate, as reported on in Source B, is evidence that prison works for the community.'

Do you agree with this view?

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

(8)

- Local service -

On the one hand, the fact that the crime rate is falling while prison sentencing goes up suggests that prison is working. Prison is a deterrent for many, especially with harsher sentencing. Furthermore, a higher prison population means fewer potential criminals are on the streets and the public are protected. However, the fact that the prison pop has doubled in 10 years means that it costs more. This isn't good for communities because it means that taxes have to go up in order to accommodate more prisoners. Therefore, less public money is

being 'spent upon other things to' benefit the community eg. schools or hospitals.

Nevertheless, being sent to prison does educate people and gives them a chance to ~~reform~~, as there are rehabilitation ~~programmes~~ schemes operating in jails. ~~But this~~ This certainly contributes to a falling crime rate, which is good because it makes the public feel safe. But rehabilitation doesn't always work, and a large proportion of prisoners ~~leave~~ (especially younger ones) go on to reoffend again. The reasoning for this is a combination of factors, including that prisoners struggle to readjust to civilian life, due to lost contact with family and friends, and institutionalisation in prison.

Overall I disagree that a falling crime rate indicates prison works for the community; there are a number of other things to consider. There has been an increase in non custodial sentencing eg. community service, which gives back to the public. This could be another reason for the fall in crime. Also, prison perhaps isn't best due to the high cost for the ~~community~~ ^{public}, and the fact that it can't always fully reform people.



This is a strong level 4 response in which the candidate has given a balanced response with clear evidence, meriting 8 marks.



Remember to use key words/phrases, such as "nevertheless" or "however" or "on the other hand", to demonstrate that you have considered an alternative point of view, as directed by the question.

Question 15

It is pleasing to see that the majority of candidates are now able to reach this section of the examination and attempt to answer this question in some detail. This question asked candidates to consider how governments make decisions, and how important public opinion should be. Most candidates based their argument around the need for governments to listen to public opinion if they want to get re-elected, although this was often one in quite general terms with no reference to political parties or examples of decisions governments have made. In such responses, candidates would find their mark limited to level 2 because of the lack of knowledge and understanding of issues and events.

Stronger responses were able to relate the need to listen to public opinion to issues of democracy and the electoral process, with some good examples of recent events such as the problems faced by the coalition government and protests such as the anti-tuition fees demonstrations. Responses that were able to balance such arguments with a consideration of other constraints on governments, such as financial restrictions or how realistic public demands are, were able to progress to level 4 and above. Responses that made such arguments without specific evidence to support the points made, for example that the public will protest if governments do not listen, would be limited to level 3 because of the lack of specific evidence.

Candidates should, therefore, 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 'Once elected, a government must always follow public opinion.'**

Do you agree with this view?

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

(15)

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

- Should the government keep all the promises it makes to the public?
- What would happen if a government ignored public opinion?
- Are there times when the government should ignore public opinion?
- What limits a government's ability to meet people's demands?

I agree, the point of electing someone is for them to represent the public and what they want. If the public opinion is ignored people will be angry and unhappy.

with how the country is being run, and they will not vote for that person again.

There will be times, however, when the public opinion may be ignored for other peoples human rights, like same sex marriage or abortion. Also, financial issues may be a problem for unrealistic ~~wants~~ wants from the public. Things like wanting a city center re-build nice. Or people wanting weird, unimportant things like all paths painting pink because people like that colour.

But, all in all, the public opinion is what needs to be taken into consideration because they are the ones that have to live by the laws made.



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Examiner Comments

This response scored 9 marks. Although brief, it gives a simple but effective discussion about the effect public opinion has on governmental decision-making, so meriting a level 3 award. Sufficient evidence is offered regarding not voting for them again and policy issues to progress this to the top of the level. A more in-depth discussion would have lifted this into level 4 or above.

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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