

Mark Scheme (Standardisation)
June 2014

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

Paper 3B: Changing Communities:
Social and Cultural Identities

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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	B of different identities	1

Question Number	Answer	Mark
2	A race	1

Question Number	Answer	Mark
3	C to escape from war	1

Question Number	Answer	Mark
4	C peace	1

Question Number	Answer	Mark
5	B work	1

Question Number	Answer	Mark
6	D leans heavily towards one particular point of view	1

Question Number	Answer	Mark
7	B pressure group	1

Question Number	Answer	Mark
8(a)	<ul style="list-style-type: none"> • Ethnic groups feel conflict between their cultural identity and being part of the UK society • Ethnic groups feel conflict between their religious identity and being part of their local area • Racism, sexism, homophobia • Discrimination between different groups • Separation ideas e.g. different neighbourhoods, different groups • Social separation e.g. lack of marriages between different communities • Separate facilities e.g. schools • Conflict ideas e.g. violence, high levels of crime/anti-social behaviour <p>1 mark for each valid answer up to a maximum of 2 marks.</p> <p>Other valid answers can be credited</p>	2

Question Number	Answer	Mark
8(b)	<ul style="list-style-type: none"> • Hold multicultural events • Hold joint religious events • Have a central community venue/meetings to discuss issues affecting their community • Enlist all community members to be involved in activities • Print information in different languages • Have a welcome committee for newcomers • Provide/encourage appropriate facilities for different religious groups • Organise/encourage community teaching of language skills <p>1 mark for each valid answer up to a maximum of 2 marks</p> <p>Other valid answers can be credited.</p>	2

Question Number	Answer	Mark
9(a)	<ul style="list-style-type: none"> • Free movement • Right to work in the UK <p>1 mark for each valid answer up to a maximum of 2 marks</p> <p>Credit alternative phrasing.</p>	2

Question Number	Answer	Mark
9(b)	<ul style="list-style-type: none"> • Free trade within EU • Tourism • Peace/conflict resolution between member states • A bigger voice in the world • Environmental targets • Financial support • Improved human/employment rights • More say on decisions within the EU <p>1 mark for each valid answer up to a maximum of 2 marks.</p> <p>Other valid answers can be credited</p>	2

Question Number	Answer	Mark
10	<ul style="list-style-type: none"> • Race/colour/ethnicity/black • Sexual orientation/gay/homophobia <p>1 mark for each valid answer up to a maximum of 2 marks.</p>	2

Question Number	Answer	Mark
11	<p>Sentence or phrase:</p> <ul style="list-style-type: none"> • He thought they should address his concerns about discrimination <p>OR</p> <ul style="list-style-type: none"> • They should address his concerns <p>1 mark for one valid sentence or phrase.</p> <p>Explanation: It says 'he thought' and/or 'they should'/it is his point of view. Accept alternative phrasing such as believe.</p> <p>1 mark for one valid reason.</p> <p>1 mark should be awarded if a candidate gives an accurate explanation of why the sentence or phrase chosen is an opinion, even if the sentence or phrase chosen is not a valid answer.</p>	2

Question Number	Answer	Mark
12	<ul style="list-style-type: none"> • Get community acceptance • Likely to be more representative • Include different points of view • A greater impact on external agencies • Avoids conflicts between groups/make the community safer • Can lead to greater understanding and tolerance between groups/make people more aware of different identities/diversity <p>1 mark for each valid answer up to a maximum of 2 marks</p> <p>OR</p> <p>2 marks can be awarded for 1 well developed explanation.</p> <p>Other valid answers can be credited</p>	2

Question Number	Indicative content	
13	<p><u>Local actions</u></p> <ul style="list-style-type: none"> • Local schemes reflect people’s local needs • People have a sense of belonging • People will get involved if they can see local activities/young people are more likely to get involved at a local level • Local people may have similar interests so are more likely to join a local campaign • People are more likely to accept change if its locally driven <p><u>Government schemes</u></p> <ul style="list-style-type: none"> • Government schemes have the funds to make a difference • Government has the power to make things happen • Government schemes may not have local knowledge • Seen as being ‘top down and out of touch’ • Governments have other priorities so may not deal with some local issues <p>Answers that deal only with local campaigns OR government schemes will be limited a maximum of 4 marks.</p>	
Level	Mark	Description
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	Indicative content	
14	<p>Arguments for refugees</p> <ul style="list-style-type: none"> • Moral duty to help those in need • Member of UN • One country can't be expected to take all the refugees but we should take a fair share • Improve our standing in the international community <p>Arguments against helping refugees</p> <ul style="list-style-type: none"> • We have no obligations to help people • There are plenty of countries who can help • We can't afford to help every country especially in a recession • We already pay more into the UN relief fund than any other country • There are plenty of charities that offer support <p>Other valid answers can be credited</p>	
Level	Marks	Description
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. Students who give only one point of view (either for or against) are limited to a maximum of 4 marks
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 Number	Indicative content	
15 QWC	<p>Candidates must look at two sides of the argument:</p> <p>Arguments against media giving a true picture</p> <ul style="list-style-type: none"> • Examples should be given of how the media may treat multicultural issues as an issue and focus on the negative aspects of multiculturalism. • Different media sources will present news differently - popular press may focus on headlines and photos of personalities. • Some discussion may well centre around the attention paid by the popular press to giving a 'scare' factor. • Some parts of the media do not believe in multiculturalism. <p>Arguments for media giving a true picture</p> <ul style="list-style-type: none"> • Broadcast media have legal responsibilities to report without bias. • Different media sources will present news differently – quality press with serious analysis with diagrams, maps etc., • Balanced reporting can help society to understand the true situation about multicultural issues. • Can get all different sides of story from internet and social media. <p>Other valid answers can be credited</p>	
Level	Mark	Description
0	0	No rewardable material
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. 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>
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 & appropriate language is used together with some use of specialist terms</i>

5	13-15	<p>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.</p> <p><i>Fluent and consistently strong use of vocabulary and accurate spelling, punctuation and grammar with use of specialist terms.</i></p>
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