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Examiners' Report
Principal Examiner Feedback

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In Citizenship (1CS0)
Paper 01

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Autumn 2021

Pearson Citizenship Studies 1CSO/01 Paper 1

Introduction

Once again we have an examination series which was sat outside the normal parameters, as in education we continue to work and function as best we can amid the ongoing battle with Covid-19. The numbers who sat the exam was a fraction of what would normally be the case in a summer examination series.

In what would be considered 'normal' times we are afforded to make firm conclusions surrounding overall performance, but leaping to such sweeping affirmations is not really possible. Hence the report is aimed at both looking at candidate performance but offering a wider view of the demands of the paper and what the questions aimed to achieve and develop in testing candidate preparation.

One huge difference that has to be stressed which emerged from many candidates was a much better approach to the source extracts – both the longer source but more particularly the source questions at the end of Sections A B and C. The problem has been in past series for candidates to simply repeat the knowledge presented to them in an almost 'cut & paste' exercise. The comments from previous reports were to stress the need to apply the knowledge and appreciate the wider implications which it is attempting to portray. However, in this series many candidates used the source and applied their knowledge and understanding, they looked at the broader picture and the narrative which the source was providing – in the process it thus became easier for them to advance and score really well

Multiple Choice Questions

In this series there were no significant points to emerge from all the multiple choice questions. None were widely misinterpreted and they served as an effective discriminator. Indeed it was great to see that the huge majority of candidates answered each one – no blanks responses – for there are no deduction of marks for incorrect responses.

Section A

Question 1c

It was clear that the issue of personal identity was clearly understood and there was a huge range of examples provided. When a question carries 4 marks as is the case here to achieve full marks there is a need to provide a supporting explanation to demonstrate both breadth and depth

Question 1d

In contrast to the previous question – the command here is 'suggest' and thus the level of detail for 2 marks is less onerous. However many scored full marks on this and it proved highly accessible.

Question 1e

Unfortunately a good many candidates were unsure as to how local government raises or obtains its income. How both local and central government raises funds and then goes on to spend this remains a central aspect of Citizenship.

Question 2

As noted in the introduction it was great to see how candidates unpicked the source and utilised the facts and details it contains. Here knowledge was applied – as is required – of the misunderstandings and false ideas which surface about immigration. Standing back from the source and having an appreciation to explore and apply the knowledge it contains is pivotal.

Section B

Question 3a

There was a clear disconnect with this question. It was rare that a candidate could identify a role carried out by a civil servant. This does identify the need to know and understand the personnel who are identified in the specification.

Question 3b

It remains without doubt that candidate performance weakens on both Section B and Section C. Understanding the democratic method we use to elect our government is central to the specification – and a functioning awareness of how it operates is crucial.

Question 3c

Few candidates encountered problems here. It was easy for three reasons to be provided which required new laws. In Citizenship we have to be aware that society is not static and although there are problems there is also ample

evidence of progress and delivering change. Slower than some may like to see but, positive in its overall course and progress. Candidates have to be aware in a broad sense of the problems we face and think through how these can be solved.

Question 4d

Once again the vast majority approached this question with the correct approach – to see the problem not as balancing the books - but setting goals and priorities for the year ahead. Many saw the issues of competing demands and limited resources and the choices that have to be made. Knowledge was applied rather than simply replicated.

Section C

Question 5a

In the main this question did not proved problematic for most candidates, they could articulate a broad idea surrounding the principle of equality before the law.

Question 5b

However the capable way of handling the above question fell away in respect to this next question. Questions on civil law have appeared before – so in a sense it is not a new area, but sadly the appreciation of the civil side of the legal system is not well understood. Civil law on the specification is of no lesser importance than criminal law and it must be covered and understood.

Question 5c

Again as noted earlier in this report there is a need to know the roles and functions of several key office holders. Here the gap in knowing exactly what a magistrate is and what they do was exposed.

Question 6b

A common law system as we have in the UK should be central to understanding how our legal framework operates. This again is not a new question area – but the principle and process of common law still is the province of the minority.

Question 6c

This question was handled well and provided a good opportunity for candidates to compare the ages of legal responsibility in the UK with another country and take a view on the different life situations which this produced.

Question 7d

The problems posed by systems to develop facial recognition were broadly well understood by candidates. What was also pleasing was that due attention was given to both sides of the debate before any firm conclusion is made. This is the correct way to approach this type of question; respect has to be paid to both sides in the source extract. There is no problem whatsoever in siding with one view as long as its counterview is proven to be understood and debated.

Question 8

Many candidates have clear opinions as to whether there remains extensive discrimination in the present day in the UK. What was lacking was a broader awareness of the different types of discrimination and also of the relevant legislation and tools to combat it. This narrow view at times meant that it was hard to produce a thorough approach to the topic.

Key points paper summary

- **Once again credit has to be advanced to those candidates and Centres who entered for the exam. There was ample evidence of sound preparation.**
- **Much improved handling of source based questions, where there was a demonstrable move to apply the information in the source rather than simply repeat it.**
- **Some key areas of the specification still do not receive the attention which they should command – examples being civil and common law**
- **In a similar fashion the awareness of key personnel who have significant roles in society is not always appreciated. Figures are on the specification because of their relevance and importance and they need to be studied.**
- **Use Examiner Reports and Mark Schemes to prepare candidates for future exams as they do contain lots of sound advice in technique and core areas to be mastered.**