

Mark Scheme (Results)

Summer 2013

GCSE Citizenship Studies  
(5CS01/01)  
Unit 1: Citizenship Today

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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
<b>1 (a)</b>	<p>One mark for each of the following:</p> <ul style="list-style-type: none"> <li>• help encourage businesses to be more diverse</li> <li>• find out if race/ethnicity/colour is a factor (for recruitment agencies)</li> </ul> <p>Accept any suitable equivalent wording</p> <p>Do not credit answers that state what the results of the survey were.</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>1 (b) (i)</b>	<b>D</b> Recruitment agencies	<b>(1)</b>

Question Number	Answer	Mark
<b>1 (b) (ii)</b>	<p>More jobs are given to white candidates / fewer jobs are given to non-white candidates</p> <p><b>or</b></p> <p>The ethnic minority candidates were more qualified but had less success</p> <p>Accept any suitable equivalent wording.</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>1 (c)</b>	<p>1 mark for any statement that conveys any of the following categories as possible focus for illegal discrimination:</p> <ul style="list-style-type: none"> <li>• race/colour/ethnicity</li> <li>• religion</li> <li>• nationality</li> <li>• sex / gender</li> <li>• disability</li> <li>• sexuality</li> <li>• age</li> <li>• pregnancy</li> </ul> <p>Any other valid suggestions should be credited.</p> <p>Credit the essence of the idea even if the answer does not use precise terminology or implies one of the above categories, e.g. 'men are paid more'.</p> <p>The same category could be used twice in different contexts. This should be credited e.g. 'sexism in the workplace' (harassment) and 'women are paid less' (discriminatory pay).</p> <p>Full marks may be awarded if both categories appear on the same line.</p>	<b>(2)</b>

Question Number	Answer	Mark
1 (d)	<p>1 mark for any of the following groups:</p> <ul style="list-style-type: none"> <li>• women (suffragettes)</li> <li>• people not old enough to vote</li> <li>• the idea of universal suffrage (votes for all adults)</li> <li>• prisoners</li> </ul> <p>Any other valid suggestions should be credited.</p> <p>1 mark for stating an example of public protest method that could have been used (must be public):</p> <ul style="list-style-type: none"> <li>• marching, banners, signs etc.</li> <li>• Suffragettes chaining themselves to railings; women carrying banners/poster; protest marches by the public demanding the vote (in 1880s).</li> </ul> <p>Credit any valid, possible specific public protest method/action.</p> <p>Do not credit 'protests', 'peaceful protest' or 'violent protest' unless linked to a method /action e.g. public riot</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>1(e)</b>	<p>1 mark for any of the following ways or themes (max 2):</p> <p>Identification:</p> <ul style="list-style-type: none"> <li>• multi-faith</li> <li>• more varied food</li> <li>• diverse music</li> <li>• greater / less social friction possible</li> <li>• age changes (young migrants)</li> <li>• inter-faith marriages</li> <li>• awareness of different cultures / religions / people</li> <li>• joining other groups' social celebrations / holidays / carnivals</li> <li>• multiple identity</li> </ul> <p>Explanation:</p> <p>In each case award 1 mark (max 2) for:</p> <ul style="list-style-type: none"> <li>• explanation of how each way/theme (diverse food, music etc.) has changed the UK or places within it e.g. sharing/ interaction has led to greater tolerance and understanding, or has created challenges</li> <li>• explanation of where or how the changes can be seen e.g. 'the UK has more varied food than it used to (1 mark) and we know this because it can be seen in Notting Hill (1 mark)'</li> </ul> <p>Explanation marks can be awarded even if identification marks are not gained e.g. for generalised answers about 'migrant culture' being adopted and causing wider changes.</p> <p>Any other valid suggestions should be credited in both cases.</p> <p>Do not credit economic impacts (unemployment, wages) as the question and source focus on cultural change.</p>	<p><b>(2)</b></p> <p><b>(2)</b></p>

Question Number	Answer	Mark
<b>2(a)</b>	<b>D</b> Crime has fallen as prison population size has risen	<b>(1)</b>

Question Number	Answer	Mark
<b>2 (b)</b>	<b>B</b> Sending people to prison is the right thing to do	<b>(1)</b>

Question Number	Answer	Mark
<b>2(c)</b>	<p>1 mark for any of the following (max 2):</p> <ul style="list-style-type: none"> <li>• Offenders learn 'tricks of the trade ' from other prisoners</li> <li>• Prison becomes a way of life / institutionalised</li> <li>• Ex-prisoners cannot get jobs so go back to crime</li> <li>• May lack education so go back to crime</li> <li>• On-going crimes may relate to underlying problems e.g. drugs, medical conditions</li> <li>• Easier than being homeless / free food etc.</li> <li>• Angry / seek revenge on society</li> <li>• Possible access to medicine / drugs in prison</li> <li>• Not frightened of prison / know what it is like</li> <li>• Prison does not reform some people effectively</li> <li>• Education / skills can be gained in prison</li> <li>• Struggle to re-integrate into society/family life</li> </ul> <p>Any other valid suggestions should be credited.</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>2 (d)</b>	<p>1 mark for the solution, which could be either prevention or alternative punishments and which would incur similar high term costs to prison. Do not credit 'death penalty' etc.</p> <ul style="list-style-type: none"> <li>• Prevention: education, intervention, drugs counselling, increased policing, CCTV, youth centres, National Service (or similar), work placement schemes etc.</li> <li>• Punishments: ASBO, community service/payback, restorative justice, high tech solution e.g. Tags, monitoring, curfews etc.</li> </ul> <p>1 mark for the explanation of why this method might be <u>effective in reducing crime</u> that relates to the solution given, for example:</p> <ul style="list-style-type: none"> <li>• Tackles the underlying problems such as lack of opportunity (Education)</li> </ul>	<b>(1)</b>



	<ul style="list-style-type: none"> <li>• Meeting the victim might lead to a wide-scale change in behaviour (Restorative justice)</li> <li>• Less crime is attempted (More police)</li> <li>• Avoids the risk of more serious reoffending that prison brings (Community service)</li> </ul> <p>Any other valid suggestions should be credited.</p>	<b>(1)</b>
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Question Number	Answer	Mark
<b>2 (e)</b>	<p>1 mark for any of the following reasons why crime is not reported to the police (max 2):</p> <ul style="list-style-type: none"> <li>• The victim might be embarrassed (sexual abuse)</li> <li>• The crime is not discovered (concealed murder)</li> <li>• Lack of confidence in the police taking action</li> <li>• Lack of confidence in the justice system / punishment</li> <li>• The victim may be afraid of another attack / retribution / is being threatened</li> <li>• Crime committed by lover / friend / family</li> <li>• Fear of becoming a suspect (may think knowledge of the crime implies criminal involvement)</li> <li>• Victim takes law into their own hands</li> <li>• Victim does not perceive crime as serious</li> <li>• Stress of going to court</li> <li>• Apathy / don't want to be involved</li> </ul> <p>Any other valid suggestions should be credited. Both reasons should be clearly distinct. Credit can be given to sensible suggestions why the media may refrain from reporting a serious crime initially (panic etc)</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>2 (f)</b>	<p>1 mark for each of the following:</p> <p>(i) Twitter or tweets</p> <p>(ii) Newspapers or TV</p>	<p><b>1</b></p> <p><b>1</b></p> <p><b>(2)</b></p>

Question Number	Answer	Mark
<b>2 (g)</b>	<p>He has one million followers / readers (equivalent / more than many newspapers)</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>2 (h)</b>	<p>(i) 1 mark for a reason such as:</p> <ul style="list-style-type: none"> <li>• The tweets may have interfered with the law / trial / public opinion</li> <li>• It is his job to look into the case</li> <li>• To make sure there is a fair trial / the jury is not influenced / procedures are followed</li> </ul> <p>(ii) 1 mark for a reason such as:</p> <ul style="list-style-type: none"> <li>• Only newspaper and TV are restricted / the law does not mention people using Twitter.</li> <li>• He (Attorney General) believed the case had not been interfered with / law not broken / no crime committed</li> <li>• Twitter / digital media is not really 'publishing'</li> </ul>	<p>1</p> <p>1</p> <p><b>(2)</b></p>

Question Number	Answer	Mark
<b>2 (i)</b>	<b>A</b> Child custody disputes	<b>(1)</b>

Question Number	Answer	Mark
<b>3 (a)</b>	<p>1 mark for any of the following (max 1):</p> <ul style="list-style-type: none"> <li>• Tesco has 70,000 products / too many products</li> <li>• Takes too long.</li> </ul> <p>Accept alternative phrasing if meaning is clear.</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>3 (b)</b>	This is how much carbon dioxide/CO <sub>2</sub> (not carbon/carbon monoxide) / greenhouse gases (1 mark) released by a	

	<p>product/ the making/ transport of a product (1 mark). It can serve as an indicator of food miles / sustainability (1 mark).</p> <p>There are many possible phrasings / expressions and benefit of the doubt should be uniformly given.</p>	<b>(2)</b>
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Question Number	Answer	Mark
<b>3 (c)</b>	<p>1 mark for any of the following (max 2):</p> <ul style="list-style-type: none"> <li>• use less packaging / plastic</li> <li>• use /sell low-energy/low carbon products (light bulbs)</li> <li>• use sustainable/ less energy / turn off lights at night</li> <li>• provide recycling facilities</li> <li>• local sourcing of food / reduce imports</li> <li>• energy efficient/bigger delivery vehicles</li> <li>• use influence to help educate the public e.g. put up posters about global warming (supermarket could claim this is offsetting) N.B Do not credit unspecific answers like "posters".</li> <li>• Bags for life / re-usable</li> </ul> <p>Any other suggestions should be credited.</p> <p>Credit any conservation measures that would reduce energy / material use (does not need to explain the link).</p> <p>Credit any involvement in wider community encouragement.</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>3(d)</b>	<p>(i) 1 mark for a valid reason such as:</p> <ul style="list-style-type: none"> <li>• apathy / can't be bothered</li> <li>• cost too much (harm their profits / business)</li> <li>• it may make their products more expensive</li> <li>• competitors are not taking part/doing the same</li> <li>• they lost government funding / subsidy</li> <li>• too time consuming</li> </ul> <p>(ii) 1 mark for suggesting a valid reason why government may be spending less, such as:</p> <ul style="list-style-type: none"> <li>• Other priorities like healthcare (must specify)</li> <li>• not raise taxes and lose voters</li> <li>• recession / slow-down led to spending cutbacks (do not accept just "cutbacks")</li> <li>• the scheme clearly was not working</li> </ul> <p>Any other valid suggestions should be credited.</p>	<p><b>1</b></p> <p><b>1</b></p> <p><b>(2)</b></p>

Question Number	Answer	Mark
<b>3 (e)</b>	<p>(i) <i>Commonwealth of Nations</i></p> <p>1 mark for each reason that shows the UK has an important / leading / historical / ethical role (max 2):</p> <ul style="list-style-type: none"> <li>• Used to be the British Commonwealth, so UK has always had an important role / created it</li> <li>• Grew out of British Empire / the UK ruled the other countries</li> <li>• Queen is the Head of the Commonwealth</li> <li>• UK is a rich country in the Commonwealth so can help / aid others within it/provide financial support</li> <li>• English is widely spoken in the member countries (India, Australia, Kenya)</li> <li>• The UK helps uphold objectives that include building trade, peace, democracy, poverty reduction (2 of these, if identified, gains two marks).</li> </ul> <p>Any other valid suggestions should be credited.</p>	<p><b>2</b></p>

	<p><i>(ii) European Union</i></p> <p>1 mark for each reason why the UK has economic / political / strategic / social benefits of EU membership (max 2):</p> <ul style="list-style-type: none"> <li>• The UK is one of many members who can give or receive support in crisis/war</li> <li>• Origins lie in peace for Europe</li> <li>• member states receive economic help (bail-out funds, agriculture funds)</li> <li>• provides a market for our products</li> <li>• get cheap imports / no import taxes</li> <li>• allows free movement of workers into the UK for businesses</li> <li>• allows free movement of tourists into the UK</li> <li>• allows free movement of UK people into Europe</li> <li>• gives UK a bigger role internationally or within Europe</li> <li>• EU laws/policies/regulations give UK citizens some important rights (e.g. Employment)</li> <li>• UK politicians are elected as MEPs</li> </ul> <p>Any other valid suggestions should be credited.</p>	<p><b>2</b> <b>(4)</b></p>
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Question Number	Answer	Mark
<b>3(f)</b>	<p>1 mark for any of the following organisations (max 1):</p> <ul style="list-style-type: none"> <li>• United Nations</li> <li>• NATO</li> <li>• G7/8/20</li> <li>• World Trade Organisation</li> <li>• Council of Europe</li> <li>• International Whaling Commission</li> </ul>	<b>(1)</b>

Question Number	Indicative content
<p><b>4</b> <b>QWC i-ii-iii</b></p>	<p><b>Indicative content</b> Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Smokers and drinkers cost the NHS money – if people can't act responsibly then perhaps the right to treatment should be withdrawn.</li> <li>• There are other examples of poor diet and lack of exercise costing society money.</li> <li>• The effects of some people's lifestyles have effects on others too e.g. passive smoking by children – introducing penalties such as lack of treatment could help to protect other people too.</li> <li>• Other penalties could include moving children into care if their health is put at risk by parent lifestyles.</li> <li>• The health implications of smoking, obesity, alcohol are well known, yet people continue to take risks.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• Many types of health problems are not easy to solve e.g. people are addicted to tobacco, alcohol: addicts need to be supported not punished</li> <li>• Citizens have paid taxes when they buy cigarettes, so it is unreasonable not to treat them if they become ill.</li> <li>• It might be cheaper in the long run to offer incentives for people to stop smoking during pregnancy etc. rather than penalize them.</li> <li>• Poorly-educated people may not understand the risks so we may need to find other ways to get them to change their behaviour.</li> <li>• Many doctors may face ethical dilemmas if called upon to withhold treatment.</li> </ul> <p>(1) Accept any other suitable content. (2) Not all points listed above need to be covered to gain access to the highest mark band.</p>

Level	Mark	Descriptor
<b>0</b>	0	No rewardable material
<b>1</b>	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>
<b>2</b>	4-6	Mainly opinion with some reasoning, supported by limited relevant evidence and/or examples showing limited knowledge and some understanding of issues and/or events. Candidates who include <b>only</b> points for, or <b>only</b> points against, are restricted to a maximum of 6 marks. <i>Spelling, punctuation and grammar are reasonably accurate and meaning is clear.</i>
<b>3</b>	7-9	Points <b>for</b> and <b>against</b> are included in a reasonably balanced and mostly reasoned discussion which shows quite good knowledge and understanding of issues and/or events, based on some evidence/argument. <i>Spelling, punctuation and grammar are mostly accurate and appropriate language is used to convey meaning.</i>
<b>4</b>	10-12	Points <b>for</b> and <b>against</b> are included in a balanced and reasoned discussion which shows good knowledge and understanding of issues and/or events, supported by strong evidence leading to a clear conclusion. <i>Fluent and consistently strong use of vocabulary and accurate spelling, punctuation and grammar with use of specialist terms.</i>

Question Number	Indicative content
<p><b>5</b> <b>QWC i-ii-iii</b></p>	<p><b>Indicative content</b></p> <p>Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p><i>There are several ways to argue the statement, all of which can be credited according to their merits, for instance:</i></p> <ul style="list-style-type: none"> <li>• Debating whether protests in general are the most effective way to bring political change (as opposed to, say, voting)</li> <li>• Debating whether the success of a protest is determined by other factors (such as media support) as much as it is by the level of organisation</li> <li>• Debating whether ill-organised violent protests are less effective than well-organised peaceful protests</li> <li>• Comparing the effectiveness of different organized protest methods (petition, march, etc.) in bringing political change</li> </ul> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Some types of protest are very good at attracting attention. Well-organised protest marches and demonstrations can be hard to ignore and can lead to policy / law changes.</li> <li>• Letter-writing, petitions may work if the government is convinced there is real popular support / votes may be at risk.</li> <li>• Newspaper-led campaigns are very hard for government to ignore in terms of potential impact on votes e.g. Sarah's Law.</li> <li>• Many important law changes have come about after persistent campaigning and lobbying for reform.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• Unpopular policies are not always changed even when there has been well-organised resistance e.g. 'stop the war'. Strong leaders may follow their own agenda whatever happens.</li> <li>• Public may not understand / know full truth about some complex issues and so politicians decide to do 'what's best' (especially if media are not interested in the story)</li> <li>• UK first-past-the-post electoral system means ruling party expects opposition as majority of public may not have voted for its policies.</li> <li>• Some non-democratic governments beyond the UK may be intolerant of any kind of protest.</li> </ul> <p>(1) Accept any other suitable content. (2) Not all points listed above need to be covered to gain access to the highest mark band.</p>



Level	Mark	Descriptor
<b>0</b>	0	No rewardable material
<b>1</b>	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>
<b>2</b>	4-6	Mainly opinion with some reasoning, supported by limited relevant evidence and/or examples showing limited knowledge and some understanding of issues and/or events. Candidates who include <b>only</b> points for, or <b>only</b> points against, are restricted to a maximum of 6 marks. <i>Spelling, punctuation and grammar are reasonably accurate and meaning is clear.</i>
<b>3</b>	7-9	Points <b>for</b> and <b>against</b> are included in a reasonably balanced and mostly reasoned discussion which shows quite good knowledge and understanding of issues and/or events, based on some evidence/argument. <i>Spelling, punctuation and grammar are mostly accurate and appropriate language is used to convey meaning.</i>
<b>4</b>	10-12	Points <b>for</b> and <b>against</b> are included in a balanced and reasoned discussion which shows good knowledge and understanding of issues and/or events, supported by strong evidence leading to a clear conclusion. <i>Fluent and consistently strong use of vocabulary and accurate spelling, punctuation and grammar with use of specialist terms.</i>

Question Number	Indicative content
<p><b>6</b> <b>QWC i-ii-iii</b></p>	<p><b>Indicative content</b> Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p><b>Agree</b></p> <ul style="list-style-type: none"> <li>• Many of the poorest LDCs are beset by conflict and civil war: Sudan, DR Congo, Sierra Leone, Afghanistan, etc.</li> <li>• Health / welfare suffers directly (army and civilian deaths) and indirectly (displaced people lacking food etc.)</li> <li>• Conflict can make trade difficult and might deter investment e.g. from TNCs. Children might not complete schooling which jeopardises chances of finding work.</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• Conflict is one of many reasons and not always the main one e.g. population growth, poor infrastructure, global warming.</li> <li>• A range of factors can contribute to underdevelopment e.g. trade laws, globalization (sweatshop ideas), natural disasters, corrupt government</li> <li>• Conflict also occurs in countries that have reached middle and high incomes – so in itself cannot explain poor levels of health and welfare.</li> </ul> <p>(1) Accept any other suitable content. (2) Not all points listed above need to be covered to gain access to the highest mark band.</p>

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<b>1</b>	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>
<b>2</b>	4-6	Mainly opinion with some reasoning, supported by limited relevant evidence and/or examples showing limited knowledge and some understanding of issues and/or events. Candidates who include <b>only</b> points for, or <b>only</b> points against, are restricted to a maximum of 6 marks. <i>Spelling, punctuation and grammar are reasonably accurate and meaning is clear.</i>
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<b>4</b>	10-12	Points <b>for</b> and <b>against</b> are included in a balanced and reasoned discussion which shows good knowledge and understanding of issues and/or events, supported by strong evidence leading to a clear conclusion. <i>Fluent and consistently strong use of vocabulary and accurate spelling, punctuation and grammar with use of specialist terms.</i>

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