

Mark Scheme (Results)
June 2014

Pearson Edexcel GCSE in
Citizenship Studies (5CS01)
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.

5CS01 - June 2014

Question Number	Answer	Mark
1 (a)	A Responsibilities	(1)

Question Number	Answer	Mark
1 (b)	<p>Answer should provide a reason/rationale for breaking the law. Any one:</p> <ul style="list-style-type: none"> • They are in the UK illegally • They have a concern about privacy /intrusion / trust of government / collection of ethnic data • They say it is their right not to answer • They don't believe action will be taken • They do not know / understand the penalties • They are hiding something • They don't care if they are punished <p>Credit other sensible suggestions (benefit of doubt should be uniformly given).</p>	(1)

Question Number	Answer	Mark
1 (c)	2021	(1)

Question Number	Answer	Mark
1 (d)	B Asian or British Asian	(1)

Question Number	Answer	Mark
1 (e)	<p>Multiple identity can describe multiple ethnicities or multiple roles in a community / family.</p> <p>1 mark for an example, such as:</p> <ul style="list-style-type: none"> • someone is Asian British; or has Asian and Caribbean parents; or French and German parents; or similar • someone was born in the UK / has UK passport but parents / relatives were born in other countries • two or more life roles are specified e.g. a person is a daughter and a student <p>1 mark for explaining how this leads to multiple identity:</p> <ul style="list-style-type: none"> • Two cultures /ethnicities / belonging to different places or countries • Two sets of traditions / mixed heritage / may use examples e.g. foods / music listened to / two languages spoken • Explains how two roles (e.g. as daughter and student) give different responsibilities in life / belonging to more than one community or group <p><i>Credit the essence of these ideas, even if precise wording not used (benefit of doubt should be uniformly given). Do not credit fake ID/passport.</i></p>	(2)

Question Number	Answer	Mark
1 (f)	<p><i>Answer may use own knowledge and / or Source</i></p> <p>1 mark for a mention of the following (max 2) linked to groups shown in Source A or other ethnic groups e.g. eastern Europe:</p> <ul style="list-style-type: none"> • High births / more births / babies • Migration / immigration / moving to UK <i>(may specify multiple reasons for immigration and/or economic emigration / seeking asylum / joining family - <u>do not credit migration as a reason for more than 1 mark</u>)</i> • More mixed marriages (for 'multiple identity' group) • Living longer / better health <p><i>Credit the essence of these, even if precise wording not used (benefit of doubt should be uniformly given).</i></p>	(2)

Question Number	Answer	Mark
1(g)	<p><i>Question asks why increase in size of <u>one or more particular ethnic group(s)</u> ('larger ethnic groups') might increase <u>overall community cohesion</u> in the UK.</i></p> <p><i>Answers suggesting how community cohesion is helped by growing diversity ('more ethnic groups') will only receive (1) mark.</i></p> <p>GROWTH 1 mark for correctly describing a change that occurs if one or more ethnic groups grow larger in size (<i>this is <u>not</u> the same as saying there is 'increasing diversity' or 'more ethnic groups'</i>):</p> <ul style="list-style-type: none"> • If a minority group grows, the majority of people become more familiar with them / more used to meeting them • Greater occurrence of mixed marriages relationships • The growing group has more people to become visible / influential positions / gives example e.g. teacher, doctor • The growing group will spread/diffuse its customs / food / music / other cultural traits more widely • Credit alternate valid suggestions linked to <u>larger size</u> <p>COHESION 1 mark for suggesting how changes in the ethnic composition of the UK can lead to community cohesion (<i>do not credit re-stating of 'more cohesion' though</i>)</p> <ul style="list-style-type: none"> • Greater acceptance / more friendships • Less discrimination /ignorance / stereotyping • The majority of the population embrace / enjoy / accept the minority group's festivals, food, restaurants, films • Credit alternate valid symptoms of community cohesion 	(2)

Question Number	Answer	Mark
1(h)	<p>Answers should briefly describe diversity / culture / difference promoted in <u>school and/or community</u> using <u>two different media / actions</u> (max 1 mark for word list 'leaflet, poster')</p> <p>1 mark for any of the following (max 2):</p> <ul style="list-style-type: none"> • Poster showing different faiths / culture • Leaflet/flyer showing different faiths / culture • School assemblies for different religious festivals • Festival / celebration / event showcasing culture (<i>only award 1 mark to an answer that identifies two different religious days e.g. Diwali, Easter</i>) • Food day / week for a culture • School curriculum (lessons, subjects, projects) • Theatre or dance showing different cultures or music • Talk from an expert or community representative • There are other valid suggestions that should be credited. 	(2)

Question Number	Answer	Mark
2(a)	1 mark for any of the following (max 2): <ul style="list-style-type: none"> • Older people • Disabled people • Young people • School children 	(2)

Question Number	Answer	Mark
2 (b)	C Crime will go up and shops will shut	(1)

Question Number	Answer	Mark
2 (c)	1 mark for each suggested reason or award 2 marks for a single reason with some development 1 mark for any of the following reasons (max 2): <ul style="list-style-type: none"> • readers (people/businesses) join/support campaign • politicians will hear about it • the council becomes aware /embarrassed • local issue spread to other areas / nationally (<i>must be specific, not just 'spreads to more people'</i>) • newspaper gives good / clear account that makes people take the issue seriously / shows 86 is a valuable / needed service <p>OR</p> <p>2 marks or a developed explanation that clearly shows how this helps Caroline's campaign to succeed (not just more supporters). Such as:</p> <ul style="list-style-type: none"> • the council changes its mind due to adverse publicity and reinstates the 86 • the public use their local election votes to support candidates who will save the 86 • more people use the 86 as a result and it becomes profitable • makes a suggestion of how more reader-supporters could help her e.g. more names on petition <p><i>Credit other valid suggestions not covered by MS.</i></p>	(2)

Question Number	Answer	Mark
2 (d)(i)	West Sussex County Council agreed to continue funding the 86 bus until another year <i>Accept alternative phrasing if meaning is clear.</i>	(1)

Question Number	Answer	Mark
2(d)(ii)	<p>1 mark for any of the following:</p> <ul style="list-style-type: none"> • 1,000 other bus services have already been lost • The council must still cut its bus spending in half <p><i>Credit the essence of these ideas, even if precise wording not used (benefit of doubt should be uniformly given).</i></p>	(1)

Question Number	Answer	Mark
2(e)	<p><i>Answer may use own knowledge and / or Source</i></p> <p>1 mark for any of the following:</p> <ul style="list-style-type: none"> • Businesses lobby their local customers directly which might involve leaflet, conversation, etc. (<i>do not give full marks to multiple examples of this</i>) • Businesses help gain wider support e.g. posters in window for (public to see) • Business discounts may encourage more bus users • The council will see that businesses rely on bus users • Businesses could provide funds • Businesses could join protest - must say how e.g. have a banner or sign petition (<i>do not give full marks to multiple examples of this</i>) • Businesses can spread the issue nationally e.g. via their website, television, etc. <p><i>Credit other valid ideas that highlight the importance of getting businesses involved.</i></p>	(2)

Question Number	Answer	Mark
2(f)	<p>Credit a fact from Source C which shows <u>change</u> for the worse (max 1).</p> <ul style="list-style-type: none"> • 29,000 is higher than it used to be • It is the highest ever figure / more than it was 	(1)

Question Number	Answer	Mark
2(g)	B a member of an opposition political party	(1)

Question Number	Answer	Mark
2(h)	C Any aged 18 or over	(1)

Question Number	Answer	Mark
2 (i)	<p>STYLE</p> <p>1 mark for a basic observation about any of the following styles of 'shock' reporting shown by Source C (max 1):</p> <ul style="list-style-type: none"> • overall shock value • emotive language /headline ('damning', 'scrapheap') • the graphic is eye-catching / dramatic / shows a problem • all of the facts are negative • a negative quote is included (from the political opposition) <p>EXPLAIN</p> <p>1 mark for an explanation showing how the style might <u>influence opinion</u> (people take a side) or encourage them to find out more about <u>the issue</u> (they will take increased interest) (max 1):</p> <ul style="list-style-type: none"> • people will want to keep reading to find out more • people will realise this is a very serious / worrying problem • people gain a view / want something to be done • people may say the government is doing badly/should change • it is an example of biased reporting (which implies an influence on how people think / behave) <p><i>Credit other valid ideas that highlight the power of the newspaper over public opinion.</i></p>	(2)

Question Number	Answer	Mark
3 (a)	<p>1 mark for any of the following (max 2):</p> <ul style="list-style-type: none"> • Where <i>Wuthering Heights</i> / the book set / written • (Beautiful) landscape / countryside <p><i>Accept alternative phrasing if meaning is clear.</i></p>	(2)

Question Number	Answer	Mark
3 (b)	<p><i>Answer may use own knowledge and / or Source</i></p> <p>1 mark for any of the following (max 2):</p> <ul style="list-style-type: none"> • UK needs to meet its targets (15%) • Renewables do not emit carbon /greenhouse gases / contribute global warming • Sustainable energy / won't run out / fossil fuels will run out • The UK made a commitment to use less fossil fuels • Cheaper (<i>accept this view</i>) • Less pollution / air pollution (<i>distinct from global warming</i>) <p><i>Credit other valid suggestions. Do not credit vague comments like 'help the planet' 'help environment' etc.</i></p>	(2)

Question Number	Answer	Mark
3 (c)	<p><i>Answer may use own knowledge and / or Source</i></p> <p>1 mark for any two of the following (max 2):</p> <ul style="list-style-type: none"> • local protests / concerns / protection linked to loss of income / business / tourism / landscape / noise (<i>max 1 for multiple ideas like this</i>) • planning permission may not be given • current economic downturn and funding cuts • renewable may prove unreliable (rely on sun, wind) / technology may not work • cheaper sources (gas) may become available / renewables may cost too much to develop • will take a long time to construct turbines <p><i>Credit other valid ideas.</i></p>	(2)

Question Number	Answer	Mark
3(d)	<p><i>Answers should identify <u>actions</u> taken <u>by government</u> or actions by citizens that have been <u>encouraged</u>. ('they give people free low energy light bulbs')_Max 1 for two actions neither of which suggests there was any encouragement (e.g. 'recycle' 'don't drive').</i></p> <p>1 mark for any two of the following (max 2):</p> <ol style="list-style-type: none"> 1. Set motoring taxes / raise petrol prices 2. London's congestion fee 3. Other transport policies 4. Promote nuclear power (credit this) 5. Invest in public transport 6. Support green technology 7. Encourage recycling 8. Educate about the issues 9. Plant forests 10. Increase energy bills 11. Local food sourcing / less food miles <p><i>Credit other valid suggestions (there are many) not covered by MS. Do not credit protest media (leaflet/poster/email) unless a message is specified eg 'posters saying save energy'. Do not credit renewable energy suggestions.</i></p>	(2)

Question Number	Answer	Mark
3(e)	D The UN	(1)

Question Number	Answer	Mark
3 (f)	<p><i>Answer may use own knowledge and / or Source</i></p> <p>Up to 3 marks for any of the following that relate to the development (economic, social, political etc.) of a country and its people. Health, welfare, incomes, rights, opportunities are all valid foci, provided there is a clear link with girls' education in each case:</p> <ol style="list-style-type: none"> 1. education means better pay / jobs for women 2. improved positions / status in society for women 3. this improves GDP / money for the country 4. may end illegal / unsafe employment 5. tackles sexism, prejudice, gender inequality 6. it is part of equal opportunity for men and women 7. overall education for the nation improves 8. girls learn about contraception / fewer STDs 9. look after their families better 10. learn about their rights / laws 11. better maternal health 12. pass on knowledge to children <p>Accept any other answers that demonstrate improving social / economic development for women / people/ countries</p>	(3)

Question Number	Indicative content
4 QWC i-ii-iii	<p>Title.</p> <p>Indicative content Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p>Agree</p> <ul style="list-style-type: none"> • Terrorism has caused major loss of life e.g. World Trade Centre • May be for the greater good if some people/groups are stopped/searched/imprisoned • If a terrorist takes away other people's right to life, perhaps he/she should forfeit some rights too • Preventing a major disaster e.g. a 'dirty bomb' might call for extraordinary measures to be taken <p>Disagree</p> <ul style="list-style-type: none"> • Terror suspects have not been found guilty, unlike proven terrorists • UDHR says all people have rights • States can be threatened by terrorism but still do utmost to uphold rights such as right to fair trial (e.g. UK since 2001) • Mistakes have been made in past with wrongful imprisonment (IRA) <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
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	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 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 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>
4	10-12	Points for and against 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>5 QWC i-ii-iii</p>	<p>Title British democracy does not work because the government has all the power.'</p> <p>Indicative content Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p>Agree</p> <ul style="list-style-type: none"> • Labour and Conservative parties have won past elections by winning the largest number of seats; sometimes have needed to form coalition • Once in power they may push through their manifesto especially if they have won by a 'landslide' • Governments have power over key issues e.g. tax / budget, education (they control the parliamentary timetable) • Unpopular / extraordinary decisions may be taken under expert advice, without referendum, on urgent issues e.g. foreign policy <p>Disagree</p> <ul style="list-style-type: none"> • May not win by landslide so need opposition support / may even form coalition (2010) because all legislation must be voted on • Opposition parties exert pressure through questions, scrutiny in Parliament • Extra-Parliamentary bodies have power to embarrass government / force u-turn e.g. media, NGOs, advisors, experts • Every 5 years, government must seek re-election and so power shifts to electorate who government must act to please <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
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Question Number	Indicative content
<p>6 QWC i-ii-iii</p>	<p>Title</p> <p>Indicative content Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p>Agree</p> <ul style="list-style-type: none"> • Many of the poorest LEDCs continue to provide raw materials and food for rich countries. • MEDCs exploit in other ways e.g. 'brain drain' of talented migrants • It is an old relationship that used to be governed by colonial rule; now TNCs and globalisation do the same job • The global south, where millions earn \$1 a day, is exploited by the global north where 75% of all wealth is held (or similar figures) <p>Disagree</p> <ul style="list-style-type: none"> • MEDCs give aid to LEDCs • MEDCs give help through trade, Fairtrade and investment; often this has caused a re-distribution of wealth • Time has moved on since colonialism, simple relationship does not exist in many cases anymore • Definitely not a simple world anymore - look at rise of China, Brazil, Mexico etc. <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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