

# Mark Scheme (Results) January 2011

GCSE

## GCSE Citizenship Studies (5CS01) 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
1(a)	1 mark for <ul style="list-style-type: none"> <li>so that people can provide/prove/show their identity/who they are/their id</li> </ul>	(1)

Question Number	Answer	Mark
1(b)	1 mark for any one of the following (max 2): <ul style="list-style-type: none"> <li>Passport</li> <li>Driving licence</li> <li>Birth certificate</li> <li>Connexions card or other proof of age card</li> <li>Credit card/bank statement</li> <li>Utility bill(s)</li> <li>National Insurance document</li> </ul>	(2)

Question Number	Answer	Mark
1(c)	1 mark for any one of the following: <ul style="list-style-type: none"> <li>Shown at airports or other places</li> <li>Used by people or authorities to check identities</li> <li>Provide photographic id - easy to check</li> </ul> Do not credit where people are from/nationality - this is identity card not passport	(1)

Question Number	Answer	Mark
1(d)(i)	1 mark for "There has been a voluntary Identity Card in France (for many years)" <p>Accept other spellings or abbreviations as long as it is clear that the correct sentence has been chosen.</p>	(1)

Question Number	Answer	Mark
1(d)(ii)	1 mark for "...French citizens would not agree that it breached their human rights." <p>Accept other spellings or abbreviations as long as it is clear that the correct sentence has been chosen.</p>	(1)

Question Number	Answer	Mark
1(e)	B freedom of movement	(1)

Question Number	Answer	Mark
1(f) (i)	<p>Answers will refer to areas such as gender, sexuality, ethnicity, education, disability, age, or employment and are likely to mention legislation to promote equality or to reduce inequality and discrimination.</p> <p>1 mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• greater access to education for people with learning difficulties</li> <li>• more young people going to university</li> <li>• more women employed</li> <li>• same sex marriages OR civil partnerships</li> <li>• greater access and rights for disabled people</li> <li>• greater equality of pay (for men and women)</li> <li>• More multicultural/less racism</li> </ul> <p>Any other valid answer will be credited.</p>	(1)

Question Number	Answer	Mark
1(f)(ii)	<p>1 mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• gap between rich and poor is growing/big</li> <li>• more people unemployed</li> <li>• (more) difficult for young people to get jobs</li> <li>• development of an 'underclass'</li> <li>• little support for poorest</li> </ul> <p>Any other valid answer will be credited.</p>	(1)

Question Number	Answer	Mark
1(g)	<p>1 mark for any one of the following that is linked to diversity:</p> <ul style="list-style-type: none"> <li>• Community centres for ethnic or religious minorities</li> <li>• More children in school from ethnic or religious minorities</li> <li>• More children in school with learning difficulties or disabilities</li> <li>• A local authority policy to promote opportunities for minorities</li> <li>• Poster campaign or films in school foyer</li> <li>• School lunch menu - international days</li> <li>• Through RS or Citizenship lessons or activities</li> <li>• Drama, music, dance shows or performances</li> </ul> <p>Effective because - 1 mark for any of the following:</p> <ul style="list-style-type: none"> <li>• Enables minorities to be included or involved</li> <li>• Makes us aware of other cultures or religions OR people from other countries OR people in different circumstances</li> <li>• It gives people more opportunities</li> </ul> <p>Any other valid answer clearly about diversity will be credited.</p>	(2)

Question Number	Answer	Mark
2(a)	C pressure group	(1)

Question Number	Answer	Mark
2(b)(i)	1 mark for referendum	(1)

Question Number	Answer	Mark
2(b)(ii)	<p>1 mark for any one of the following (max 2):</p> <p>Answers are likely to be taken directly from the text but must show some comparison</p> <ul style="list-style-type: none"> <li>• Public consultation and telephone poll got different views</li> <li>• Shows/says what the different responses were (may use percentage figures)</li> <li>• it was only those who are against fluoride who took part</li> </ul>	(2)

Question Number	Answer	Mark
2(c)	<p>1 mark for any one of the following (max 2)</p> <ul style="list-style-type: none"> <li>• write a letter to a newspaper</li> <li>• set up a petition or an e-petition</li> <li>• set up a Facebook or other internet campaign</li> <li>• traditional media eg radio/tv</li> <li>• write to/contact a politician eg councillor/MP/government/attend political meeting (two marks if distinction made between local and national politicians)</li> <li>• set up or join a campaign group/pressure group</li> <li>• leaflet and/or poster campaign</li> </ul> <p>(no mark for references to protest/march/demonstration as shown in source C)</p>	(2)

Question Number	Answer	Mark
2(d)(i)	1 mark for: opinion	(1)

Question Number	Answer	Mark
2(d)(ii)	<p>1 mark for:</p> <ul style="list-style-type: none"> <li>• because it is a point of view OR</li> <li>• not everyone would agree with it OR</li> <li>• it cannot be proven OR</li> <li>• emphasis on 'should' OR</li> <li>• no evidence to back it up</li> </ul>	(1)

Question Number	Answer	Mark
2(e)	C Members of the House of Lords are not elected	(1)

Question Number	Answer	Mark
2(f)	C News of the World	(1)

Question Number	Answer	Mark
2(g)(i)	1 mark for: having to attend classes (to learn how to control their children/offspring/kids)	(1)

Question Number	Answer	Mark
2(g)(ii)	<p>1 mark for any one of the following (max 2):</p> <ul style="list-style-type: none"> <li>• a fine</li> <li>• a prison sentence</li> <li>• a community service order</li> <li>• ASBO</li> <li>• Parents have their children taken away / into care</li> <li>• (Compulsory) counselling</li> </ul>	(2)



Question Number	Answer	Mark
3(a)	<p>1 mark for any one of the following: a system of trade that:</p> <ul style="list-style-type: none"> <li>• gives the producer/farmer/grower/factory worker a fair/fairer/right price/return for their goods/crops</li> <li>• ensures that producers/farmers/growers/factory workers get a better/improved wage for their goods/crops</li> <li>• ensures that products are made not using forced, child or slave labour</li> </ul>	(1)

Question Number	Answer	Mark
3(b)(i)	<p>1 mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• the customer is happy/satisfied products are ethical</li> <li>• they get guaranteed quality products</li> <li>• they know the products have been produced ethically</li> <li>• helps raise awareness of fair trade</li> </ul>	(1)

Question Number	Answer	Mark
3(b)(ii)	<p>1 mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• it can offer suppliers a stable, long-term income</li> <li>• local farmers income will increase</li> <li>• helping to preserve a traditional way of life</li> <li>• helps suppliers to build better futures for themselves and their communities</li> <li>• it ensures ethical working or employment practices</li> <li>• They get a fair price (workers)</li> <li>• Good PR/feel good factor (supplier organisation)</li> </ul> <p>(Suppliers could refer to workers or a 'middle man' organisation.)</p>	(1)

Question Number	Answer	Mark
3(b)(iii)	<p>1 mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• Sales/profits/customers rise (may link to firms image)</li> <li>• guaranteed or better returns on investment</li> <li>• Knowing they are helping workers in poorer countries</li> <li>• Ethical companies have more appeal to some investors</li> </ul> <p>Do not credit comments about company benefits.</p>	(1)

Question Number	Answer	Mark
3(c)	D freedom from slavery	(1)

Question Number	Answer	Mark
3(d)(i)	<p>1 mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• Recycling/reusing (1 mark) so cuts down on landfill, less thrown away etc (1 mark)</li> <li>• improve manufacturing methods or have greener manufacturing methods</li> <li>• reduce dangerous substances in products, then disposing of it will automatically become simpler</li> <li>• greener products with less packaging</li> <li>• Avoid excess waste materials</li> </ul> <p>Plus 1 mark for explanation/reason of why this means less waste (not extended description). Maximum 1 mark for points dealing with collection of waste (more bins) rather than a reduction in overall levels of waste.</p>	(2)

Question Number	Answer	Mark
3(d)(ii)	<p>1 mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• set up more recycling bins/recycling centres or collect recyclables from homes</li> <li>• advertising/leaflets - important way to raise awareness</li> <li>• incentives such as reduced council tax,</li> <li>• to increase the types of materials that can be recycled (eg more types of packaging, scrapped vehicles, batteries, electrical and electronic waste)</li> <li>• to set targets for local authorities on % of waste that is recycled</li> <li>• reference to a specific policy as part of Local Agenda 21</li> </ul> <p>Plus 1 mark for explanation/reason of why this promotes recycling/works (not extended description)</p>	(2)

Question Number	Answer	Mark
3(d)(iii)	<p>1 mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• set targets for local businesses to adopt greener travel to work policies</li> <li>• may suggest incentives and have credible suggestion</li> <li>• to award grants or subsidies for home insulation or solar energy</li> <li>• to develop more renewable energy policies</li> <li>• to raise taxes/VAT/prices eg on fuel for cars or other use of taxes on vehicles</li> </ul> <p>Plus 1 mark for explanation/reason of why this encourages people to live sustainably (not extended description)</p>	(2)

Question Number	Answer	Mark
3(e)	A Poland	(1)

Question Number	Answer	Mark
3(f)	B Freedom to live in the country of your choice within the EU	(1)

Question Number	Answer	Mark
3(g)	C To decide the type of government in member countries	(1)

Question Number	Indicative content
4 QWC i-ii-iii	<p data-bbox="373 300 1219 367">Title “Claiming our rights is more important than accepting our responsibilities.’</p> <p data-bbox="373 405 627 434"><b>Indicative content</b></p> <p data-bbox="373 439 1366 506">Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p data-bbox="373 539 456 568"><b>Agree</b></p> <ul data-bbox="424 573 1401 949" style="list-style-type: none"> <li data-bbox="424 573 1401 741">• Candidates will be expected to mention some of their rights. The focus is likely to be on rights at certain ages, but should also include human rights concerned with education, freedom of movement, freedom from discrimination (age, gender, sexuality, race, religion), right to vote.</li> <li data-bbox="424 745 1294 775">• Government should ensure that all people’s rights are upheld.</li> <li data-bbox="424 779 1289 808">• We should look after those who cannot look after themselves.</li> <li data-bbox="424 813 1401 880">• I have a right to be respected but should link this with a responsibility to respect others.</li> <li data-bbox="424 884 1347 949">• Each of us has responsibilities to ensure the safety and security of others.</li> </ul> <p data-bbox="373 987 496 1016"><b>Disagree</b></p> <ul data-bbox="424 1021 1401 1196" style="list-style-type: none"> <li data-bbox="424 1021 1401 1088">• Responsibilities increase with age so at age 16 I have rights but none, or very few, responsibilities.</li> <li data-bbox="424 1093 1401 1122">• Just because I have a right it does not mean I must use it, eg. to vote.</li> <li data-bbox="424 1126 1401 1196">• It is my responsibility to look after myself and of others to look after themselves.</li> </ul> <p data-bbox="373 1234 890 1263">(1) Accept any other suitable content.</p> <p data-bbox="373 1267 1326 1335">(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
5 QWC i-ii-iii	<p data-bbox="371 300 1366 367">Title ‘There are more effective ways of dealing with young offenders than sending them to prison.’</p> <p data-bbox="421 405 1310 501"><b>Indicative content</b> Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p data-bbox="371 573 456 607"><b>Agree</b></p> <ul data-bbox="421 611 1398 954" style="list-style-type: none"> <li>• Candidates should be expected to mention different forms of punishment , eg. community service orders, ASBOs, restorative justice (although not necessarily call it that), fines, conditional discharges.</li> <li>• They should explore the reasons why some people commit crime and when it can be argued that crime can be justified.</li> <li>• Points will be made about ‘prison not working’ and may give examples of prisoners committing crime again soon after release.</li> <li>• References to capital punishment may be made and are acceptable if appropriately justified.</li> </ul> <p data-bbox="371 987 493 1021"><b>Disagree</b></p> <ul data-bbox="421 1025 1385 1193" style="list-style-type: none"> <li>• Some will make the case that society needs to be protected from offenders and will inevitably discuss different types of offences, eg. murderers, rapists and paedophiles.</li> <li>• Examples or cases of such crimes may be mentioned to justify prison sentences.</li> </ul> <p data-bbox="371 1227 1337 1359">(1) Accept any other suitable content. (2) Not all points listed above need to be covered to gain access to the highest mark band eg need not debate other forms of punishment if debate focuses on pros and cons of prison.</p>

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Question Number	Indicative content
6 QWC i-ii-iii	<p data-bbox="373 300 1410 367">Title ‘Countries throughout the world should deal with their own problems of poverty.’</p> <p data-bbox="373 405 628 434"><b>Indicative content</b></p> <p data-bbox="373 439 1369 506">Indicative content should always be considered in relation to mark scheme level descriptors.</p> <p data-bbox="373 539 467 568"><b>Agree:</b></p> <ul data-bbox="421 573 1390 846" style="list-style-type: none"> <li data-bbox="421 573 1390 741">• International aid is a major issue. Charities, governments and International Organisations all contribute to relief of poverty. Specific examples are likely to be mentioned of crises of famine (eg.Ethiopia) or of debt (many countries in Africa) or of civil war (eg. Darfur).</li> <li data-bbox="421 745 1390 846">• There will be some countries where evidence suggests aid is not distributed to those on greatest need or it is spent on arms or in corrupt ways.</li> </ul> <p data-bbox="373 916 496 945"><b>Disagree</b></p> <ul data-bbox="421 949 1382 1223" style="list-style-type: none"> <li data-bbox="421 949 1225 978">• LEDCs have different problems and obligations to MEDCs.</li> <li data-bbox="421 983 1369 1050">• Individual governments are responsible for the welfare of their own citizens.</li> <li data-bbox="421 1055 1382 1155">• Economic development should be given a higher priority than aid. Trade is better than aid, eg. investment in agriculture or industry to increase economic development or the promotion of free trade.</li> <li data-bbox="421 1160 1326 1223">• Lack of resources means that in some parts of the world poverty cannot be eradicated.</li> </ul> <p data-bbox="373 1294 884 1323">(1) Accept any other suitable content.</p> <p data-bbox="373 1328 1321 1395">(2) Not all points listed above need to be covered to gain access to the highest mark band.</p>

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