

Mark Scheme (Results)

Summer 2015

GCSE Citizenship Studies Unit 3  
(5CS03)

Paper 3C: Influencing and Changing  
Decisions in Society and  
Government

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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.

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>1</b>	<b>B</b> Housing benefit	<b>(1)</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>2</b>	<b>A</b> The European Union helps the UK economy	<b>(1)</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>3</b>	<b>D</b> a vote by the people on a particular issue	<b>(1)</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>4</b>	<b>C</b> UKIP	<b>(3)</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>5</b>	<b>D</b> A ban could lead to riots and would be difficult to enforce.	<b>(1)</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>6</b>	<b>C</b> Capital punishment	<b>(1)</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>7</b>	<b>C</b> pressure group	<b>(1)</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>8(a)</b>	<ul style="list-style-type: none"> <li>• Because people who claim housing benefit have a spare bedroom</li> <li>• To "knock £500million off the housing benefit bill"/reduce the housing benefit bill/reduce government spending/save the government money.</li> </ul>	<b>(1)</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>8(b)</b>	<p>Any two from the following, for 1 mark each:</p> <ul style="list-style-type: none"> <li>• It will unfairly affect people on low incomes/they may not be able to pay it/support their families</li> <li>• It will unfairly affect minority groups such as the disabled</li> <li>• It is a form of discrimination</li> <li>• The bedroom tax will not affect everyone equally, e.g. pensioners are exempt</li> <li>• Some people will be forced to move home which is unfair/it is a form of social cleansing</li> <li>• Some families who have members living away from home part of the year will be unfairly affected e.g. students, armed forces etc</li> </ul> <p>Credit other valid ethical reasons.</p>	<b>(2)</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>9</b>	<p>Any two from the following, for 1 mark each:</p> <ul style="list-style-type: none"> <li>• So every voter can make a direct contribution to a decision/it's not the government making decisions</li> <li>• It is more democratic</li> <li>• To find out what the people really think about an issue/what public opinion is</li> <li>• To advise the government on how to act/help them make a decision</li> <li>• To give the people a say on controversial issues</li> </ul> <p>Credit other valid reasons.</p>	<b>(2)</b>

Question Number	Answer	Mark
10	<p>Any three from the following, for 1 mark each:</p> <ul style="list-style-type: none"> <li>• World/EU provides a trading area</li> <li>• Migrants come to the UK and work for businesses/set up their own companies</li> <li>• Migrants come to the UK and make the job market more competitive</li> <li>• Allows UK to draw on EU funds</li> <li>• Requires UK to contribute to EU funds</li> <li>• Workers benefit from EU regulations/laws</li> <li>• EU regulations/laws may restrain/help business</li> <li>• Some migrants may be a strain on welfare services</li> <li>• Cheaper goods/services from the EU</li> <li>• Global/EU recession/depression may affect UK's ability to trade/lead to a bail out</li> <li>• Trade with LEDCs allows the UK to access cheaper labour/goods/materials</li> </ul> <p>Accept other valid economic answers.</p>	<b>(3)</b>

Question Number		Indicative content
11		<p><b>How</b></p> <ul style="list-style-type: none"> <li>• Retraining so more employment opportunities</li> <li>• The tests in Source C will identify people who need training and will eventually help them get a job</li> <li>• Providing benefits and welfare to support the unemployed that are poor/vulnerable back into employment</li> <li>• Offer apprenticeships 'on the job' training/raise the school leaving age</li> <li>• Help businesses to grow and so offer more jobs</li> <li>• Reduce benefits/cap benefits to encourage the long-term unemployed to seek work</li> </ul> <p><b>Why</b></p> <ul style="list-style-type: none"> <li>• Too many people have been unemployed for a long time and need additional help to get back into work</li> <li>• "It is hoped that this will also prevent young people who leave school with few qualifications from going straight on to benefits."</li> <li>• The government has an ethical responsibility to help</li> <li>• Actions taken because both these methods require funding from taxpayers.</li> <li>• Unemployment benefit costs taxpayers too much</li> <li>• If more people are in work, it benefits the whole of society/the UK economy</li> <li>• Because it is a popular policy and might help win an election</li> </ul> <p>Credit other valid suggestion.</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. (Likely to just be how without any attempt at why.)
2	3-4	The answer makes 2 or 3 points but they are fairly superficial with limited explanation. (May only cover how or why at this level or one with an attempt at the other.)
3	5-6	Well developed points (at this level must cover both how and why) supported by simple but acceptable examples with clear explanation.

Question Number	Answer	Mark
12(a)	<p>Any two from the following, for 1 mark each, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• It keeps offenders off the streets</li> <li>• Community/society is safer</li> <li>• It stops people from committing more crime</li> <li>• It makes victims of crime feel that offenders have been punished properly/there has been justice done</li> <li>• It acts as a deterrent</li> <li>• Prison encourages rehabilitation of offenders</li> </ul> <p>Credit other valid suggestions.</p>	<b>(2)</b>

Question Number	Answer	Mark
12(b)	<p>Any two of the following, for 1 mark each, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• Reoffending rates in the UK are high</li> <li>• Prisoners can learn new crime skills from other prisoners</li> <li>• Prisons are not tough enough so do not help with rehabilitation</li> <li>• Other forms of punishment are more effective, e.g. community sentences, tagging, ASBOs (must include an example to gain a mark)</li> <li>• Not all crimes are serious enough to warrant a prison sentence</li> <li>• Prison is an expensive form of punishment</li> <li>• Some prisoners become institutionalised</li> <li>• Family/communities ties/connections are broken/damaged by long sentences</li> </ul> <p>Credit other valid suggestions.</p> <p><b>Do not double credit mirrored answers from 12a.</b> (e.g. Advantage fear of prison/Disadvantage no fear of prison)</p>	<b>(2)</b>

Question Number	Answer	Mark
13	<p>Any two of the following, for 1 mark each, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• To stop people finding out what the government are doing/ or about controversial issues</li> <li>• The country is less democratic/is a dictatorship</li> <li>• There are no/fewer human/political rights laws that allow protests/freedom of speech/expression</li> <li>• The pressure group may be breaking the law/being violent/could cause a riot</li> <li>• They may have a different view of what the pressure group has done e.g. in Russia, the Greenpeace activists have been charged with piracy and then later hooliganism</li> <li>• Pressure groups are perceived as undermining the state/not allowed to portray the government badly</li> <li>• Such groups give opposition groups the opportunity to organise and mobilise alternative points of view which the governments may not wish to hear</li> </ul> <p>Credit other valid responses.</p>	<b>(2)</b>

Question Number	Indicative Content	
14	<p><b>AGREE</b></p> <ul style="list-style-type: none"> <li>• Pressure groups can campaign on a wide range of issues and choose to campaign in different ways until they are successful</li> <li>• Some pressure groups are now more popular and have more membership than political parties</li> <li>• The rise of social media means they cannot be completely ignored by decision-makers and can campaign more</li> <li>• Voting is limited as elections are only held every 5 years but pressure groups can campaign at any time and in any location</li> <li>• Voting in the UK does not choose a government, only a local MP/councillor/assembly member/mayor</li> </ul> <p><b>DISAGREE</b></p> <ul style="list-style-type: none"> <li>• Voting in elections can directly change how the country is run</li> <li>• Political parties in government have to take account of public opinion when making policies, especially near an election</li> <li>• Pressure groups are more easily ignored, especially if a government does not agree with their views, e.g. the teachers' strikes, the anti-tuition fees demonstrations, anti-austerity</li> <li>• Pressure group activity often disrupts a country's day-to-day running (e.g. strikes and demonstrations) so are seen as less democratic than voting</li> </ul>	
Level	Mark	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. <b>Students who give only one point of view (either for or against) are limited to a maximum of 4 marks.</b>
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	
<b>15</b> <b>QWC i-ii-iii</b>	<p><b>Health problems could include smoking, alcohol/drug abuse, self-harming, anorexia/bulimia, obesity etc.</b></p> <p><b>AGREE</b></p> <ul style="list-style-type: none"> <li>• Governments have an ethical responsibility to encourage people to look after their health and also to improve the health of the general public</li> <li>• This has led to government policies such as the ban on smoking in public places in 2007 and the “change for life” programme promoting a healthy lifestyle</li> <li>• The UK could save money on the NHS if people look after their health better</li> <li>• For example, if more people give up smoking fewer people would suffer from smoking-related illnesses, if obesity rates decline there will be fewer problems with illnesses such as diabetes, heart attacks, high cholesterol etc.</li> <li>• Policies such as banning smoking in prisons could improve the health of both prisoners and prison guards (Source D)</li> </ul> <p><b>DISAGREE</b></p> <ul style="list-style-type: none"> <li>• It interferes with an individual’s right to choose their own lifestyle</li> <li>• Some proposed government policies could lead to other serious problems, e.g. it has been suggested that a ban on smoking in prisons could lead to riots (Source D)</li> <li>• Not all health problems are caused by people damaging their health, e.g. diabetes is also a genetic disease</li> <li>• It is difficult for a government to force people to look after their health, i.e. how would you punish someone who did not give up smoking/lose weight/try to stop drinking alcohol?</li> <li>• Money spent on campaigns to encourage healthier lifestyles, e.g. the “change for life” programme would be better spent on other areas, especially as it has been suggested that this programme has not been very effective, e.g. obesity rates have continued to rise</li> <li>• The government gains a lot of revenue in taxes from smoking and alcohol</li> </ul>	
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>

<b>2</b>	<b>4-6</b>	<p>Opinion with limited reasoning, supported by limited relevant evidence and/or examples showing basic knowledge and understanding of issues and/or events.</p> <p><b>Students who include ONLY points for or ONLY points against are restricted to a maximum of 6 marks.</b>  <i>Spelling, punctuation and grammar are reasonably accurate and meaning is clear.</i></p>
<b>3</b>	<b>7-9</b>	<p>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.</p> <p><i>Spelling, punctuation and grammar are mostly accurate and appropriate language is used to convey meaning.</i></p>
<b>4</b>	<b>10-12</b>	<p>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.</p> <p><i>Spelling, punctuation and grammar are accurate and appropriate language is used together with some use of specialist terms.</i></p>
<b>5</b>	<b>13-15</b>	<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>

