

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE in  
Citizenship Studies Unit 3 (5CS03)

Paper A: Environmental Change and  
Sustainable Development

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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	<b>B</b> Waste disposal	<b>1</b>

Question Number	Answer	Mark
2	<b>B</b> taxes	<b>1</b>

Question Number	Answer	Mark
3	<b>C</b> Banning the trade of certain species is doomed to fail	<b>1</b>

Question Number	Answer	Mark
4	<b>C</b> Africa is becoming richer	<b>1</b>

Question Number	Answer	Mark
5	<b>C</b> The carbon emissions of gas are lower	<b>1</b>

Question Number	Answer	Mark
6	<b>D</b> Wind	<b>1</b>

Question Number	Answer	Mark
7	<b>C</b> are Buddhists	<b>1</b>

Question Number	Answer	Mark
8a	<p>Award 2 marks for any 2 of the following:</p> <ul style="list-style-type: none"> <li>• Improve the overall local environment/keep streets tidy /attractive</li> <li>• Leave bins out for less time/reduce the amount of bins that are outside</li> <li>• Make Wimbledon a destination town for people to visit/help with tourism</li> </ul>	<b>2</b>

Question Number	Answer	Mark
8b	<p>Focus must be on the local environment, not global issues.</p> <p>Award up to 2 marks for any two ways that could include:</p> <ul style="list-style-type: none"> <li>• Traffic calming measures eg. congestion charge/encouraging use of public transport</li> <li>• Removing visual pollution eg. graffiti</li> <li>• Greening an area/planting trees</li> <li>• Restore/renovate old buildings/redevelopment schemes</li> <li>• Measures to lessen noise pollution</li> <li>• Measures to lessen air pollution e.g. walking schemes</li> <li>• River/nature restoration schemes</li> <li>• Other suggestions dealing with local built / natural environment/landscape e.g. community gardens</li> <li>• Promote the use of renewable energy e.g. solar panels/wind turbines</li> <li>• Encourage the use of recycling</li> <li>• Set up a community watch</li> </ul> <p>Do not credit protest/campaign actions eg. posters, protests.</p>	<b>2</b>

Question Number	Answer	Mark
9a	<ul style="list-style-type: none"> <li>• Kyoto</li> <li>• Montreal</li> <li>• Whaling</li> <li>• Millennium Development Goals</li> <li>• Agenda 21</li> <li>• Rio</li> <li>• Copenhagen</li> </ul> <p>Other valid answers can be credited.</p>	<b>1</b>

Question Number	Answer	Mark
9b	<p data-bbox="400 304 1085 371">Award 1 mark for any of the following up to 3 marks</p> <ul data-bbox="451 412 1157 801" style="list-style-type: none"><li data-bbox="451 412 1066 479">• Farming will produce more rhino horn/shavings without harming rhinos</li><li data-bbox="451 483 1129 584">• Farms may act as nature reserves where farmers watch over and protect the rhinos from poachers</li><li data-bbox="451 589 1118 622">• Farms will look after the welfare of rhinos</li><li data-bbox="451 627 1145 728">• Farming will make poaching less profitable/ poaching may decline/wild rhinos will be safer</li><li data-bbox="451 732 970 766">• The price of rhino horn may fall</li><li data-bbox="451 770 1157 801">• Farms will encourage reproduction/breeding</li></ul> <p data-bbox="400 837 995 871">Other valid approaches can be credited.</p>	<b>3</b>

Question Number	Answer	Mark
10	<p>Answers should focus on the examples in Source C of the changes taking place that are helping African countries to achieve economic development.</p> <p>Identify (1 mark) and explain one way in which the change helps economic development / helps people or businesses (1 mark).</p> <ul style="list-style-type: none"> <li>• More Microsoft offices (1) For example, this is improving access to technology/business/employment opportunities (1)</li> <li>• Broadband provision. (1) For example, this could help African businesses to get more customers (1)</li> <li>• Mobile phones. (1) For example, this allows African people to buy more goods and services (1)</li> <li>• Access to technology (1) For example, this gives businesses more opportunities to communicate and trade (1)</li> <li>• More workers (aged 20-40). (1) For example, this means businesses can grow bigger with a larger workforce (1)</li> <li>• More skilled/educated workforce. (1) For example, this means that more profitable businesses can develop that need skilled workers (1)</li> <li>• Solar power. (1) For example, this helps people and businesses to work longer hours (1)</li> </ul>	<b>2</b>

Question Number	Answer	Mark
11	<ul style="list-style-type: none"> <li>• Can't be moved easily/by police (1) so can protest for longer/more chance of gaining press coverage/can't be ignored by the company/is a peaceful method of protest (1)</li> <li>• Shocking/surprising/courageous (1) so more chance of getting message across (1)</li> <li>• To gain bad publicity for the company/stop their employees from working (1) to force them to respond/reconsider their policy (1)</li> <li>• To show their commitment/determination (1) so the company will realise that they have to respond (1)</li> <li>• To gain more coverage in the media (1) which will gain more support (1)</li> </ul> <p>Other valid answers can be credited.</p>	<b>2</b>

Question Number	Answer	Mark
12	<p>Award up to 2 marks for any 2 valid reasons, for example:</p> <p>The Buddhists:</p> <ul style="list-style-type: none"> <li>• It will ruin their environment/is ugly</li> <li>• Lead to noise pollution/smoke spreading to Holy Isle/is harmful</li> <li>• Disturb their meditation</li> </ul> <p>The power company:</p> <ul style="list-style-type: none"> <li>• Emissions will be safe and noise limited</li> <li>• Replacement trees will be planted</li> <li>• 18 new jobs created</li> </ul>	<b>2</b>

Question Number	Indicative content	
13	<p>Answers may focus on reasons for continuing emissions, or reasons why people do not do more to mitigate this.</p> <p><u>Causes of increase</u></p> <ul style="list-style-type: none"> <li>• Consumption of energy, water, food etc.</li> <li>• Development of previous LEDCs</li> <li>• Population growth</li> <li>• Deforestation/burning of rainforests</li> </ul> <p><u>Reasons for inaction</u></p> <ul style="list-style-type: none"> <li>• Poor countries need to 'catch up'</li> <li>• Selfishness/NIMBY attitudes</li> <li>• Don't believe science/climate change denial</li> <li>• Desire for valuable resources eg. Timber</li> <li>• Other methods of producing power are less effective</li> </ul>	
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.
2	3-4	The answer makes 2 or 3 points but they are fairly superficial with limited explanation.
3	5-6	Well-developed points (at least one from each part of the question) supported by simple but acceptable examples with clear explanation. Must address people's reasons.

Question Number	Indicative content	
14	<p><u>Points in favour</u></p> <ul style="list-style-type: none"> <li>• People may accept change if they can benefit personally (money or other benefits)</li> <li>• Makes them feel part of the process</li> <li>• Poorer groups especially</li> <li>• Depends on what is at stake - health (nuclear), view (turbines), services (Tesco), access (airport)</li> </ul> <p><u>Points against</u></p> <ul style="list-style-type: none"> <li>• More to life than money</li> <li>• Ethical decisions are more important, including impacts on others</li> <li>• Sweetener may be paltry/gains may not be enough / there are always costs and benefits</li> <li>• Depends on context/evidence used (see above)</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 that relies on opinion but with limited relevant evidence and some knowledge and understanding of the issue. Students who give only one point of view (either for or against) are limited to a maximum of 4 marks.
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	
*15 <b>QWC</b>	<p><u>Pressing environment/social problems</u> Climate change, biodiversity under threat, poverty, war, hunger, overpopulation, terrorism etc</p> <p><u>Role MEDCs can play/have already played</u></p> <ul style="list-style-type: none"> <li>• Lead role introducing Millennium Development Goals/make poverty history</li> <li>• Intervention in conflict (UN peacekeepers)</li> <li>• International aid and lending (IMF)</li> <li>• Setting an example with environmental rules/sustainability</li> </ul> <p><u>Limits to what MEDCs can do/can do on their own</u></p> <ul style="list-style-type: none"> <li>• Environmental agreements won't work without countries like China and India agreeing</li> <li>• All countries need to take part in climate change mitigation or it won't work</li> <li>• MEDCs can only do so much as they have their own economic issues (only give 0.5% of GDP as aid)</li> <li>• Not all conflicts can be solved through intervention by MEDCs</li> </ul> <p>Any other valid points will be credited.</p>	
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. There are some errors in spelling, punctuation and grammar but the basic meaning is clear.
2	4-6	Opinion with limited reasoning, supported by limited relevant evidence and/or examples showing basic knowledge and understanding of issues and/or events. Students who include ONLY points FOR or ONLY points AGAINST are restricted to a maximum of 6 marks. Spelling, punctuation and grammar are reasonably accurate and meaning is clear.
3	7-9	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. Spelling, punctuation and grammar are mostly accurate and appropriate language is used to convey meaning.
4	10-12	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. Spelling, punctuation and grammar are accurate and appropriate language is used together with some use of specialist terms.

5	13-15	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. Fluent and consistently strong use of vocabulary and accurate spelling, punctuation and grammar with use of specialist terms.
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