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Examiners' Report

June 2011

GCSE Citizenship Studies 5CS03 3A

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## Introduction

It is pleasing to report that many candidates approached this first sitting of the Unit 3 Papers with confidence. They demonstrated an ability to focus in greater depth on the three themes introduced in Unit 1: Option A Environmental change and sustainable development, Option B Changing communities: social and cultural identities, and Option C Influencing and changing decisions in society and government.

Option B was the most popular choice for candidates in this session. However whichever the option chosen, many candidates responded effectively to the challenge of examining a theme from a number of different perspectives: individual, community, national, global, political, social and ethical. They successfully identified and sought to reconcile the different and often conflicting ideas and opinions associated with these different perspectives.

The strongest responses demonstrated sound knowledge and understanding in the multiple choice section and complemented the source material in the data response and short extended writing questions with relevant and topical `own knowledge`.

Most candidates made good use of the time available and left sufficient time to respond to the final 15 mark question.

A few candidates misinterpreted some questions and failed to exploit fully the stimulus source material or the scaffolding points provided for question 15. These however were in a minority.

## Question 8

There were many confident responses to this question and most were able to identify two individual actions that could reduce their carbon emissions and energy use.

The most popular correct answers given were: use public rather than private transport, car share, turn off lights and energy using appliances when not in use.

## Question 9

The vast majority of students used Source D to give one possible advantage and one possible disadvantage of making greater use of Biomass as a source of renewable energy.

9 Using Source D, suggest **one** possible advantage of the greater use of biomass and **one** possible disadvantage. (2)

Advantage It would help the UK meet energy production targets from renewable sources.

Disadvantage The land used for food is used instead for biomass crops, which leads to price rises and famine.

(Total for Question 9 = 2 marks)



### ResultsPlus Examiner Comments

This answer identifies a relevant possible advantage and disadvantage of the greater use of Biomass and is awarded 2 marks in the mark scheme.

## Question 10

Most candidates were able to consider this 'doomsday' scenario carefully and to identify the most likely significant consequences.

10 If sea levels rose to cause the widespread flooding suggested in Source A, what would be the **three** biggest changes in the lives of people in the UK, compared to the present day?

(3)

1 People could drown causing a huge change to friends and families

2 homes will be wiped out meaning houses will get ~~all~~ crammed with people.

3 factories will be wiped out so production in england will come to a halt.

(Total for Question 10 = 3 marks)



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**Examiner Comments**

This answer gives changes relating to loss of life, fewer homes/overcrowding, and economic disruption/recession (bullet points 2, 8 and 6 in the mark scheme)

## Question 11

Some candidates simply repeated the specific information in the Source relating to recycling rates of particular materials in certain West London boroughs. This approach did not produce enough ideas or proposals to gain many marks. A sound response to this question required candidates to recognise that the word 'increase' was an important word in the question.

11 Using Source C and your own knowledge, explain the most effective practical steps that would help communities to increase their rates of recycling.

(6)

It would be quite ~~simple~~ simple to increase recycle rates, through the implamentation of a fine for people who ~~do~~ do not recycle, and an increased fine for window filters and such who ~~do~~ put glass in the skip, instead of recycling it. There should also be small recycling bins around towns, just as there is regular bins. Large companies that deal with a lot of paper must recycle a lot of paper it all or be ~~iss~~ issued a large fine, same applies for company's that deal with a large ammount of alluminium.



### ResultsPlus Examiner Comments

This answer proposes a number of relevant and quite well developed practical steps to increase community rates of recycling such as fines/sanctions, more bins.

It also makes reference to some specific raw materials and industrial/commercial situations. Although the examples are limited they all directly focus on the question: how to 'increase rates of recycling'. The criteria for a level 3 mark 'well developed points supported by simple but acceptable examples with clear explanation' are satisfied.



### ResultsPlus Examiner Tip

As always it is important that candidates read questions carefully. This question had source material as context but the key skill was to recognise that 'own knowledge' was more important than the information in the source. The task was to consider how any community could increase their rate of recycling.

## Question 12 (a)

Some candidates were able to suggest two relevant reasons why some people oppose government policies to promote renewable energy (such as NIMBY). However this was a discriminating question and presented a significant challenge to some candidates.

12 (a) UK government policies promote renewable energy and discourage the use of fossil fuels. Give **two** reasons why some individuals oppose these policies. (2)

1 Renewable energy can be more expensive.

2 Not using fossil fuels could put some people out of a job.



### ResultsPlus Examiner Comments

Two accurate reasons are given that satisfy bullet points in the mark scheme. These simply stated reasons are awarded 1 mark each.



### ResultsPlus Examiner Tip

This answer is a good example of the value of concise responses. There is no need to write a couple of paragraphs here. The command word is 'give' and two reasons presented in this format can gain full marks.

## Question 12 (b)

Many candidates were more confident with this question and were able to give two acceptable reasons why the switch to renewable energy should not be delayed.

(b) Give **two** reasons why the switch to renewable energy should not be delayed. (2)

- 1 It is argued the possibility of delaying or stopping global warming is ~~worth~~ priceless, and should be switched to straight away, to help future generations
- 2 It is possible that switching to renewable energy may be cheaper in the long run, as ~~for~~ the prices of fossil fuels is increasing fast.

(Total for Question 12 = 4 marks)



**ResultsPlus**  
Examiner Comments

This answer contains two acceptable and clearly expressed reasons (bullet points 3 and 6 in the mark scheme).

### Question 13

This was another question where the source material was more contextual than providing specific stimulus information points. Consequently it was a more discriminating question with only some candidates suggesting two reasons (three were asked for) to explain why the need to reduce methane emissions is not so well understood as the need to reduce carbon dioxide emissions.

13 Using Source B and your own knowledge, give **three** reasons why the need to reduce methane emissions is not as well understood as the need to reduce carbon dioxide (CO<sub>2</sub>) emissions.

(3)

- 1 as when we relate to global warming or climate change we always think about cars and CO<sup>2</sup> emissions.
- 2 we would never think about cows being a major polluter.
- 3 the media has never told people about methane and how bad a pollutant it is.

(Total for Question 13 = 3 marks)



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**Examiner Comments**

This answer was typical of a minority of candidates who gave three relevant reasons satisfying bullet points 3, 12 and 1 in the mark scheme.

## Question 14

Some candidates relied totally on the source material and offered only opinion and unsupported assertion and thus limited their marks to a level 1 mark. Others provided more substantive evidence and knowledge but gave only one point of view and thus could not be awarded more than 4 marks.

**14** Using evidence from Source E and your own knowledge, do you agree that countries are entitled to sell or cut down their rainforest because 'they are our rainforests and we'll do what we like with them'?

Give reasons for your opinion showing that you have considered an **alternative point of view**.

(8)

I don't agree with the statement, because even though the rainforests are on their land, the problems caused by cutting them down, e.g. loss of many rare species, could affect the entire world.

I understand how some people may agree with the fact that the rainforests are on their land,

So essentially they are 'their property', and 'theirs' to do whatever they like with, but <sup>consider</sup> rainforests such as the Amazon rainforest which accounts for half the world's rainforest. If it is cut down and sold by one country, ~~the~~ half of the world's rainforest has gone, which could cause disastrous repercussions.

Countries could earn a lot of money from selling rainforests, but is it really worth the damage that it would cause us globally, when only one country will profit?

I think not.

(Total for Question 14 = 8 marks)



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Examiner Comments

This answer gives a well written and balanced response to the question. It covers both points of view and uses evidence to support well expressed arguments and demonstrates good knowledge and understanding. It therefore satisfies the criteria for a level 4 mark.

## **Question 15**

The more effective answers used at least some of the 4 bullet scaffolding points attached to the question to provide a structure for answering this question. A number of candidates had neither the knowledge or the confidence to use these scaffolding points to develop any sort of effective discussion.

Some candidates did not show that they had considered an alternative view to that expressed in the question and were consequently restricted to a maximum of 6 marks.

There were examples of answers where candidates adopted a simple structure, mainly based on the scaffolding points, and produced a balanced and thoughtful response to the assertion that global warming problems should be solved by the MEDCs that created them.

**\*15** The problems of global warming and climate change were created by the more economically developed countries (MEDCs). It is only fair that these problems should be solved by the MEDCs, not less economically developed countries (LEDCs)!

Do you agree with this view?

Give reasons for your opinion, showing you have considered **another point of view**.

(15)

You could consider the following points in your answer and other information of your own.

- Did the MEDCs know that industrial development would cause global warming and climate change?
- Does global warming affect just MEDCs or everyone?
- Why do LEDCs such as China and India think it is unfair that they should have to meet global targets?
- How could MEDCs help LEDCs to limit the effects of global warming before time runs out?

MEDCs have created a problem for the entire world, and expect it to be solved by everyone as a result, and some do not think this is fair. I however, think that, regardless of who may have caused it, it is still everyone's responsibility, as I will explain.

Firstly, when the MEDCs created the problem over a hundred years, they had no idea what the problem would be, yet alone what was causing it, and as a result they made the decision to continue. LEDCs now, however, have knowledge of both, and it is my belief that they should use it to help solve the problem by abiding by protocols and limits on emissions to protect the world as a whole.

However, there exists the problem that some have the opinion that LEDCs should not have to abide by restrictions set in place for all countries, on the grounds that it's simply not their problem to solve, because they were not polluting for

as long as the MEDCs. While this is a valid argument, the world needs to deal in terms of the present. At this point in time, two EEDCs, China and India, are booming industrially, with exponential growth in income and emissions, and they refuse to abide the Kyoto protocol.

To conclude, the only real fair solution that comes to mind to appease the MEDCs, would be a set of targets made for each country that accounts for both time polluting and amount of pollution, with the amount taking precedence, to insure that noone gets off freely, but noone has to do all the work.

Over time, I hope that a solution is drawn up that means that acknowledges the guilt of MEDCs, but also the futility of a solution without five of the main culprits included.



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**Examiner Comments**

The two extracts from this answer (the first part and the concluding part) indicate a balanced and coherent answer with evidence based discussion leading to a logical discussion.

It meets the criteria for a level 5 answer.

## Paper Summary

In order to improve their performance candidates should:

- spend time to ensure each question is given sufficient consideration to ensure a relevant interpretation is made
- where appropriate be more concise eg where the question says give a reason a relevant sentence will be rewarded equally with a longer and more time consuming paragraph
- in narrative type questions/answers attempt to summarise the discussion and give a simple conclusion
- recognise that source material for some questions will be contextual rather than information providing
- make full use of scaffolding points where appropriate. It is not essential that you use these but experience suggests that they can be very useful in supplying a structure for organising material and can often be a stimulus for developing ideas and arguments

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