

Examiners' Report
June 2015

GCSE Citizenship Studies 5CS03 3A

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Introduction

As in previous years, 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 perspectives, and this was most obvious in Questions 13 and 15, where a significant number of candidates were able to use precise evidence and good reasoning to access the higher levels.

Overall, the strongest responses demonstrated sound knowledge and understanding and complemented the source material in the data response and short extended writing questions with relevant and topical 'own knowledge'. The majority of candidates made good use of the time available and left sufficient time to respond to the final 15 mark question, mostly at some length.

This report does not include examples of the multiple choice questions but covers the short answer, extended answer and essay questions.

Question 8 (a)

The majority of candidates were able to gain full marks on this question, with bullet points 1 and 3 the most popular valid answers. When marks were lost by candidates, it was largely because they repeated the same point twice in different ways - for example, by stating that there should be a need to clean the streets and then stating that they should improve the local environment. Please note that the question said 'using Source A', which meant that the answers could only be found directly from the source, which some candidates did not appreciate and so failed to gain any marks when using 'own knowledge' only.

Question 8 (b)

This question clearly stated 'identify **two** other ways' in which local communities can improve the local environment, but a number of candidates missed the cues in the question that directed them to use their own knowledge and to specify community rather than individual action. Such candidates often suggested having more bins around the area and more bin collections, marks were not awarded for such answers.

The most popular answers were ones related to recycling and encouraging the use of public transport, although responses were seen from the full range of points on the mark scheme and also beyond.

Overall, candidates should be reminded of the need to read the question carefully as there was no direction here to use the source to find a valid answer. However, a significant minority of candidates mistakenly looked to the source for answers, and so were not awarded any marks.

The example below was awarded 1 mark.

(b) Tidying the streets helps improve the local environment.

Using your own knowledge, identify **two** other ways in which communities can improve their own local environment.

(2)

removal of graffiti from public buildings

More community activities e.g. sports club.



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Examiner Comments

The first point here clearly gains a mark, but the second point is about social issues rather than environmental ones, so gains no credit.



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Examiner Tip

Make sure your answer focuses on the issue in the question- so here, the question is not **just** about improving the local community (a more general question), but is **specifically** about improving the local *environment*- and so answers should be clearly linked to environmental issues.

Question 9 (a)

It was surprising to find that only a minority of candidates could correctly name a global environmental agreement, with a significant number either leaving the response blank or naming a pressure group such as the WWF or Greenpeace. Centres are reminded that this specification covers global as well as local and national environmental issues.

Question 9 (b)

There were plenty of opportunities in the stimulus material of Source B for candidates to give three valid reasons. The most common response covered relevant ways such as welfare, better protection from poachers and breeding.

Weaker answers gave points such as 'rhinos will not be killed' which is untrue, or gave the same bullet point from the mark scheme twice using different words. It was pleasing to note that most candidates did attempt to give three reasons, and this should be encouraged rather than leaving responses blank, as was often the case with Question 9(a).

(b) In Source B, rhino farming and the CITES agreement are two ways of helping save the rhino.

Give **three** reasons why rhino farming may be the best way to help save the rhino.

(3)

1 because less rhinos are being hunted.

2 they can still get powdered rhino horn without harming them

3 They wont become extinct beacuse people are breeding them.



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Examiner Comments

This response gained 2 marks for points 2 and 3. Point 1 is factually incorrect, as rhinos are still hunted despite the use of farms, so gained no credit. However, had the candidate linked their answer to better protection for rhinos, then this would have gained the mark.

Question 10

The vast majority of candidates were able to identify a change but were less able to provide an explanation of how that change helps economic development. A significant number identified two developments instead of an explanation, suggesting that candidates need to be reminded to look closely at the command words used in questions, and how these differ across the paper.

Many candidates included the 'Identify' and 'Explain' in the same part of their answer, most often in the 'Identify', which is permissible and would have gained the required marks, but this reinforces the lack of understanding of the various command words used and how to approach questions like this.

The following answer was awarded both marks.

10 Economic development is taking place in many African countries.

Using Source C, identify and explain a change that is helping to make this happen.

Identify

Microsoft building offices in the countries

Explain

This helps to bring money into the countries also helps people get jobs which again leads to more money



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Examiner Comments

This response gained 2 marks - a point from the source is clearly made in the Identify section, with a related Explanation in the correct space in the answer booklet.



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Examiner Tip

Make sure you understand all the command words used in examination questions to ensure you know the difference between Identify and Explain. Many candidates give two 'Identify' points instead, so lost valuable marks.

Do also make sure your 'Explain' is directly related to your 'Identify' to gain that second mark.

Question 11

Candidates' responses were quite successful for this question. Many candidates were able to suggest a way that would enable protesters to make an impact, however quite a number of responses focused on protesting in general rather than the reason for the choice of this specific protest, so lost marks for failing to answer the question.

A significant minority of candidates tried to turn this into a question about fracking, suggesting that candidates should be reminded that questions should be read carefully to ensure they focus their answers in the correct way.

There were also a surprising number of very generic answers, where candidates simply stated that 'they protested in this way to get noticed' with no further elaboration. Candidates should be reminded that the command word 'explain' requires a more detailed response than a simple point, and indeed at this level of Citizenship Studies, candidates would be expected to answer in a more specific way - for example, by suggesting who the protesters want to be noticed by, and why this made them protest in this way.

11 Source D describes how protestors 'superglued themselves to the window of offices'.

Explain **one** possible reason why they protested in this way.

They cannot be removed, so they use
themselves as a constant reminder to
the fracking company that they do not
want the plans to go ahead.



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This is a good example of a response where a reason was **identified** ('they cannot be removed') but no **explanation** was given- so limiting this response to 1 mark rather than 2.



ResultsPlus Examiner Tip

Make sure you know how to **develop** a point into an explanation - so for example 'they cannot be removed' could become 'they cannot be removed **which means that** the company cannot just ignore them'.

Question 12

Source E enabled the vast majority of candidates to respond well to this question, with many valid points for the Buddhists and the power company provided. Answers that did not utilise the source were not creditworthy.

Question 13

There were two elements to this question, namely, the causes of increasing carbon dioxide and the reasons for inaction. The majority of candidates concentrated on the former, and so could not move beyond level 2 for the descriptive nature of their answer.

Responses at the top level looked at both elements with strong, supported reasoning whereas responses at the bottom level tended to be weak, generalised, and undeveloped, for example, simply stating that no one wants to change, or that we like consumer goods too much, with no additional development.

13 Explain why the amount of carbon dioxide in the atmosphere is still increasing, even though people have been warned about global warming.

The amount of carbon dioxide keeps increasing because even though people have been warned because each person/family thinks even if they try to go more 'green' it ain't gonna make a difference so they carry on there normal ways, - so only probably 50/1000 families will try to go green but everyone else is still producing carbon dioxide, so there is still more people producing CO₂ then trying to stop it so the amount of carbon dioxide in the atmosphere increases.



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Examiner Comments

This is an example of a candidate who seems to have written a significant amount, but has only made one simple point - 'it ain't gonna make a difference'. This limits the mark awarded to level 1, as no additional development is made.



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Examiner Tip

6 mark questions require at least two points to move beyond level 1 (so to gain 3 marks and beyond). Also try to add reasoning to your point to help you then progress to the higher levels.

Question 14

This question saw a very mixed set of responses, with some candidates directly addressing the question with well-developed points and evidence from both the source and their own knowledge, but there were also a significant number of very general answers.

Many responses lacked balance, with candidates struggling to make a case in favour of the proposition in the question. Some candidates misunderstood the question and answered with points for and against fracking. Such responses only gained credit if there was a reference - even implicitly - to the issue of new developments and the potential benefits of such sites.

The best responses were able to move away from the source material, and there were a number of candidates who made good use of local examples of developments to evidence their arguments, often reaching level 4 if their arguments were balanced.

The responses that stayed in levels 1 and 2 were often very brief, relying on opinion and assertion such as 'people will only stop objecting if they are bribed'. Centres may find it advisable to spend time with candidates showing them how to develop points to enable such candidates to progress beyond this level.

Overall, candidates still need to be reminded that the 8 mark questions will require an attempt at balance, so points from both sides of the argument are required to reach level 3 and above.

While it is appreciated that candidates may have strong personal views on issues that generate debate like this, candidates need to take into account the fact that without an attempt at balance they cannot go beyond level 2, maximum 4 marks. Specific evidence is also required for candidates to progress to level 4.

- 14** According to Source D, 'If people know they will gain personally from new developments in their neighbourhood, they are less likely to object'.

Do you agree with this view?

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

(8)

In my opinion, I believe that people will start to stop protesting as much as they will gain something from the situation. This may help people financially which will improve the local economy slightly as the local people will gain a cash sum from the 'fracking' that is occurring.

Also, local people may see the money as an apology from the council as if gas is found it will have to be dug up which may affect road

Conditions depending on where the gas is found. Therefore, if people receive an offer in a cash sum they may not object to the matter as much.

However, I can understand why some people would still be protesting as it may create an inconvenience for them that they don't want to have. For example, if gas is found directly outside their house, the land outside may have to be dug up to get the gas out of the ground.

This may not only cause an inconvenience for it they are traveling somewhere but also it may create a lot of noise that will disturb them whilst they are in their homes.

Another reason may be that the local people do not want to risk poisoning their drinking water. Some people may get concerned about the water and refuse to drink it ~~after the~~ just in case they could get ill from the water.



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Examiner Comments

This candidate follows the directions given to consider an alternative point of view, attempting to argue both in favour of, and against the proposition - so reaching level 3. However, the evidence offered is rather general, and so this response stays in level 3 on 6 marks.



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Examiner Tip

Make sure you include specific evidence to support your points - here the candidate could have moved beyond the issue of fracking and linked this to other types of developments that people may/may not benefit from. For example, the building of a wind farm or a new road or leisure centre. Evidence will help move you into level 4, the top level available.

Question 15

There were a wide range of responses to this question, but it is pleasing to see that so many candidates are now able to attempt an extended and in-depth response to questions like this. There was far less reliance on the scaffolding points than in previous years, and even where candidates did use the scaffolding, many were able to move beyond the original questions posed and add good reasoning and evidence that progressed their answers to level 4 and beyond.

The main difference between the stronger and less able candidates on this question was this ability to support their arguments with evidence- most candidates were able to respond to some extent showing at least some knowledge of the topic, many showing extensive understanding, but a number of candidates found their marks limited to level 3 by a lack of specific evidence. For example, not just identifying a problem that could/could not be solved by an MEDC, but giving a specific reason why it could not be solved, such as 'global warming cannot be solved by MEDCs alone because LEDCs are also polluters and so they must work together to reduce emissions', as opposed to many responses which stopped at the word 'alone'.

Finally, candidates should be reminded of the need to give a balanced discussion to progress beyond level 2. They should also be reminded of the need to include a conclusion to reach level 5. However, centres are asked to note that a conclusion does not automatically mean a level 5 award. Candidates need to meet the requirements of the rest of the level 5 descriptors, i.e. a reasoned, coherent, balanced discussion, with strong evidence, to merit a level 5 award.

***15** 'If they truly wanted to, More Economically Developed Countries (MEDCs) could fix all the world's greatest environmental or social problems.'

Do you agree with this view?

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

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

- What are the world's greatest environmental or social problems?
- Which of these problems do MEDCs have the ability to fix?
- Are there some problems MEDCs cannot fix even if they want to?
- Do some problems require all countries to act and not just MEDCs?

(15)

In my opinion I believe that this is not true, that all MEDC's couldn't fix all of the world's greatest social and environmental problems ^{even} if they truly wanted to. I have multiple reasons to support my idea however there are some arguments to state otherwise.

Firstly, to support my argument, there are huge challenges (both social and environmental) which MEDC's could not fix alone such as global warming^{and} war. ~~and poverty~~ Global warming is one of the world's greatest environmental problem and is a global ~~is~~ scale problem, not just that of MEDC's ~~is~~ since all of humanity has contributed to it on some level. MEDC's alone do not have the time, resources, or scientific knowledge to ~~is~~ currently fix global warming even if we were to invest incredibly heavily into it, other developments ~~and~~ such as more power stations and increased population growth ~~is~~ (which is inevitable) will continue to create pollution on a global scale. War is one of the world's greatest social problem whether it be due to religious beliefs or resources, war is ~~is~~ almost inevitable too due to clashing cultures in ~~is~~ society today, and this leads to war on a massive scale. It is not ethical or morally correct to everyone to also invest heavily into winning or preventing war since there will always be ~~is~~ cultural clashes, so even if MEDC's wanted to fix it, they most likely wouldn't be able to. Also for war to be non-existent, all countries and nations must ~~is~~

be in alliance and not against each other, ~~that~~ MEDC's do not have the power ~~or~~ or control to decide whether another country or an LEDC ~~that~~ joins in an alliance.

However, there are arguments ~~is~~ against my view. For example, although global warming is international and across all countries, ~~that~~ MEDC's could decide to help other countries with less money to invest in the stop of global warming even if they were to bankrupt themselves in order to achieve this. ~~Also~~ Also, investing ^{more} into research against global warming will speed up the process so could in fact aid the cause for global warming but only in the long-term. In terms of war, MEDC's could ~~not~~ easily invest more into not escalating the war to win it, but for war to stop gradually ~~that~~ through means of cultural understanding and education in areas of severe war ~~is~~ so that people are more aware of their situation and can gradually end war in the long-term too.

In conclusion, ~~therefore~~ I still believe that there are some ~~issues~~ environmental and social issues that MEDC's alone cannot solve with financial investment, however if they were to invest greatly into these causes they could bring a very gradual ~~minimising~~ stop to issues such as war or global warming, ~~too~~ or even just minimise them as far as possible in today's ever developing society.



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Examiner Comments

This is an example of a candidate who offers a balanced response that covers both social and environmental issues, as directed by the question. They conduct a coherent, reasoned discussion with good evidence and a conclusion with a judgement- a clear level 5 response. This response was awarded full marks for the quality of the reasoning and the evidence included.



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Examiner Tip

Remember that you can go beyond the scaffolding points and directly address the question instead- the scaffolding is there for inspiration, but does **not** have to be followed to access the higher levels.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Spend time to ensure each question is given sufficient consideration to ensure a relevant interpretation is made
- Be careful to give two distinct answers where the question specifies the need for two or more points
- Pay close attention to **emboldened** words as they will give clues to the direction your response should take
- Where appropriate, be more concise, e.g. 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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