

Mark Scheme (Results)

Summer 2016

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

Paper A: Environmental Change and
Sustainable Development

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Publications Code: 5CS03_3A_1606_MS

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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. To start a clean energy revolution	(1)

Question Number	Answer	Mark
2	B. climate change	(1)

Question Number	Answer	Mark
3	C. political party	(1)

Question Number	Answer	Mark
4	C. Queues at food banks have shortened	(1)

Question Number	Answer	Mark
5	C. £10.6 billion	(1)

Question Number	Answer	Mark
6	B. Nuclear	(1)

Question Number	Answer	Mark
7	A. promote peace	(1)

Question Number	Answer	Mark
8	<p>Accept any of the following for one mark each, up to two marks available.</p> <ul style="list-style-type: none"> • Legislation • Set targets • Change regulations • Education programmes • Invest in public transport • Set motoring taxes/raise petrol prices <p>Credit other valid responses.</p>	(2)

Question Number	Answer	Mark
9	<p>Accept any of the following for one mark, up to three marks available.</p> <ul style="list-style-type: none"> • Petition/e-petition • Join a pressure group • Demonstration/protest/march • Lobbying • Write/email/phone your MP/the minister in charge/the prime minister • Use social media <p>Credit other valid responses.</p>	(3)

Question Number	Answer	Mark
10(a)	<p>Accept any of the following for one mark, up to two marks available.</p> <ul style="list-style-type: none"> • In times of crisis, e.g. flooding, hurricane, tsunami • To help trade agreements • To help LEDCs reduce carbon emissions • To tackle social issues by raising awareness/improving education, e.g. FGM, domestic violence, HIV/AIDS prevention • To build alliances/allies • To improve a country's ethical standing <p>Credit other valid responses.</p>	(2)

Question Number	Answer	Mark
10(b)	<p>Accept any of the following for one mark, up to two marks available.</p> <ul style="list-style-type: none"> • Aid is not always used well by governments • Need to look after our own country, especially in a recession • Some countries that receive aid do not appear to need it • Aid has not made a difference to some countries/some countries become dependent on aid • Some aid is 'tied' so countries must make agreements/repayments in return for the aid offered <p>Credit other valid responses.</p>	(2)

Question Number	Answer	Mark
11	<p>One mark to be awarded for each point identified, up to two marks available:</p> <ul style="list-style-type: none"> • Air pollution • Negative impact on health • Noise • Smell • Disruption from increased transport 	(2)

Question Number	Answer	Mark
12	<p>One mark to be awarded for each point identified, up to three marks available:</p> <ul style="list-style-type: none"> • Encourages use of local production • Children attend schools • Better standards of education/produces a skilled workforce • People perform better at work • Less days off due to illness/population is healthier • Less spending on healthcare • Improved life expectancy • Lower infant mortality rates <p>Maximum two marks for examples that are given without a clear link back to nutrition.</p> <p>Credit other valid responses.</p>	(3)

Question Number	Indicative content	
13	<p>Possible arguments include:</p> <ul style="list-style-type: none"> • Wind turbines spoil the view (NIMBY)/noise pollution • Tidal power damages marine wildlife • Fracking can pollute water • Oil spills • Nuclear accidents at plant and during transport • Nuclear waste disposal • Building new power stations increases transport • Chimney towers spoil the view <p>Specific local impacts of fossil fuels/global warming should be credited but not a general account of global warming.</p>	
Level	Mark	Description
Level 0	0 marks	The answer does not seriously address the question.
Level 1	1-2 marks	The answer offers just 1 or 2 very simple points without any development.
Level 2	3-4 marks	The answer makes 2 or 3 points but they are fairly superficial with limited explanation.
Level 3	5-6 marks	Well-developed points supported by simple, but acceptable, examples with clear explanation.

Question Number	Indicative content	
14	<p>Arguments for international organisations</p> <ul style="list-style-type: none"> • They will have more resources available to them • They may be better educated about the issue • They can get other countries to help/donate/send aid <p>Drawbacks</p> <ul style="list-style-type: none"> • Lack of consensus hinders process (veto) <p>Arguments for individual countries</p> <ul style="list-style-type: none"> • They will know their country's needs and problems better • They can get aid/assistance to the right places more quickly • Locals may accept help/advice more quickly from other locals <p>Drawbacks</p> <ul style="list-style-type: none"> • Limited funds/capacity compared to larger organisations <p>Other valid answers may be credited.</p>	
Level	Mark	Description
Level 0	0 marks	No rewardable material
Level 1	1-2 marks	Basic and/or very brief approach – relying on opinion with basic knowledge and little understanding of the issue.
Level 2	3-4 marks	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.
Level 3	5-6 marks	An approach covering both points of view and which uses some evidence to develop limited arguments and demonstrates quite good knowledge and understanding.
Level 4	7-8 marks	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 QWC	<p>For</p> <ul style="list-style-type: none"> • Difficult to balance environmental concerns with needs of local economy • Governments often have targets to meet, which means they have to make unpopular new rules and laws, e.g. the London Congestion Charge • Countries that are big polluters have refused to sign international agreements, e.g. the USA, China • Other economic concerns may be seen as more important/more pressure on government to deal with, e.g. economic recession <p>Against</p> <ul style="list-style-type: none"> • There have been international agreements on global warming and related issues, e.g. Kyoto • Some policies that tackle global warming are adopted because of other economic benefits, e.g. investing in renewable energy creates new jobs • Governments are supposed to consider the long-term effects of their policies • Some policies are adopted to protect countries from the effects of global warming, e.g. flood barriers <p>Other valid answers may be credited.</p>	
Level	Mark	Description
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	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. <i>Spelling, punctuation and grammar are reasonably accurate and meaning is clear.</i>
3	7-9	Points FOR and AGAINST are included in a simple but reasonably effective discussion that shows some knowledge and understanding of some issues and/or events. <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 mainly balanced and reasoned discussion that shows quite good knowledge and understanding of issues and/or events, based on evidence/argument and leading towards a conclusion. <i>Spelling, punctuation and grammar are accurate & appropriate language is used together with some use of specialist terms</i>
5	13-15	Points FOR and AGAINST included in a balanced, reasoned and coherent discussion that shows good knowledge and understanding of issues and/or events, supported by strong evidence and arguments leading to a reasoned conclusion. <i>Fluent and consistently strong use of vocabulary and accurate spelling, punctuation and grammar with use of specialist terms.</i>

