

Mark Scheme (Results)

Summer 2012

GCSE Citizenship Studies (5CS03)
Paper 3A 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 traffic delays when many vehicles want to travel at the same time	1

Question Number	Answer	Mark
2	C campaign for or against change	1

Question Number	Answer	Mark
3	A meets the needs of people today while protecting the needs of future generations	1

Question Number	Answer	Mark
4	B countries should receive a fair share of profits when plants are used to make cosmetics	1

Question Number	Answer	Mark
5	D people want them located somewhere else	1

Question Number	Answer	Mark
6	C the leaks should be repaired	1

Question Number	Answer	Mark
7	C states one side of an argument only	1

Question Number	Answer	Mark
8	1 mark for each point (maximum 2), eg: <ul style="list-style-type: none"> • reduce congestion • keep city centre shops open • encourage the use of public transport • people use their cars less • less emissions/pollution Any other relevant point should be credited.	2

Question Number	Answer	Mark
9	1 mark for each reason (maximum 2), eg: <ul style="list-style-type: none"> • timetables/infrequency • routes/bus stops/location • cost of fares to travel/expensive • reliability • overcrowding • dirty/lack of cleanliness • delays/takes more time Any other relevant point should be credited.	2

Question Number	Answer	Mark
10(a)	1 mark for one simple reason, eg <ul style="list-style-type: none"> • they absorb carbon dioxide • give off oxygen 	1

Question Number	Answer	Mark
10(b)	1 mark for each point drawn from Source B (maximum 2), eg: <ul style="list-style-type: none"> • providing habitats for wildlife • replacing slag heaps, old mine workings and derelict industrial sites • reviving the area economically and socially • providing many new and sustainable long-term jobs • offering new opportunities for leisure No mark for just sport or a named sport.	2

Question 11 Indicative content

Acceptable points could include:

HOW CAN SPECIES BECOME EXTINCT?

- over-fishing (may mean some fish or other life in the seas is lost altogether)
- destruction of habitat (may mean that the habitats of some rare species are completely lost)
- shooting/hunting/poaching has threatened the survival of some species
- modern farming practices have threatened insects, birds and small animal species
- introduction of foreign/non-native species has threatened native species

WOULD OR DOES IT MATTER?

- losing some creatures from their slot in the natural food chain may have an adverse effect on other species
- there are thousands of species (insect, plant, animal, etc) which may provide new drugs or treatments for illnesses/reducing species will reduce remedies and profits
- animals such as elephants or tigers should be respected, and not driven to extinction
- (in the UK) many people support rare breeds of cattle, pig and chickens, some of which nearly become extinct
- may lead to survival of greater number of vermin

Any other relevant points should be credited.

Level	Mark	Descriptor
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.

Question Number	Answer	Mark
12(a)	<p>1 mark for each clearly different point made (maximum 2)</p> <p>Some oppose wind farms for NIMBY-like reasons, eg:</p> <ul style="list-style-type: none"> • some fear that views will be lost/eyesore/ruining countryside • housing values will fall • some claim that wind farms are noisy <p>Other reasons:</p> <ul style="list-style-type: none"> • some claim that the turbines are a danger to birds • some people may oppose wind farms because they deny there is a problem of global warming or climate change • expensive to build/maintain <p>Some candidates may make more than one point in a single answer. If so they should be credited for all correct points.</p>	2

Question Number	Answer	Mark
12(b)	<p>1 mark for each clearly different response offered (maximum 2), eg:</p> <ul style="list-style-type: none"> • wind farms are 'green' sustainable/renewable/ environmentally friendly sources of electricity energy • they will not add to greenhouse gases/cause pollution/ help to reduce CO2 emissions • they are needed to replace old power stations (which emit large quantities of carbon dioxide) • a large proportion of UK nuclear power stations are near to the end of their planned life-spans • help to reduce dependency on fossil fuels <p>Any other relevant point should be credited. Some candidates may make more than one point in a single answer. If so they should be credited for all correct points</p>	2

Question Number	Answer	Mark
13	<p>1 mark for each different point made, eg:</p> <ul style="list-style-type: none"> • London is often short of drinking water • London's population is growing • climate change • drought • leaks in London water mains <p>Some candidates may make more than one point in a single answer. If so they should be credited for all correct points.</p>	3

Question 14 – Indicative content**POINTS FOR CONGESTION CHARGE**

- congestion charges should reduce use of petrol or diesel powered vehicles – therefore reducing the emission of greenhouse gases
- congestion charges would probably lead to greater use of trains, buses and trams which cause the fewest greenhouse gas emissions
- concessions can be given for vehicles with lower/no emissions
- congestion charges can raise revenue/money for public transport improvements

POINTS AGAINST CONGESTION CHARGE

- reduction of number of shoppers in city centres
- extra charge for people working in city centres
- lack of access to public transport in some areas
- public transport might be expensive/overcrowded/ slow
- Public transport might be difficult for people with disabilities or push chairs/buggies

Any other relevant point should be credited.

Level	Marks	Descriptor
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. 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 15 (includes QWC) – Indicative content

Candidates must look at two sides of the argument:

POINTS FOR

- many people do not think they could make much difference
- many people find recycling a chore and therefore do not bother to do it
- some local councils do not make it easy for people to recycle
- used cans or newspapers collected by individuals or groups are then not recycled for various reasons
- even with recycling, we would still need to use many raw materials and a great deal of energy
- councils and businesses are concerned about the cost

POINTS AGAINST

- items like glass and paper can be recycled and not simply thrown away
- some people and businesses have strong beliefs about the value of recycling
- it helps to build a more sustainable society
- recycling can help councils to cut waste disposal cost
- competition among businesses for a greener reputation
- the re-using of carrier bags in major supermarkets is making a difference

Level	Marks	Descriptor
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 which 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 which 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 which 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>

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