

Mark Scheme (Results)

Summer 2013

GCSE Citizenship Studies  
(5CS03/3A)

Unit 3: 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
<b>1</b>	<b>A</b> There were health hazards	<b>(1)</b>

Question Number	Answer	Mark
<b>2</b>	<b>A</b> Pressure group	<b>(1)</b>

Question Number	Answer	Mark
<b>3</b>	<b>B</b> Gas	<b>(1)</b>

Question Number	Answer	Mark
<b>4</b>	<b>D</b> Nuclear power plants provide high cost fuel	<b>(1)</b>

Question Number	Answer	Mark
<b>5</b>	<b>B</b> Using bottled water	<b>(1)</b>

Question Number	Answer	Mark
<b>6</b>	<b>C</b> The ice melting	<b>(1)</b>

Question Number	Answer	Mark
<b>7</b>	<b>D</b> Encourage people to be more environmentally active	<b>(1)</b>

Question Number	Answer	Mark
<b>8(a)</b>	Not In My Back Yard  Attitude of some who oppose/faced with new developments <u>near their homes/where they live</u> (such as wind farms, offender hostels or new housing)  1 mark for any other valid answer.	<b>(1)</b>
<b>8(b)</b>	1 mark for fact and 1 mark for opinion  Fact: <ul style="list-style-type: none"> <li>• Warships full of asbestos/ toxic chemicals</li> <li>• Warships were sent from America</li> <li>• The plan was to scrap them in Hartlepool</li> <li>• Hartlepool is an economically poor town</li> <li>• Hartlepool is in the north east of England</li> <li>• Hartlepool has high unemployment levels</li> </ul> Opinion: <ul style="list-style-type: none"> <li>• (It was claimed) this would bring economic benefits/jobs to the town.</li> </ul>	<b>(1)</b>  <b>(1)</b>

Question Number	Answer	Mark
<b>9</b>	<ul style="list-style-type: none"> <li>• a range/number/amount/variety etc. of species/animals/plants/organisms</li> <li>• the life found in a particular habitat/ecosystem/environment</li> </ul> Do not credit 'biodiversity is biological diversity'.	<b>(1)</b>

Question Number	Answer	Mark
<b>10</b>	<p>1 mark for each correct answer (max 2 marks)</p> <p>'Killer ships kill people'.</p> <ul style="list-style-type: none"> <li>• Warships are dangerous</li> <li>• Toxic waste or asbestos brought by the ships can damage the environment</li> <li>• Toxic waste/asbestos can cause health problems i.e. cancer</li> <li>• Using the message of fear to make an effective protest</li> </ul> <p>'This is our home not America's dump'.</p> <ul style="list-style-type: none"> <li>• America/a country should be responsible for own waste/pollution etc. / America should dispose of its own toxic waste/don't let America do this.</li> <li>• America should dispose of its own toxic waste</li> <li>• Unfair to give to a deprived region just because desperate for work</li> </ul> <p>Any other valid answer should be credited.</p>	<p>(1)</p> <p>(1)</p>

Question Number	Answer	Mark
<b>11</b>	<p>1 mark for each correct answer (max 3 marks)</p> <ul style="list-style-type: none"> <li>• use environmentally-friendly transport/bicycles/electric-friendly cars</li> <li>• switching to/using renewable fuels e.g. solar panels</li> <li>• better insulation in homes</li> <li>• eco-friendly products e.g. light bulbs</li> <li>• use of public transport</li> <li>• car share/use car less</li> <li>• walking</li> <li>• recycling/re-using/refusing (can credit all three)</li> <li>• buying local products/less food miles</li> <li>• use sustainable/less energy/turn off lights at night/turn thermostat down</li> <li>• replant/protect trees</li> <li>• support a charity or organisation that supports climate change (e.g. WWF)</li> </ul> <p>Any other valid answer should be credited.</p> <p>All 3 marks can be credited in one answer space.</p>	<p>(3)</p>

Question Number	Answer	Mark
<b>12(a)</b>	<p>1 mark for any of the following (max 2 marks)</p> <ul style="list-style-type: none"> <li>• 20% shortfall</li> <li>• affordable fuel</li> <li>• other fuel sources won't provide enough fuel</li> <li>• nuclear fuel, clean (because it gives off very little greenhouse gas)</li> <li>• the present nuclear plants will stop production soon</li> </ul>	<b>(2)</b>
<b>12(b)</b>	<p>1 mark for any of the following (max 2 marks)</p> <ul style="list-style-type: none"> <li>• risk of explosion/hazard</li> <li>• expensive to build</li> <li>• difficult to dispose of waste/produces toxic waste</li> <li>• fear of radiation/escape</li> <li>• safety issues</li> <li>• links to nuclear weapons</li> <li>• terrorism/sabotage</li> <li>• stops the development of renewal</li> <li>• not a renewable source</li> <li>• visual issues</li> </ul> <p>Any other valid answer should be credited.</p>	<b>(2)</b>

### Question 13 – Indicative content

Three outlined methods should be identified that the planners could have used.

Only credit waste reduction methods, not pollution controls or other environmental schemes.

The methods could come from the contractors, the visitors or the athletes.

Effective methods for reducing waste:

- reducing waste to land-fill
- pressure on contractors to minimise waste
- use of environmentally-friendly materials in construction
- reduction of packaging by suppliers
- packaging to be biodegradable
- recycle bins around site for visitors/athletes
- posters to promote waste reduction
- restriction on bringing in food and drink
- use of stadium after the games

Effectiveness:

An explanation of why these methods might encourage people to reduce waste will be required to reach levels 2 and 3.

Any other valid points should be credited.

Do not credit for repetition of the source.

<b>Level 0</b>	<b>0 marks</b>	The answer does not seriously address the question.
<b>Level 1</b>	<b>1-2 marks</b>	The answer offers just 1 or 2 very simple methods with some description. One mark awarded for word list (minimum 2 words) e.g. recycle bins, poster etc.
<b>Level 2</b>	<b>3-4 marks</b>	The answer offers 2 or 3 methods which are outlined with limited explanation of at least one of the methods, and at least one reason offered for effectiveness.
<b>Level 3</b>	<b>5-6</b>	3 methods are outlined and the effectiveness of each is explained (must have variety of explanation).



### Question 14 – Indicative content

#### Points for tackling world water shortages:

- we have a moral duty to support LEDCs
- without aid people will die/increase in disease
- LEDCs don't have the irrigation systems in place to survive the drought
- drought effected countries rely on aid to build water systems
- many countries lack funding to develop large scale projects
- many countries lack expertise
- commitment of many MEDCs and world organisations to help poorer countries
- the scale of the problem of water shortages is much greater in LEDCs

#### Points for tackling UK water shortages:

- recession makes it difficult to support other countries economically
- other countries own governments don't spend money on helping their own people
- other countries should provide water before arming their military
- as long as we keep giving other countries aid they won't help themselves
- the first obligation of the UK government should be to UK citizens
- UK businesses are affected by lack of water
- people pay high water charges in the UK
- major investment required to replace water pipes and stop leaks

Marks may be awarded for other relevant points

<b>Level 0</b>	<b>0 marks</b>	No rewardable material
<b>Level 1</b>	<b>1-2 marks</b>	Basic and/or very brief approach – relying on opinion with basic knowledge and little understanding of the issue.
<b>Level 2</b>	<b>3-4 marks</b>	An approach which relies on opinion but with limited relevant evidence and some knowledge and understanding of the issue. <b>Students who give only one point of view (either for or against) are limited to a maximum of 4 marks</b>
<b>Level 3</b>	<b>5-6 marks</b>	An approach covering both points of view and which uses some evidence to develop limited arguments and demonstrates quite good knowledge and understanding.
<b>Level 4</b>	<b>7-8 marks</b>	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**

**Acceptable points could include:**

**LEDCs should be allowed to ignore international environmental targets**

- Placing restrictions may hamper developing nations from expanding their economies
- Allowing LEDCs to develop will make the world fairer
- MEDCs have already industrialised
- Developing nations could argue that those nations already developed are the major cause of environmental conditions and they should pay
- Each country should be responsible for reducing harmful emissions
- The international agreements (Kyoto, Rio de Janeiro, Copenhagen) are voluntary
- Scientists disagree on causes of global warming, some blame natural climate change
- Allowing this will make the world fairer
- MEDCs will have access to cheaper goods

**LEDCs should not be allowed to ignore international environmental targets**

- Giving LEDCs targets will allow them time to develop and still include environmentally friendly methods
- MEDCs may not be prepared to pay more for goods that are produced in an environmentally friendly environment.
- MEDCs already give huge amounts of developmental aid money to help LEDCs to develop economically
- Developing countries have been given time they now need to come into line with other industrial nations
- Global warming could raise temperatures so much that we will be forced to change our lifestyles
- Most of global warming is due to the burning of fossil fuels, need to develop use of renewable energies (solar energy in continents like Africa)
- Renewable energy is not efficient or reliable
- Newer environmentally friendly technology is available
- Some of the major countries such as USA and China won't sign up to international agreements if it is going to damage their trade

Any other valid answers should be credited.

<b>Level 0</b>	<b>0 marks</b>	No rewardable material
<b>Level 1</b>	<b>1-3 marks</b>	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>
<b>Level 2</b>	<b>4-6 marks</b>	Opinion with limited reasoning, supported by limited relevant evidence and/or examples showing basic knowledge and understanding of issues and/or events. <b>Students who include ONLY points for, or ONLY points against are restricted to a maximum of 6 marks.</b> <i>Spelling, punctuation and grammar are reasonably accurate and meaning is clear.</i>
<b>Level 3</b>	<b>7-9 marks</b>	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>
<b>Level 4</b>	<b>10-12 marks</b>	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 &amp; appropriate language is used together with some use of specialist terms</i>
<b>Level 5</b>	<b>13-15 marks</b>	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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