

Examiners' Report
June 2013

GCSE Citizenship 5CS03 3A

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June 2013

Publications Code UG035630

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Introduction

It is pleasing to report that many candidates approached this 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.

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.

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'.

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 were not able to exploit fully the stimulus Source material or the scaffolding points provided for Question 15. These however were in a minority.

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

Question 8 (a)

Nearly all candidates could define NIMBY, as shown in the mark scheme. Some candidates could explain that a NIMBY was not necessarily against developments, just not 'near where they live'.

- 8 (a) Protestors such as those in Source A might be called NIMBYs. Define and briefly explain what NIMBY means.

(2)

NIMBY means: Not, In, My, Back, Yard.

for example people might think that something is a good idea but they do not want it near them.



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Examiner Comments

This response provides a clear definition and explanation.
This candidate scored 2 marks.



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Examiner Tip

A clear definition and explanation earns full marks.

Question 8 (b)

Candidates who read the question carefully were able to gain full marks on this question. Candidates must be able to distinguish fact from opinion, in this case the language was clear with 'It was claimed' for the opinion response.

Nearly all candidates achieved 1 mark for 'fact'.

The majority of candidates were able to extract the correct information from the source and distinguish between fact and opinion.

(b) From the first paragraph of Source A, write out **one** statement of fact and **one** statement of opinion.

Fact

(1)

Worships full of asbestos and toxic chemicals, were sent from America in 2006.

Opinion

(1)

~~It was claimed that~~ this would bring economic benefits including hundreds of jobs to the town.



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Examiner Comments

This question clearly states, 'From the first paragraph'. Candidates who got this wrong answered from the wrong paragraph. This response scored 2 marks.



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Examiner Tip

Fact is something that can be proved. Look at the language for 'Opinion', 'It was **claimed**'.

Question 9

This question was well answered by most candidates. Candidates were awarded a mark for recognising, 'range/variety/species', or 'area/environment'.

Question 10

This question was attempted by most candidates. They were able to give an accurate explanation of the two statements. Being able to interpret statements and opinions is an important skill in Citizenship, so candidates are able to question information on various issues.

10 Identify what message the protestors are trying to send with their slogans in Source A.

'Killer ships kill people.'

(1)

The asbestos and toxic chemicals in the ships could seriously damage people's health.

'This is our home not America's dump.'

(1)

The protesters do not want unwanted ships dumped in their town from America as if they are a rubbish tip.



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Examiner Comments

This candidate is able to interpret the statements and give articulate and concise answers that show clear understanding. Full marks were awarded.



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Examiner Tip

You must be able to interpret information that is presented to you.

Question 11

The majority of candidates were able to identify how an individual could reduce emissions. Some candidates could only make reference to global issues or what governments could do. This question required the candidates to understand the language used in exams.

The majority of candidates had a good understanding of how individuals could reduce CO₂ emissions. Where candidates lost marks it was because they gave suggestions as to how governments or countries could reduce their emissions.

11 According to Source D, the polar bears' habitat is threatened by the increase in carbon dioxide emissions. Give **three** different ways in which individuals could help reduce CO₂ emissions.

1 Recycle

2 Using energy saving light bulbs

3 Walk instead of cars, buses ect.



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Examiner Comments

This candidate clearly understands the question and has knowledge of the specification. Three marks were awarded.



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Examiner Tip

Read the question carefully.

Question 12 (a)

Careful reading of both the Source material and the question is essential in order to write a relevant response. The majority of candidates were able to extract the correct information from the Source.

12 Source B suggests that nuclear fuel is important as a future power source to the UK.

(a) Using Source B, give **two** reasons why the government gave the go-ahead for new nuclear plants.

1 It is necessary to produce affordable⁽²⁾ fuel.

2 Nuclear fuel gives off very little green house gas.



ResultsPlus
Examiner Comments

This candidate showed clear understanding of the question and the Source material. Full marks were awarded.



ResultsPlus
Examiner Tip

If the question states 'Using Source', that is where the answers will be found.

Question 12 (b)

Some candidates could correctly identify reasons against the building of nuclear power plants. They were able to identify risks shown in Source B of radiation leaks and explosions to gain full marks. Other candidates could identify the link to nuclear weapons and possible terrorism.

(b) Using your own knowledge, give **two** reasons why there are objections to nuclear power plants.

(2)

- 1 There is highly radioactive waste produced as a result, and there is not currently a way to dispose of it permanently (we just bury it).
- 2 If something goes wrong, the plant could explode and contaminate the area, like Chernobyl.



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Even though the mark scheme states 'difficult to dispose of waste', this candidate clearly alludes to this in answer 1. The candidate clearly uses 'own knowledge' in reference to Chernobyl. Marks would have been awarded even without that reference.

This response scored 2 marks.



ResultsPlus Examiner Tip

Even if the question asks for 'own knowledge', check the Source for clues.

Question 13

The question requires extended writing, marks are out of 6 with 3 levels. There were good examples of well thought out responses, however many candidates did not refer to the 'planning stage' and misinterpreted the question.

Candidates were awarded 1 mark for a word list. It was not possible for candidates to move out of Level 1 if they did not give any development of the points made.

For Level 3 a candidate needs to show, 'well developed points supported by simple but acceptable examples with clear explanations'.

13 Source C refers to reducing waste at the 2012 Olympics. Identify **three** methods to meet this aim and explain why each method would be effective.

- 1 Put more ^{recycling bins} ~~bins~~ around the Olympic campus, so people don't feel the urge to drop rubbish because there are no bins very near, and also be persuaded to recycle the waste that can be recycled and not go to landfill.
- 2 Put up posters and campaigns around the Olympic park that encourage people to really be a part of the games by sticking to the green regime. This will persuade visitors to be more environmentally friendly as they will feel they want to be a part of ~~the~~ the green games.
- 3 Use more eco-friendly materials to build the Olympic park, so less is taken from the environment. This means these materials can be used elsewhere, and won't diminish so fast.



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Examiner Comments

This is an example of a Level 3 answer, i.e. the candidate gives three clear points and explains each of them accurately. 6 marks were awarded.



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Examiner Tip

Make your point and then develop it with an explanation.

Question 14

This question required extended writing and was marked out of 8, using four Levels. Some candidates presented good knowledge and expertise in presenting their arguments. Some candidates were able to support their arguments with evidence, showing good exam preparation.

In these questions it is not possible to proceed beyond Level 2 if there is only one point of view demonstrated, no matter how well written. Candidates do need practice at extended writing in order to be able to identify when they are arguing for and against a point of view.

The example answer shows the type of response that can achieve Level 4, 7-8 marks. There are no typical specimen answers. The indicative content in the mark scheme gives a clear idea of the type of points that might reasonably be expected to be discussed.

Some strong answers were able to give both a factual and a moral standpoint, balancing the economic difficulties against the humanitarian ones.

14 Source E refers to water shortage in the UK, but water shortage in some developing countries should be tackled first.

Do you agree with this view?

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

On the one hand, some people may agree with the statement. Water shortages in developing countries are often worse than the situation in the South East of England in 2012. Furthermore, in developing countries there is likely to be a higher number of people in poverty. Water shortages mean more crop failures, and poverty is further increased, as these people cannot afford to buy food from abroad to feed themselves. Another issue is medicine. Water shortages in reservoirs mean more people will turn to unsanitary means of getting water, leading to an increase in cholera and typhoid fevers. Medical help is not as readily available, so mortality rates will increase.

On the other hand, some people may disagree with the statement. The South East of England is a highly populated area with a highly sensitive ecosystem. It is important to protect biodiversity in these areas. Also, the area is important for producing crops and rearing livestock. A water shortage would have devastating effects on the crop yield, and could even kill livestock. This would cause economic growth

to plummet so we cannot offer aid to developing countries in the future, ~~this~~ thus creating a loophole we cannot escape. Also, some people ~~as~~ may ~~even~~ disagree with money from the taxpayer being given to countries abroad.

To conclude, I believe that although it is important to support countries in need, it is also important to support your own country in the interests of biodiversity and economic growth.



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Examiner Comments

This is a good example of a Level 4 answer and it scored the maximum 8 marks. It is balanced, covering both points of view and uses clear evidence to support arguments and demonstrates good knowledge and understanding.



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Examiner Tip

Use the Source material for evidence to support the points you are making.

Question 15

This question required extended writing and was marked out of 15, using five Levels. Some candidates presented good knowledge and expertise in presenting their arguments. Some candidates were able to support their arguments with evidence, showing good preparation.

It is important for candidates to understand the significance of the levels mark scheme. To move beyond Level 2 requires points both for and against but with balance and reason supported by examples of issues or events. Candidates should not lose sight of the question being asked, for which the four bullet points are just a guide. Writing four mini essays in response to each of them may show relevant discussion but may not result in actually answering the question that was set at the top of the page.

Candidates need to be aware that Indicative Content is just that, i.e. an indicator of the type of issues, events, evidence or examples that can be expected to be included. Obviously, other relevant issues, events, evidence or examples can be legitimately included and, of course, will be awarded marks accordingly. Some candidates did not go beyond Level 2 because of a lack of development or balance of a reasoned discussion supported by evidence or examples.

Some strong answers gave relevant contemporary examples, making reference to World Summits, the Kyoto Agreement and Local Agenda 21. The candidates who were able to construct an effective and balanced evaluation not only used the scaffolding, but gave thoughtful examples, often relating to their understanding of 'environmental targets' and 'the economic issues relating to LEDCs'. There were some well developed conclusions enabling candidates to reach Level 5. Spelling, punctuation, grammar and clarity of expression were taken into consideration when awarding marks on this question.

The example answer shows the type of response that can achieve Level 4 with between 10-12 marks. There are no typical specimen answers. The indicative content in the mark scheme gives a clear idea of the type of points that might reasonably be expected to be discussed.

I disagree with the view that to help industry grow in LEDCs international environmental ~~targets~~ targets must be ignored, but understand the reasons ^{behind} ~~this~~ this idea.

Before considering the state of LEDCs, we should first think about the state of the whole world. If the targets are ignored and the developing countries do become MEDCs (More Economically Developed Countries), what state would Earth be in? It is not worth exceeding the boundaries ~~at~~ ~~the~~ at ~~the~~ cost of the whole world, it is not sustainable either as it would make it

more difficult for future generations to meet their needs as, in the process of development, the

LEDCs will have used a large amount of finite resources, such as oil, to expand their industry.

All countries are responsible for the world's environment, so why should the LEDCs be able to ruin it for those who are meeting their environmental targets?

However, this does raise a valid point in favour of the view since MEDCs such as the UK ~~caused~~ caused a massive amount of pollution during their economic development as well as the industrial revolution, so therefore it is unfair to deny LEDCs the same ~~chance~~ chance, even if it does come at a cost to the environmental condition of the whole world.

It is also important that LEDCs develop as it would benefit the world economy through trading and loans could be paid back.

In addition to this, some MEDCs (including the US), did not sign the Kyoto Protocol in 1997 which aimed to provide such environmental targets and reduce emissions, whereas many LEDCs did. This makes it unfair to penalise LEDCs as they have already reduced their emissions whereas not all developed countries have.

Then again, if the international environmental targets are ignored, there won't be much to look forward to as the increased emissions would speed up global warming which would cause higher sea levels, polar ice caps to melt and fluctuating weather patterns which could affect the whole world negatively.

Overall, I believe it would be morally wrong for developing countries to ignore international environmental targets as it would affect the whole world, not just them, as well as future generations to come. (Total for Question 15 = 15 marks)



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Examiner Comments

This is good example of a high Level 4 response which scored 12 marks. To move into Level 5 a more reasoned conclusion would be needed.



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Examiner Tip

Leave yourself enough time to plan this question carefully. Evidence can be used from the Source material. Do not forget the conclusion.

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
- 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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