

# Examiners' Report

## June 2014

### GCSE Citizenship Studies 5CS03 3A



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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

This question was tackled well by the majority of candidates, with many being awarded the maximum score of 2 marks. The most common responses came from bullet points 1 and 3 of the mark scheme, stop buying their products and protest outside the store. However, some candidates lost marks by offering the same point in two different ways; for example, by stating that there should be a boycott of the companies' goods and then stating that they should buy other companies goods instead. Such responses would be awarded a maximum of 1 mark.

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, often copying the bullet points in the stimulus materials. Such responses would not be awarded any marks.

- 8 According to Source A, the H&M clothing company has taken steps to become more responsible. Give **two** ways that customers can put pressure on other companies to do the same.

(2)

1 Threatening not to buy their products unless they act.

2 Buy from other companies instead.



### ResultsPlus Examiner Comments

This response made the common mistake of giving the same point twice, i.e. not buying their products/buying from other companies. This meets the first bullet point on the mark scheme and so merits only 1 mark.



### ResultsPlus Examiner Tip

Make sure you pay attention to words in **bold** in the question, these are usually command words that give you a clue to what the question requires. In this case, for **two** different ways in which customers can put pressure on companies.



## Question 9

This question asked candidates to suggest how the rewards of Fairtrade could help with wider community development. A common mistake made here was to simply list the benefits of Fairtrade. Many candidates lost marks by explaining how Fairtrade can help farmers and the farmers' families to increase their income and improve their lifestyle rather than focusing on the issue of development. Such responses would gain no marks, as this does not directly answer the question. A significant minority of candidates simply defined Fairtrade, again, such responses would gain no marks as this failed to address the issue of community development.

Candidates who were awarded full marks were able to make good links between Fairtrade and how it can benefit the wider community, for example by allowing farmers or businesses to improve working conditions and give more opportunities to grow more crops, or widening the range of crops grown. A significant number of candidates were also able to link the rewards of Fairtrade to long-term developments, such as access to education and health services.

Candidates should be reminded of the need to read the question carefully, as the use of the emboldened word 'develop' in the question was a signal of the approach required.

- 9 Using your own knowledge, suggest how the rewards from belonging to a Fairtrade scheme (Source B) can help a poor farming community to **develop** more quickly.

(2)

Fairtrade ensures the farmer to have stable working payments, and improved working conditions. With this steady pay rate, farmers can expand, by growing more crops and hiring more workers in a shorter time period.



### ResultsPlus Examiner Comments

This response gives two clear ways in which a Fairtrade scheme can help a poor farming community to develop more quickly: improved working conditions and expanding so hiring more workers. This response was awarded the maximum 2 marks available.



## Question 10(a)

The majority of candidates who answered this question were able to extract two different points from the source and so gain the maximum 2 marks available. However, a significant minority of candidates used extreme weather as their two separate points, e.g. flooding and droughts, and therefore only received one mark. Candidates should be reminded of the need to give two separate points rather than two points that say the same thing in different ways.

**10 (a)** Using Source C, identify **two** ways in which global warming could bring about a loss of animal species.

1. Droughts might kill animals. (2)

2. Floods might kill animals.



### ResultsPlus Examiner Comments

Here is an example of a response where the candidate correctly identified information from the source that answered the question, but was only awarded 1 mark as the same point is given twice: that extreme weather will kill animals.

## Question 10(b)

This question was generally answered well with the majority of candidates showing a clear understanding of the contributors to increased CO<sub>2</sub>. Many responses to this question included the effect of the increasing use of cars, factories/industry and deforestation.

Candidates who were unsuccessful in answering this question often pulled information useful for Q10a from the source booklet, to use for Q10b. Some candidates also gave similar answers for two of the three responses, e.g. responses on transport often cited the increased use of cars and planes as two separate points, and so were only awarded 1 mark for such duplicate answers.



## Question 11(a)

This question was generally answered well by the majority of candidates, with bullet points 1 and 2 from the mark scheme being the most frequent answers. A significant minority of candidates, however, made simple responses that gained no credit, such as nuclear power being “cleaner” or “greener”.

## Question 11(b)

The topic of online protests enabled most candidates to respond well to this question, with many valid strengths and weaknesses provided. The most common responses cited the ability to spread the word to more people more quickly (strength) and not accessible to everyone, e.g. if you don't have a computer (weakness). Weaker answers saw candidates make very general points about protesting in general rather than linking the point to an online protest in particular, e.g. weakness, not many people will see it or join in.

(b) Using your own knowledge, give **one** strength and **one** weakness of staging a protest online, as the Hinkley campaigners have done (Source D).

(1)

Strength

People are aware

Weakness

(1)

Some people do not have access to a computer, laptop ect.



### ResultsPlus Examiner Comments

This response was awarded 1 mark for the weakness. The strength given is too vague to merit a mark, had the candidate been a little more precise, for example by saying that people are more aware because it can spread more quickly on social media, then this would have been awarded a second mark.



### ResultsPlus Examiner Tip

Make sure your answer directly addresses the question; so here, what is it about an online protest that will make people more aware?



## Question 12

Candidates were asked to look at the debate surrounding population growth in this question. The majority of candidates were able to access the stimulus material in Source E and offer a reason for limiting population growth related to pressure on the Earth's natural resources. A significant number of candidates were also able to offer points from their own knowledge, usually linked to issues of over-population.

There were fewer valid responses to the first part of the question on continuing high birth rates, however, as this required candidates to use recall rather than the source material. Consequently, a significant number of candidates offered incorrect points from the source, e.g. because people are living longer. The most popular valid answers seen were ones related to lack of contraception or religious/cultural objections to contraception. A valid, alternative point offered by a small number of candidates was linked to the one-child policy in China; such candidates explained that many countries do not have a policy or law limiting population growth. Such responses were awarded 1 mark for this point.

12 Using Source E and your own knowledge, give **one** reason why:

(2)

1 some societies still have a high birth rate

It will increase the pressure on the Earth's natural resources and this is what animals need to survive.

2 some people believe population growth should be limited.

There may not be enough food, water or energy to go around for everyone.



### ResultsPlus Examiner Comments

This response gives the same point for both parts of the question and so is only awarded 1 mark.



### ResultsPlus Examiner Tip

Remember to read the question carefully; a two-part question will require two different points to gain 2 marks.



### Question 13

There were two elements to this question: the threats posed to the Earth by both rich societies and population growth. The majority of candidates, however, concentrated on the threat posed by rich societies, often by comparing this to the lesser threat posed by poorer societies rather than issues related to population. Such responses were prevented from entering level 3, as they only focused on one part of the question. The majority of such candidates, however, were able to identify and develop an explanation related to at least one reason why rich societies are a threat, usually related to resource consumption/demand.

Candidates who did attempt to link their discussion to the other part of the question on population growth tended to only give a limited explanation of this viewpoint, suggesting that this is an area that is less well developed when studying issues related to sustainable development.

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 rich societies use more resources, with no development or exemplification of the types of resources used.

**13** Using Source E and your own knowledge, explain why rich societies may be a greater threat to the Earth than population growth.

(6)

Rich societies may be a greater threat to the earth as they use a lot of resources and ~~use~~ they have cars which create greenhouse gases which then effects the ~~the~~ environment. They also use a lot of electrical appliances which use electricity which is mainly produced by using fossil fuels which give when used produce a large amount of carbon dioxide which effects the environment as well. Finally they also ~~do~~ waste a lot more food which is using energy to be made this means it effects the environment also as ~~the~~ the food has been ~~shown~~ wasted, it



is put on a dump and then it  
will rot and cause more greenhouse  
gases.



### ResultsPlus

#### Examiner Comments

This is a classic level 2 response where the candidate has answered in depth about the threat posed by rich societies, but made no reference to population growth, and so it is limited to 4 marks.



### ResultsPlus

#### Examiner Tip

Questions that ask you to compare two aspects of a debate, so threats to the Earth by rich societies and population growth, will expect you to make a point about both aspects to progress to level 3. The response does not need to be completely balanced, but an awareness that there is a debate about which is the greater threat needs to be demonstrated for the top level.

## Question 14

This question required candidates to attempt a discussion about ethical decisions when shopping, so considering the arguments for and against buying from companies that pay a fair wage. A significant number of candidates were able to relate this back to the stimulus material provided in Source B and also in Source A as well. However, weaker responses merely quoted from these sources with no developed argument, so limiting their mark to level 2.

There were also a surprising number of candidates who chose to make this a question about Fairtrade. While such points would gain some credit if related to the issue of wages, responses that concentrated on describing Fairtrade would be limited to level 1 because of their lack of knowledge, and understanding of issues related to fair pay. Responses that referenced Fairtrade that did move beyond level 2 often cited examples of companies that have been targeted by protests because of low wages paid in developing countries. Such responses often moved in to level 3 or 4 (if a balance response was offered) by linking their discussion to the situation regarding wages in the UK, and how the right to a fair (or at least minimum) wage is protected by law.

Candidates do 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.

Evidence is also required for candidates to progress to level 4. In this case, an example of a company that does or does not pay a fair wage could have been offered, or a reference to the law protecting the minimum wage in the UK, or a Fairtrade scheme that guarantees a fairer wage for farmers etc.



14 Using Source B and your own knowledge, do you agree that we should only buy products from companies that pay their workers a fair wage?

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

(8)

I do believe that we should only buy products from companies that pay their workers a fair wage one reason is because its not fair paying a worker not even half the amount they deserve in England we have a equal pay Act stating that workers need to be paid a fair amount of money for the labour they do. If English companies dont pay the workers fair amounts they are just taking advantage of the fact that they dont have an Act which entitles them to fair pay. Another reason is that the money they pay the farmers is barely enough to look after the farm and put food on the table for their families which can cause many problems for the family and worstly it could cause death by starvation ~~all~~ because companies wont pay farms in developing countries the right amount My final reason is that ~~in~~ if the companies dont pay developing countries a fair amount they'll have a really hard time trying to develop as a country because they will not have the money behind them in order to develop further ~~and~~ and without money the country will suffer.



Some people may disagree because they are not willing to pay more money for a jar of coffee or a pair of pants just because they are fair trade. They might also disagree because they believe coffee growers should grow a wider range of crops because they may not have what the customer wants. Some companies may not pay their workers a fair amount because they fear that their company may go under if you do so because they can not afford to pay them ~~tea~~ more, and finally some disagree because if the company was to work with fair trade they'd have to increase their prices which might make them lose customers.



### ResultsPlus Examiner Comments

This is a clear example of a strong level 4 response, where the candidate gives a well structured and balanced response. A range of points are given on both sides, with some evidence on why we should/should not only buy from companies that pay a fair wage. This response was awarded 8 marks.



### ResultsPlus Examiner Tip

Remember to structure your answer to show balance and reach level 3 and above. Make it obvious that you are giving both points of view to show that you are having a discussion about the issue in the question, like the candidate in this response who says, "Some people may disagree because...".



## **Question 15**

It is pleasing to see that the majority of candidates are now able to reach this section of the examination and attempt to answer this question in some detail. This question asked candidates to weigh up the need for governments to tackle climate change versus the possibility that this will affect some groups more than others, so the ethical as well as the environmental debate. Most candidates based their argument around the need to tackle climate change rather than around issues of fairness, and so would have found their mark limited to level 3 because of the lack of knowledge and understanding of the issues presented in the question. Only tackling climate change with no reference to fairness would have demonstrated a more limited understanding.

The majority of candidates were able to offer an argument based around the need to take action to tackle climate change, with most attempting to balance their answers. However, many candidates tended to make very superficial statements rather than developing points or offering evidence to back up their statements, for example, "if we do not tackle climate change it will keep getting worse". Such responses would be limited to level 2. Responses that were largely opinion or did not offer any balance were also limited to level 2.

A number of candidates were able to access stimulus from the sources, particularly Sources C and D, and use the material provided to help structure an argument in favour of tackling climate change. This is a valid use of the source material provided, and would have given some candidates the evidence required to enter level 4, if accompanied by a balanced and reasoned discussion.

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 'Governments should give up fighting climate change, because the actions that are taken often affect some people or countries unfairly.'

Do you agree with this view?

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

(15)

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

- Why are governments taking action to fight climate change?
- How can these actions harm people or countries?
- Is it always the case that some groups of people are affected unfairly?
- Are these actions necessary to make the world sustainable?

I disagree that governments should give up fighting climate change because their actions can unfairly affect some people or countries. However, I do believe that LEDCs and people living in them can be unfairly affected as a result of fighting climate change.

If we decided to stop fighting climate change then we would have no control over the future of our planet. We may end up causing all animal species, including ourselves, to become extinct by destroying the ~~env~~ environment. We simply have no idea if we are really the cause of climate change and the true impact ~~that~~ that stopping fighting it ~~might~~ might have. This is why governments are currently taking action.

However, many LEDCs are treated unfairly as they are forced to try to reduce their ~~carbon~~ Carbon footprint and this would lead to them having an unsustainable economy. This suggests that, in the modern world, sustainable development



may actually be impossible. I believe that some countries and groups of people are always treated unfairly as a result of development ~~and~~ fighting climate change is not and should not be their main priority. Without manufacturing in countries such as China, we would not have the cheap products that many consumers buy. Therefore, it should be the responsibility of MEDCs ~~to~~ to ~~not~~ fight climate change and to help LEDCs fight climate change as it is the demand of MEDCs that LEDCs are trying to meet.

~~Some~~ Some people believe that we should stop fighting climate change as it is unfair on LEDCs when it would be practically impossible for them to grow if they have to support this. The world as a whole is currently trying to tackle the issue but it is difficult to practically implement changes when the world ~~is~~ is in a global economic crisis and there is such an extreme divide in wealth: not only from country to country but also within countries themselves (including MEDCs). We have agreements such as the Kyoto Protocol to reduce carbon emissions but not all countries signed up and agreed to this (such as the USA) and it is ~~not~~ unfair that not all countries are acting equally to help prevent climate change. This is why people ask if fighting climate change is worth the expense, as not everyone is committed to help with the issue.



Overall, I think that governments should keep fighting climate change, despite the actions taken often affecting some people or countries unfairly. This is because we do not know what the most severe effects of climate change ~~may~~ may be or how this may impact on our lives and our future as a species.



### ResultsPlus Examiner Comments

This is a well-structured response in which the candidate gives a clear introduction. There is argument for and against the premise in the question and a reasoned conclusion making a judgement on the premise. Sufficient evidence is added about LEDCs, MEDCs and sustainability issues to progress this response into level 5. The answer was awarded 13 marks.



### ResultsPlus Examiner Tip

The scaffolding points in the question are designed to help candidates answer this question. However, as you can see from this response, it is possible to score very highly by addressing the question directly instead of just answering the scaffold prompts.



## 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.

## Grade Boundaries

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