

Mark Scheme (Results)

Summer 2014

GCSE Citizenship Studies Unit 3
(5CS03)

Paper A: 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	A Saving 300 million litres of water using new production methods.	1

Question Number	Answer	Mark
2	B help workers gain higher incomes	1

Question Number	Answer	Mark
3	D Fairtrade coffee farmers should grow a wider range of crops.	1

Question Number	Answer	Mark
4	C are unsure exactly what impacts global warming will bring	1

Question Number	Answer	Mark
5	C legal responsibility	1

Question Number	Answer	Mark
6	D more births and fewer deaths.	1

Question Number	Answer	Mark
7	B ensure future generations live as well as we do	1

Question Number	Answer	Mark
8	<ul style="list-style-type: none"> • Stop buying their products/boycott • Write/blog/email/tweet/set up a Facebook page about the company • Protest/march/demonstrate/lobby outside the store • Write to/email/tweet the owner/shareholders • Start a petition/e-petition • Start an internet campaign <p>1 mark per correct answer, up to a maximum of 2 marks.</p> <p>Other valid answers can be credited</p>	(2)

Question Number	Answer	Mark
9	<ul style="list-style-type: none"> • Healthcare costs can be met - so improving life expectancy or medical conditions • Education for children – so can buy uniform/books/transport costs • Fairtrade money can expand/modernise/make more efficient their business/farm – so could develop new products/crops etc. • Community could invest collectively in infrastructure/better facilities – build roads/schools/ hospitals/water pumps • Better working conditions – workers will be safer/happier/more productive <p>Award 1 mark for each way in which the economic rewards of Fairtrade are linked with wider community development. Or award 2 marks for 1 explained point.</p> <p>Other valid answers can be credited</p>	(2)

Question Number	Answer	Mark
10(a)	<ul style="list-style-type: none"> • Loss of habitat / living area • Killed by spread of diseases • Extreme weather <p>Award 1 mark per valid answer, up to a maximum of 2 marks.</p>	(2)

Question Number	Answer	Mark
10(b)	<ul style="list-style-type: none"> • CO2 from industry/fossil fuels • CO2 from deforestation • CO2 from transport/increased trade • LEDCs are developing and using more fuel • Population increases • Not enough recycling/more landfill being used • More methane from cattle farming <p>1 mark per valid answer up to a maximum of 3 marks.</p> <p>Other valid answers can be credited</p>	(3)

Question Number	Answer	Mark
11(a)	<ul style="list-style-type: none"> • Does not emit CO2 • Is not a fossil fuel • Replaces fossil fuel • Means we use less fossil fuel • Reduces carbon footprint • Reduces greenhouse gas emissions <p>1 mark maximum for a valid answer.</p> <p>Other valid answers can be credited</p>	(1)

Question Number	<u>Answer</u>	Mark
11b	<p><u>Strength:</u></p> <ul style="list-style-type: none"> • Many people can view it/join the campaign online • Easy to find/effective way of communicating • Can go viral/spread easily • Don't need to leave the house to join the campaign • Cheaper than other forms of protest • Young people are more likely to join an online campaign <p><u>Weakness:</u></p> <ul style="list-style-type: none"> • Some people do not have internet access • People may not know website is there • May not seem as important as a 'real' protest • Young people are more likely to use the internet but less likely to engage • May be more susceptible to fraud <p>1 mark maximum for 1 valid strength. 1 mark maximum for 1 valid weakness.</p> <p>Credit alternative answers and phrasing.</p>	(2)

Question Number	Answer	Mark
12	<p><u>Reasons for high births:</u></p> <ul style="list-style-type: none"> • Families need more children to work • Lack money for education • Can't afford contraception/less access to family planning • Religious objections to contraception • Tradition • Infant mortality rates are high in some societies so families tend to have more children to compensate • Few countries impose limits on birth control <p><u>Reasons for population control:</u></p> <ul style="list-style-type: none"> • Not enough food, water and energy to go round • Too much pressure on natural resources • Sustainable development not possible • Overpopulation <p>1 mark maximum for 1 valid reason for high births. 1 mark maximum for 1 valid reason for population control.</p> <p>Credit other valid suggestions.</p>	(2)

Question Number	Indicative content	
13	<p>Full marks can be achieved either:</p> <ol style="list-style-type: none"> 1) Through a good explanation of why rich societies threaten Earth's resources <p style="text-align: center;">Or</p> <ol style="list-style-type: none"> 2) Through an explanation of why richer societies are a greater threat than population growth. <p><u>Rich societies problems</u></p> <ul style="list-style-type: none"> • Consumption of energy, water, food etc. • Meat diets need much more plant energy than vegetarian diet. • Flights, holidays, homes. • May apply ecological footprint idea. <p><u>Overpopulation idea</u></p> <ul style="list-style-type: none"> • Too many mouths to feed • Overgrazing of land. • Problem multiplies with each generation unless births fall. • Too much pressure on natural resources 	
Level	Mark	Description
Level 0	0	The answer does not seriously address the question.
Level 1	1-2	The answer offers just 1 or 2 very simple points without any development.
Level 2	3-4	The answer makes 2 or 3 points but they are fairly superficial with limited explanation.
Level 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	Indicative content	
14	<p><u>Points for buying products that pay a fair wage:</u></p> <ul style="list-style-type: none"> • Company has a good reputation • People will feel happier buying goods • We shouldn't be exploiting workers • High wages helps to develop an economy • Strengthens relationships with developing countries • <p><u>Points for not buying products that pay a fair wage:</u></p> <ul style="list-style-type: none"> • Greater profit for companies • Consumers should be able to make their own ethical decisions • Goods are cheaper (may mention squeeze on consumers at the moment) • Can't use Fairtrade system for every producer (Source B) • Can restrict choice for consumers 	
Level	Mark	
Level 0	0	No rewardable material
Level 1	1-2	Basic and/or very brief approach – relying on opinion with basic knowledge and little understanding of the issue.
Level 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
Level 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.
Level 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 Number	Indicative content	
15 QWC	<p><u>Arguments for giving up the fight, linked to fairness:</u></p> <ul style="list-style-type: none"> • Carbon/fuel taxes hit the poor/squeezed middle hardest • Renewables e.g. turbines can ruin some local environments (NIMBYism) • Nuclear carries safety question mark for locals • Current businesses e.g. oil producers have a lot to lose • Developing country governments should not be asked to make changes as it was not them who caused the problem/cannot afford to make changes at economic expense <p><u>Arguments for continuing to fight climate change:</u></p> <ul style="list-style-type: none"> • The scientists are mostly agreed that global warming is happening • We are also looking after earth for future generations (sustainable development) • Some actions need not have unfair impacts e.g. wind farms in remote areas • Even if pollution isn't causing global warming it is causing health problems i.e. asthma, so renewable energy is a good idea, so is nuclear, arguably more unfair for developed countries not to act, from developing country viewpoint • Some developing countries cause a lot of pollution so should take responsibility for their actions <p>Any other valid points will be credited</p>	
Level 1	1-3 marks	<p>Opinion with little or no reasoning, showing simple knowledge and little understanding of issues and/or events. There are some errors in spelling, punctuation and grammar but the basic meaning is clear.</p>
Level 2	4-6 marks	<p>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. Spelling, punctuation and grammar are reasonably accurate and meaning is clear.</p>
Level 3	7-9 marks	<p>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. Spelling, punctuation and grammar are mostly accurate and appropriate language is used to convey meaning.</p>

Level 4	10-12 marks	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. Spelling, punctuation and grammar are accurate & appropriate language is used together with some use of specialist terms
Level 5	13-15 marks	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. Fluent and consistently strong use of vocabulary and accurate spelling, punctuation and grammar with use of specialist terms.

