

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										



General Certificate of Secondary Education  
Specimen Paper

# Citizenship Studies XXXX/W (Short Course and Full GCSE)

## Unit 1: Written Paper

Date: Time

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
TOTAL	

You will need no other materials.

### Time allowed:

- 1 hour

### Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- This paper is divided into **two** Sections.
- In **Section A**, answer **all** questions.
- In **Section B**, answer **one** question.
- Write your answers in the spaces provided in this book.
- Do all rough work in this book. Cross through any work you do not want to be marked.

### Information

- The maximum mark for this paper is 40.
- The marks for part questions are shown in brackets.
- You are reminded of the need for good English and clear presentation in your answers. Quality of Written Communication will be assessed in Section B.

### Advice

- When answering questions that refer to the United Kingdom, you may focus particularly on your own home region (eg England or Wales).

XXXX/W

**SECTION A**

Answer **all** parts of the questions in this section.

This section carries 20 marks.

You are advised to spend approximately 20 minutes on this section.

**1****Total for this question: 10 marks**

- (a) Identify **one** form of mass media.

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*(1 mark)*

- (b) Identify **one** way in which trade unions can assist their members.

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*(1 mark)*

- (c) Identify **one** citizenship skill you think is needed by a **solicitor** during a court case.

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*(1 mark)*

- (d) If an earthquake happened in another country, outline **one** way that an individual citizen of the United Kingdom might help.

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*(1 mark)*

- (e) Outline briefly **one** method political parties use during elections to encourage electors to vote for them.

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*(1 mark)*

- (f) Identify what is meant by the phrase ‘freedom of speech’.

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*(1 mark)*

- (g) Identify **one** way in which people become members of school governing bodies.

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*(1 mark)*

- (h) Name **one** service provided by local government.

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*(1 mark)*

- (i) Identify **one** type of case that could be heard by an industrial tribunal.

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*(1 mark)*

- (j) Give **one** example of a recent national pressure group campaign.

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*(1 mark)*

2 **Total for this question: 10 marks**

Read Sources A and B and answer the questions which follow.

**Source A**

**Mandela Addresses Live 8 Finale**

An international line-up of stars joined the call to wipe out world poverty at Edinburgh's Live 8 concert, which was addressed by Nelson Mandela.

Almost 60 000 music fans gathered at Murrayfield Stadium for the Live 8 'The Final Push' gig. U2 singer, Bono, introduced a recorded message from Nelson Mandela, the former South African President.

Mr Mandela said: 'Let's work to make poverty history this year. Sometimes it falls upon a generation to be great. You can be that generation. You have that opportunity. Then we can all stand with our heads held high.'

At the same time, world leaders arrived for talks about poverty at a G8 conference in Gleneagles.

Photograph of Nelson Mandela on a big screen. Mr Mandela is speaking to the Live 8 audience.

Image removed due to copyright constraints.

Nelson Mandela addressed the crown in a recorded message

**Source B**

**Live 8 Helped Aid Deal Says Blair**

The deal on African aid agreed at the G8 summit is a 'mighty achievement' for millions of campaigners worldwide, Prime Minister Tony Blair has told MPs.

After the meeting of world leaders at the G8 summit in Gleneagles, Mr Blair praised the organisers of Make Poverty History and Live 8.

The G8 promised to boost aid to Africa by \$25 billion and cancel the debts of 18 poor countries.

Photograph of Prime Minister Tony Blair standing in front of other world leaders. Mr Blair is speaking to an unseen audience of reporters.

Image removed due to copyright constraints.

World leaders gather as the G8 summit in Gleneagles ends

(a) What were the aims of the organisers of Live 8 and those attending the concert?

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(3 marks)

(b) Why do you think events like Live 8 influence politicians and the decisions they make?

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*(3 marks)*

(c) Attending a music concert or marching can be a form of protest.  
Identify **two** other forms of protest action that are likely to bring about change.

Give reasons for your answer.

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*(4 marks)*

**TURN OVER FOR SECTION B**

**SECTION B**

Answer Question 3 **or** Question 4 **or** Question 5.

Each question comprises three parts.

This section carries 20 marks.

You are advised to spend approximately 20 minutes on this section.

**3 Identity and Democracy: Being a Citizen in the UK      Total for this question: 20 marks**

Read **Sources A and B** and answer parts (a), (b) and (c) which follow.

**Source A**

**Not Bothering to Vote**

Source removed due to copyright constraints.

The source gave statistics about voter turnout in British elections showing that turnout in General elections is low, especially among young people, and in regional elections like the London Assembly election. In some other countries, voting has been made compulsory.

**Source B**

**Britain 'Needs Compulsory Voting'**

Source removed due to copyright constraints.

The source referred to a report which suggested that voting should be made compulsory in Britain. It suggested that people who do not vote should be fined.

Source: adapted from *www.bbc.co.uk*

(a) Using the sources, outline **two** examples of low voter turnout.

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(2 marks)

- (b) What actions do you think politicians, political parties and the Government could take to encourage more people to vote?

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*(6 marks)*

- (c) Present a case for **and** against making voting compulsory.

You should answer in continuous prose.

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**4 Fairness and Justice****Total for this question: 20 marks**Read **Sources A** and **B** and answer parts (a), (b) and (c) which follow.**Source A****Anti-social Behaviour: What Is It?**

Source removed due to copyright constraints.

The source explained the meaning of 'anti-social behaviour' and gave several examples (e.g. graffiti, rude language, making too much noise at night, dropping litter, getting drunk in the streets, and dealing drugs).

**Source B****A Case Study**

Source removed due to copyright constraints.

The source gave a scenario of a gang of youths who regularly gathered outside a row of local shops. The local radio station and newspapers were used to publicise the gang's anti-social behaviour which made local residents scared to visit the shops in the evenings.

The source explained that the gang members were arrested and given anti-social behaviour orders (ASBOs) which stopped them gathering near the shops. The Council also stopped the buses which the gang used. The Police increased patrols in the area.

- (a) Using the sources and your own knowledge, give **one** example of anti-social behaviour **and** say how it could upset other people.

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*(2 marks)*

- (b) Using the sources and your own knowledge, explain what local people can do to raise awareness of anti-social behaviour.

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*(6 marks)*

- (c) Using the sources and your own knowledge, evaluate the different methods that local authorities and the police can use to reduce anti-social behaviour.

You should answer in continuous prose.

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**Turn over for the next question**

**5 Global Issues and Making a Difference****Total for this question: 20 marks**Read **Sources A, B and C** and answer parts (a), (b) and (c) which follow.**Source A****Oxfam and Fair Trade**

Source removed due to copyright constraints.

Photograph of shopkeeper  
holding a bag of fair trade coffee

The source contained information from Oxfam's website about fair trade fair-trade, including efforts to improve conditions and prices for farmers around the world. Oxfam helped set up a fair trade coffee company which has become very successful.

**Source B****Fair Trade at work**

Source removed due to copyright constraints.

Photograph of a gathering of Ugandan  
coffee farmers. A farmer with one of the  
best farms is being awarded a prize of a  
new goat.

The source explained how fair trade has  
benefitted the coffee farmers, their families  
and their community. The farmers are now  
paid fair prices for their coffee and this helps  
them to pay for equipment, schools etc.  
Health has also improved. Information was  
from the Fair Trade UK website.

- (a) Using the sources and your own knowledge, briefly outline **one** benefit of ‘fair trade’.

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*(2 marks)*

- (b) How do pressure groups and charities help people overseas to overcome poverty?

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*(6 marks)*

- (c) Present a case to convince fellow students that your school should promote and sell fair trade products. Why might some people disagree with your views?

You should answer in continuous prose.

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GCSE Citizenship Studies Unit 1 Specimen Question Paper