



**GENERAL CERTIFICATE OF SECONDARY EDUCATION**  
**CITIZENSHIP STUDIES**  
 SHORT COURSE

**1048**

Candidates answer on the Question Paper

**OCR Supplied Materials:**

- Source Book
- Additional answer paper may be required

**Other Materials Required:**  
 None

**Friday 18 June 2010**  
**Afternoon**

**Duration: 1 hour 30 minutes**



Candidate Forename		Candidate Surname	
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Centre Number						Candidate Number				
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**MODIFIED LANGUAGE**

**INSTRUCTIONS TO CANDIDATES**

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do **not** write in the bar codes.
- Write your answer to each question in the space provided, however additional paper may be used if necessary.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- In **Section B**, use the items from your Source Book specified for each question.
- Question 22 in **Section C** asks you to write an essay in continuous prose, not notes. For this answer you can get up to 4 marks for the quality of written communication.
- This document consists of **20** pages. Any blank pages are indicated.

For examiner's use	
Section A	
Section B	
Section C	
<b>TOTAL</b>	

## SECTION A

Answer **all** the questions in this section  
You should spend about **20 minutes** on this section

For Questions 1–5, put a **ring** around the number of the choice (i, ii, iii, or iv) that gives the best answer.

- 1 Choose **one** legal responsibility of a Head Teacher to their students.  
(i) To make sure the school day starts by 9am for students.  
(ii) To make sure all staff show a “duty of care” to students.  
(iii) To consult all parents on the school’s curriculum.  
(iv) To make sure that at least 30% of students gain 5 or more good grades at GCSE. [1]
- 2 Choose **one** term that best matches this description, “An international organisation that takes care of world peace and security.”  
(i) The army.  
(ii) The United States of America.  
(iii) The United Nations.  
(iv) The Commonwealth. [1]
- 3 Choose **one** statement that gives the best description of the United Kingdom (UK) Parliament.  
(i) A place where ideas are discussed before the Prime Minister makes them happen.  
(ii) An organisation that advises people how to vote.  
(iii) A combination of the Scottish Parliament and Welsh Assembly.  
(iv) The most powerful decision-making body in UK politics. [1]
- 4 Choose **one** legal right that you gain at 18 as a UK citizen.  
(i) To marry without your parents’ consent.  
(ii) To own a motor scooter.  
(iii) To join a political party.  
(iv) To run your own business. [1]
- 5 Choose **one** list which shows four sources of local authority\* income.  
*\*County, District and Metropolitan Councils and Unitary Authorities.*  
(i) Council Tax, charges for services, fines and Government grants.  
(ii) Value Added Tax (VAT), Council Tax, charges for services and the National Lottery.  
(iii) Local Income Tax, Fuel Duty, fines, charges for services.  
(iv) Donations, Council Tax, the National Lottery and National Insurance. [1]

- 6 (a) State **one** example of a criminal offence in the UK.  
..... [1]
- (b) State **one** type of court which decides matters of civil law.  
..... [1]
- 7 (a) State **one** reason why people think that sustainable development is important for the future of our planet.  
..... [1]
- (b) State **one** example of a pressure group.  
..... [1]
- 8 (a) State **one** legal responsibility of a police officer.  
..... [1]
- (b) State **one** organisation that provides advice on consumer law.  
..... [1]
- 9 (a) State **one** way in which the Commission for Equality and Human Rights tries to reduce racial discrimination.  
.....  
..... [1]
- (b) State **one** type of organisation, apart from a government organisation, that also might try to reduce racial discrimination.  
..... [1]

10 Study **Document 1** and answer the question that follows.

**DOCUMENT 1**

Jalisa’s family live in a flat with a front and back entrance. The front entrance goes past a neighbour’s window.

Jalisa and her family go on holiday. When they come home, they find that the neighbour has put a locked gate across the front entrance to stop them using it.

The neighbour explains that he does not like Jalisa and her friends staring through his window. He says he has put the gate there to stop them using the entrance. He also says that they can still get into their flat through the back entrance, so they can’t complain. He refuses to remove the gate.

**Jalisa has asked your advice about what to do next.**

Choose **one** of the statements below **(i, ii or iii)** that gives the best advice.

- (i)** Knock down the gate herself.
- (ii)** Call the police.
- (iii)** Consult a solicitor.

Statement Number ..... **[1]**

**Give one reason why you have chosen this answer.**

Reason

.....

.....

.....

..... **[1]**

11 Study **Document 2** and answer the question that follows.

**DOCUMENT 2**

George applies for a job at a call centre, where there are vacancies. The employer tells him that callers prefer to speak to women aged under 40. As George is a man over 60 he will not be able to offer him work. George protests.

The employer then explains that he must employ workers who will be popular with customers, otherwise the business will fail and everyone will lose their jobs. He says that the law allows him to discriminate in favour of workers if they are better for business. He tells George he will contact him if he cannot find younger female applicants.

**What should George do now?**

Choose **one** of the statements below (**i, ii or iii**) that gives the best advice.

- (i) Accept the employer's decision.
- (ii) Take legal action against the employer.
- (iii) Appeal to his local authority (County, District or Metropolitan Council or Unitary Authority).

Statement Number ..... [1]

**Give one reason why you have chosen this answer.**

Reason

.....

.....

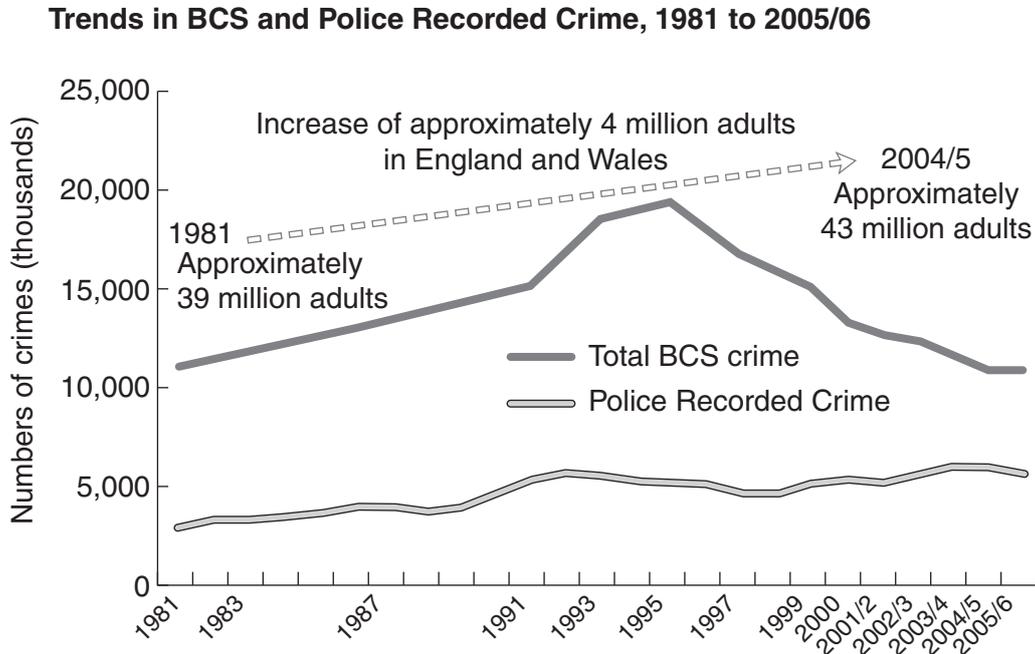
.....

..... [1]

Study **Documents 3 and 4**. Then answer questions 12, 13 and 14 on the opposite page.

### DOCUMENT 3

**Trends in British Crime Survey (BCS) and Police Recorded Crime Data 1981 – 2005/06.** Adapted from British Crime Survey – measuring crime for 25 years by Krista Jansson, (Home Office, 2007)



### DOCUMENT 4

**Commentary on British Crime Survey (BCS) and Police Recorded Crime Data.**

#### **Total British Crime Survey (BCS) crime**

The British Crime Survey (BCS) measures the amount of crime by asking people aged 16 and over if they have been the victims of crime. It does not include either business crime or murder.

#### **Police Recorded Crime Data**

Police Recorded Crime measures all crimes that people decide to report to the police. They show us how rates of more serious crimes may be changing.

**12** Study **Document 3** as well as each of the figures below.

Put a **ring** around the number **(i, ii, iii or iv)** that gives the year in which crime was highest according to the British Crime Survey (BCS).

- (i)** 1996
- (ii)** 1999
- (iii)** 1992
- (iv)** 1981

[1]

**13** Study **Document 4** as well as each of the alternatives below.

Put a **ring** around the number **(i, ii, iii or iv)** that shows the crimes **not** recorded by the British Crime Survey (BCS).

- (i)** Crimes where a person under 16 was the victim.
- (ii)** Assault.
- (iii)** Crimes committed by people under 16.
- (iv)** Theft.

[1]

**14** Study **Documents 3 and 4** as well as each of the alternatives below.

You are asked to advise the Government on whether the British Crime Survey (BCS) or Police Recorded Crime Data gives the most accurate picture of crime in Britain.

Put a **ring** around the number of the alternative **(i, ii, iii or iv)** that would give the best answer based on the information in documents 3 and 4.

- (i)** The British Crime Survey (BCS) is best because it gives a true picture of all crime over the last 25 years so the Government can track changes in crime rates.
- (ii)** Police Recorded Crime Data is best because people always report serious crimes.
- (iii)** We need a totally new survey based on what criminals admit they have done.
- (iv)** We should look at both so we can see changes in serious crime as well as crime in the community.

[1]

[Total: 20 marks]

**END OF SECTION A**

**PLEASE TURN OVER FOR SECTION B**

**SECTION B**

Answer **all** the questions in this section.  
You should spend about **30 minutes** on this section.

**15** Use **Source 1** on page 4 of the **Source Book** to help you.

State **two** countries that now use the Euro.

1

..... [1]

2

..... [1]

**16** Use **Source 3** on page 5 of the **Source Book** to help you.

State **two** reasons why eurosceptics are against the expansion of the European Union (EU).

1

.....  
..... [1]

2

.....  
..... [1]











**SECTION C**

Answer **all** the questions in this section.  
You should spend about **40 minutes** on this section.

To help you with the questions in this section, you should use examples from any school, college, workplace or community action that you have taken part in. (You will gain marks for the quality of your written communication in your answer to question 22.)

**20** State **two different** advantages of schools and communities in the United Kingdom (UK) having links with schools and communities in less economically developed countries (LEDCs).

**1** .....

..... [1]

**2** .....

..... [1]

**21** State **three different** examples of action that local authorities\* can take to protect or improve the environment.

*\*County, District and Metropolitan Councils and Unitary Authorities.*

**1** .....

..... [1]

**2** .....

..... [1]

**3** .....

..... [1]

22 Study Documents 5, 6 and 7 below, then answer the question that follows.

### DOCUMENT 5

Extract adapted from the website of the Kirklees Partnership

#### Kirklees school twinning programme

We brought together children from different ethnic groups to work and learn together. Links between schools were carefully planned by teachers and support staff. Over the last 3 years, 28 schools have taken part.



Pupils made new friends across the cultural divides and learnt the importance of working and living together.

**Young children from different schools and cultural backgrounds playing together**

### DOCUMENT 6

Quotation from the poet Benjamin Zephaniah

“Young people can help to keep Britain a place where everyone is accepted, all cultural identities are respected, and where we delight in the diversity of our nation.

The study of citizenship can encourage young people to find out about how others live and to take action to improve relationships in their own communities.

The future of Britain relies on people understanding each other.

The British are not a single tribe, or a single religion, and we don't come from a single place. But we are building a home where we are all able to be who we want to be, yet still be British.”

### DOCUMENT 7

Extracts adapted from the guidance to school on promoting community cohesion. Department for Children, Schools and Families (DCSF). 2007

Race and religion are often seen as the most important causes of tension between communities.

However, other groups – including the disabled, and different age, social class and gender groups, can experience discrimination and prejudice within their communities.

Schools and communities can benefit through international links. Links can be made via email, the internet or videoconferencing.

**What actions can be taken to increase understanding between different groups of people in our school, community or across the world?**

(You could use examples based on cultural, age, ability / disability, gender or social class differences.)

Write an essay to answer this question. You should:

- Describe any actions that students or teachers in your school or college have taken to increase understanding between different groups of people within your school, community or across the world.
- Describe any other actions that could be taken to increase understanding between different groups of people in your school, community or across the world.
- Describe what you would do to ensure that such action is likely to be successful.
- Explain why it is important to overcome differences and increase understanding between people locally and globally.

You may use this space to plan your essay.

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