

ASSESSMENT AND QUALIFICATIONS ALLIANCE

**General Certificate of Education
Advanced Subsidiary Examination
June 2010**

Citizenship Studies

Unit 2 Democracy, Active Citizenship and Participation

CIST2

Monday 7 June 2010 9.00 am

For this paper you must have:

- **an 8-page answer book**
- **your Active Citizenship Profile.**

TIME ALLOWED

- **1 hour 30 minutes plus your additional time allowance**

[Turn over]

INSTRUCTIONS

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The EXAMINING BODY for this paper is AQA. The PAPER REFERENCE is CIST2.
- Answer SEVEN questions.
- In Section A, answer Questions

0	1
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 and

0	2
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 AND EITHER Question

0	3
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 OR Question

0	4
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- In Section B, answer ALL questions.
- Do all rough work in your answer book. Cross through any work you do not want to be marked.

INFORMATION

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 90.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

ADVICE

- **You are advised to read through the examination paper before you attempt the questions.**

DO NOT TURN OVER UNTIL TOLD TO DO SO

SECTION A – MAKING A DIFFERENCE

Answer Questions

0	1
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 and

0	2
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 AND EITHER

0	3
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 OR

0	4
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This section carries 30 marks.

Read the extract below and answer Questions

0	1
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 and

0	2
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 which follow.

CREDIT CRUNCH STARTS TO BITE

The British economy fell into recession in the autumn of 2008. The recession was linked with the ‘credit crunch’. This was a term associated with a banking crisis that started in the USA but quickly affected banks worldwide.

Banks suffered from a decline in the value of their assets. There was a dramatic increase in the number of people and businesses being unable to repay loans. This, in turn, led to the end of the housing boom.

The Prime Minister, Gordon Brown, declared that this was a new type of recession as its effects were felt around the world. He encouraged all governments to take joint action in order to avoid a total collapse of the banking system.

Although the credit crunch started in the banking system, it spread to all sectors of the economy. Governments were forced to inject vast amounts of money into their economies to stop a rapid increase in unemployment and industrial decline. This led some governments to seek help from the International Monetary Fund (IMF) and others to increase their national debts.

Your answers should refer to the extract as appropriate, but you should also include other relevant information.

0 1 Outline briefly TWO ways in which the ‘credit crunch’ affected the lives of ordinary citizens. [5 marks]

0 2 Examine the extent to which it is the duty of government to attempt to overcome the issues that arose from the credit crunch. [10 marks]

EITHER

0 3 Assess the impact of the European Union on political and economic life in the UK. [15 marks]

OR

0 4 ‘Pressure groups strengthen the voice of the citizen in political decision making.’ Discuss. [15 marks]

[Turn over for the next section]

SECTION B – ACTIVE CITIZENSHIP

Answer ALL questions in this section.

You should refer to your Active Citizenship Profile when answering questions in this section.

This section carries 60 marks.

0 5 Outline briefly how an active citizenship task that you have undertaken benefited as a result of working with others. [5 marks]

0 6 What has been the most effective active citizenship task that you have undertaken? Justify your answer. [15 marks]

Read the extract below and answer Question 0 7 which follows.

LEARNERS' VOICE POLICY

Colleges and schools are increasingly being encouraged to develop policies that support the idea of giving learners a voice in how their institutions are run. It is felt that learners should be given the opportunity to participate in decision making. Many institutions have elected student councils or forums. Within lessons, skills are taught and developed to assist young people in making sure that their voice is heard.

EITHER

0 7 Examine the advantages AND disadvantages of a school or college adopting a Learners' Voice policy. [15 marks]

0 8 Critically assess the role of the media in promoting citizen-based and pressure group campaigns. Use recent case studies to support your arguments. [25 marks]

END OF QUESTIONS

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