

Surname		Other Names	
Centre Number		Candidate Number	
Candidate Signature			

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General Certificate of Secondary Education
June 2003



CITIZENSHIP STUDIES (SHORT COURSE) 3107/W

Friday 27 June 2003 9.00 am to 10.30 am

No additional materials are required.

Time allowed: 1 hour 30 minutes

Instructions

- Use blue or black ink or ball-point pen. Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- The paper is divided into **four** sections.
- In **Sections A, B and C**, answer **all** questions.
- In **Section D**, answer **one** question only.
- Write your answers in the spaces provided in this booklet.
- Do all rough work in this booklet. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 126.
- Mark allocations are shown in brackets.
- You will be awarded up to 6 marks for the quality of your written communication, including spelling, punctuation and grammar.

Advice

- You are advised to spend 20 minutes on Section A, 20 minutes on Section B, 20 minutes on Section C and 30 minutes on Section D.
- When answering questions that refer to 'the UK', you may focus particularly on your own home region (e.g. England or Wales).

For Examiner's Use			
Number	Mark	Number	Mark
1			
2			
3			
4			
5			
6			
7			
8			
Total (Column 1)	→		
Total (Column 2)	→		
Quality of Written Communication			
TOTAL			
Examiner's Initials			

SECTION A

Answer **all** questions in this section.
This section carries 30 marks.
You are advised to spend approximately 20 minutes on this section.

1

Total for this question: 10 marks

- (a) Identify **two** taxes the government uses to raise its revenue.

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(2 marks)

- (b) Name **two** international bodies to which the United Kingdom belongs.

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(2 marks)

- (c) How does the role of a barrister differ from that of a judge?

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(2 marks)

- (d) Outline **one** way in which the United Kingdom government helps less economically developed countries (LEDCs).

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(2 marks)

(e) How does a referendum differ from an election?

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(2 marks)

10

2

Total for this question: 10 marks

(a) Identify **two** ways in which a civil court case differs from a criminal court case.

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(2 marks)

(b) State **two** responsibilities of a school governing body.

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(2 marks)

(c) Identify **two** services provided by local authorities.

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(2 marks)

QUESTION 2 CONTINUES ON THE NEXT PAGE

Turn over ►

(d) Identify **two** ways in which a Trade Union can support its members.

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(2 marks)

(e) (i) Give an example of a recent national protest.

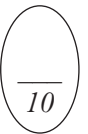
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(1 mark)

(ii) Outline **one** method the protesters used to promote their cause.

.....

(1 mark)



3

Total for this question: 10 marks

(a) Identify **two** examples of how Local Agenda 21 could operate in your local area.

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(2 marks)

(b) Name **two** countries other than the United Kingdom that belong to the British Commonwealth.

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(2 marks)

(c) Identify **two** ways in which the United Nations attempts to resolve international disputes.

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(2 marks)

(d) How are verdicts arrived at:

(i) in a magistrates court;

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.....

(1 mark)

(ii) in a crown court?

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.....

(1 mark)

(e) Identify **two** voluntary organisations concerned with the care of young people.

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(2 marks)

10

TURN OVER FOR SECTION B

Turn over ►

SECTION B

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

This section carries 30 marks.

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

4

Total for this question: 30 marks

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

Source A

Source B

**SCHOOL RE-ORGANISATION
(COUNCIL PRESS RELEASE)**

The County Council’s Education Committee has agreed to proposals to close seven primary schools that are too expensive to run and struggle to provide the full national curriculum. The proposals will go out for public consultation if agreed by the full council.

The schools to be closed are in small, rural areas and each has no more than 25 pupils aged from 5 to 11 years. The Council will provide a special bus service to transport pupils to larger schools where they will benefit from contact with more children of their own age.

The Council estimates that these closures will save the education budget £250000 per year. The sale of the school buildings and grounds will raise more than £1 million. This money will allow the Council to provide better facilities at the schools to which the children will be travelling.

It is the Council’s job to make tough choices within a limited budget given by central government. The Council Leader commented, “We know that change is sometimes unpopular but we have been democratically elected to provide the best possible education for all children in the county and to raise educational standards.”

Weekly News – 20 June 2003

**VILLAGE SCHOOLS
FACE THE CHOP**

Parents and residents from several local villages are angry about proposals to close their primary schools.

“It is not fair!” claimed Jill Yates, a parent and Chair of Governors at Sefton Primary School, “My child is happy and settled, and there is a lovely community spirit here. It is unfair for my child to be bussed 18 miles a day, just to save the Council money!”

Even some County Councillors agree and have challenged the Council’s Education Committee by forming an Action Group to campaign against the closures. “These schools are essential to our villages,” said a spokesperson, “if they close, young families will think twice about moving to planned new houses in rural areas.”

(a) With reference to **Source A**, why has the County Council decided to close the seven primary schools?

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SECTION C

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

This section carries 30 marks.

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

5

Total for this question: 30 marks

This question is about your participation in a Citizenship activity in your school or community. In the box below, **briefly** outline what the activity involved.

(a) Outline **two** problems you had to overcome when planning your activity.

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(5 marks)

(b) Describe how you **and** others contributed to the activity.

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QUESTION 5 CONTINUES ON THE NEXT PAGE

Turn over ►

SECTION D

Answer **one** of the questions in this section.

This section carries 30 marks.

You are advised to spend approximately 30 minutes on this section.

The bullet points after each question are provided to help you structure your answer, but you may structure your answer in your own way.

EITHER**6 Rights and Responsibilities****Total for this question: 30 marks**

How well does the legal system in the United Kingdom protect the rights of someone accused of a crime?

Your answer should include:

- that there are legally recognised basic rights of any accused person in the UK. How an individual's rights are protected;
- what happens in a court case;
- what rights you have if you are found guilty;
- what difference the Human Rights Act has made;
- you may include examples from other countries or systems to compare with the UK;
- your conclusion might consider if there is a fair balance between the rights of the accused and the rights of victims. *(30 marks)*

OR**7 Decision Making, Power and Authority****Total for this question: 30 marks**

“Television is more influential than other forms of mass media in the UK.” How far do you agree? Use examples in your answer.

Your answer should include:

- what the term ‘mass media’ means;
- how TV differs from other media, e.g. audience, impact of words and images, bias and the hours watched;
- what difference new forms of media have made, e.g. the internet, text messaging;
- in what ways the media is able to affect people's opinions. Use some examples;
- your conclusion might consider if television is influential and if it is more important than other forms of mass media. *(30 marks)*

OR**8 Participation in Citizenship Activities****Total for this question: 30 marks**

“Individual citizens are powerless when it comes to tackling global poverty.” How far do you agree? Use examples in your answer.

Your answer should include:

- case studies/examples of how individuals can make a difference, e.g. as consumers, members of a group, campaigners, voters, etc.;
- foreign aid;
- ethical and fair trading;
- your conclusion might consider what are the best ways that individual citizens can help to overcome the problems of global poverty. *(30 marks)*