

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

# Citizenship Studies

## Unit 1: Citizenship Today

Wednesday 16 May 2012 – Morning  
**Time: 1 hour**

Paper Reference

**5CS01/01**

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions in Section A and **one** question in Section B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed  
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

### Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

## SECTION A

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ~~☒~~ and then mark your new answer with a cross ☒.

Answer **ALL** the questions in this section.  
You are advised to spend no more than 40 minutes on this section.

### THEME 1: Rights and responsibilities

1 Study Source A below.

#### Source A

Roath in Cardiff is now a busy, colourful community bursting with events. Oasis Cardiff is an organisation staffed by volunteers. It aims to help refugees and asylum seekers to integrate into their local community, organising different cultural projects as well as providing food. Some volunteers think such events are fantastic because they bring people together to learn about what's happening in the area.

*Source: adapted from [www.guardian.co.uk/cardiff/2010/oct/29/roath-in-pictures-roath-grapevine-history-voluntary-action-cardiff](http://www.guardian.co.uk/cardiff/2010/oct/29/roath-in-pictures-roath-grapevine-history-voluntary-action-cardiff)*

- (a) (i) Using Source A, identify **one** activity organised by Oasis Cardiff to promote community integration. (1)

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- (ii) Suggest **one** other activity that could be organised in your school or community to promote integration. (1)

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(b) (i) What is an asylum seeker?

(1)

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(ii) Suggest **two** reasons why someone might seek asylum in a country other than their own.

(2)

1.....

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2.....

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(c) Select **one** statement of opinion from Source A and give a reason for your choice.

(2)

Statement.....

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Reason.....

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Study Source B below.

**Source B**



Source: adapted from [www.hastingspress.co.uk/history](http://www.hastingspress.co.uk/history)

(d) The campaign by women to have the right to vote was called

(1)

- A** the Temperance movement
- B** the Anti-War movement
- C** the Suffragette movement
- D** the Secular movement

(e) Give **one** argument for, and **one** argument against, giving the right to vote at age 16.

(2)

For .....

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Against .....

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The following two questions are not related to Source B.

(f) The motif on the t-shirt that you bought last week has started to come off. The shop offers to replace the t-shirt but you ask for your money back instead. What is your right as a consumer in this situation?

(1)

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(g) You have paid in advance for your holiday photos to be developed and printed using your local photo shop's 'one hour guaranteed service'. Two hours later your photos are not ready for you to collect. Which type of law has the photo shop broken?

(1)

- A Human Rights Law
- B Family Law
- C Employment Law
- D Consumer Law

**(Total for Question 1 = 12 marks)**



## THEME 2: Power, politics and the media

### 2 Study Source C below.

#### Source C: Chaos as students take to streets over fees

The National Union of Students (NUS) organised a day of peaceful protest against soaring university fees. Over 50,000 students exercised their democratic rights to demonstrate against the plans to increase fees. However, among the demonstrators were militants who whipped students and pupils into wild scenes of the most violent unrest. Some students said violence was an acceptable form of protest but many condemned the troublemakers.



Source: adapted from [www.dailymail.co.uk/news/article](http://www.dailymail.co.uk/news/article), 11 November 2010

(a) (i) Give **one** reason in support of using violence as a means of protest.

(1)

(ii) Give **one** reason against using violence as a means of protest.

(1)



(b) Suggest **two** other peaceful methods that students could use to try to influence the government over university tuition fees.

(2)

1 .....

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2 .....

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(c) The NUS is often described as a pressure group. Briefly explain the difference between a pressure group and a political party.

(2)

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(d) 'However, among the demonstrators were militants who whipped students and pupils into wild scenes of the most violent unrest.'

(i) Is this a statement of fact or opinion?

(1)

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(ii) Give a reason for your answer.

(1)

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Study Source D below.

**Source D**



Student Edward Woollard was jailed for 32 months at Southwark Crown Court today for throwing a fire extinguisher from the roof of London's Millbank Tower during the student fees riots on 10 November 2010. He was filmed throwing an empty metal fire extinguisher from a seventh-floor rooftop as hundreds of people gathered in a courtyard below.

*Source: adapted from [www.dailyecho.co.uk/news/crime](http://www.dailyecho.co.uk/news/crime)*

(e) Under which type of law was Edward Woollard tried for his offence?

(1)

- A** Student law
- B** Civil law
- C** Criminal law
- D** Family law

(f) State **one** other punishment that Edward Woollard could have been given instead of being sent to prison.

(1)

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(g) The main function of the Crown Court is

(1)

- A** to deal with more serious offences
- B** to be the highest court in England
- C** to try young persons
- D** to settle family issues

(h) Study Source E below.

**Source E**

General Election May 2010 result

	MPs elected (seats)	% of votes
Conservative	307	36.1
Labour	258	29.0
Liberal Democrat	57	23.0
Others	28	11.9

(i) Following the General Election in May 2010 a 'Coalition Government' was formed. Explain what is meant by a 'Coalition Government'.

(2)

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(ii) 'First past the post' is the system of voting used in general elections in the UK. Give **one** reason in favour of changing this system to 'proportional representation'.

(1)

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**(Total for Question 2 = 14 marks)**



### THEME 3: The global community

3 Study Source F below.

#### Source F

##### What's happening with world trade?

Trade makes people better off and also makes their lives interdependent. Yet millions of people in poor countries are losing out because the rules that control trade favour rich countries and big businesses. Oxfam says that trade rules should be judged on how much they reduce poverty, respect human rights, and help sustain the environment.

*Source: adapted from [www.oxfam.org/en/campaigns/trade](http://www.oxfam.org/en/campaigns/trade)*

##### The Great Cotton Stitch Up



*Source: [www.fairtrade.org.uk/products/cotton/meet\\_the\\_growers.aspx](http://www.fairtrade.org.uk/products/cotton/meet_the_growers.aspx)*

Farmers in West Africa produce tonnes of cotton but they don't receive a fair price for it. In both Europe and the USA, farmers get subsidies to help pay for producing cotton. This makes the world price lower. The farmers in West Africa cannot compete so it is hard for them to trade their way out of poverty. They have to rely on aid instead.

*Source: adapted from [www.fairtrade.org.uk/products/cotton](http://www.fairtrade.org.uk/products/cotton)*

(a) Using Source F, state why Oxfam claims that millions of people in poor countries are losing out.

(1)

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(b) Give **two** reasons why trade makes people better off.

(2)

1.....

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2.....

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(c) (i) What is meant by 'sustaining the environment'?

(1)

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(ii) Give **one** example of sustaining the environment in a poor country.

(1)

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(d) Suggest **two** ways in which your school or local community could help to sustain the environment.

(2)

1.....

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(e) According to Source F, subsidies are

(1)

- A** payments to farmers to reduce the price of cotton
- B** special funds paid only in the USA
- C** payments which help to raise the price of cotton
- D** taxes paid by farmers to government

(f) Suggest **two** ways in which West African farmers can be helped to 'trade their way out of poverty'.

(2)

1.....

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2.....

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Study Source G below.

**Source G**



Source: [www.ibtimes.com/articles/176445/20110708/africa-droughts-in-africa-foof-crisis-destruction-to-humanity-un-refuge](http://www.ibtimes.com/articles/176445/20110708/africa-droughts-in-africa-foof-crisis-destruction-to-humanity-un-refuge)

(g) Countries in West Africa have been faced with drought.  
Give **two** ways in which the United Nations can help these countries.

(2)

1 .....

2 .....

**(Total for Question 3 = 12 marks)**

**TOTAL FOR SECTION A = 38 MARKS**



**SECTION B**

**Answer ONE of the following three questions, EITHER Question 4 OR Question 5 OR Question 6.**

**Do not answer more than ONE of these questions.**

**You are advised to spend no more than 20 minutes on this section.**

**If you answer Question 4, put a cross in this box  and write your answer in the space provided below.**

**EITHER**

**\*4 Theme 1: Rights and responsibilities**

'Freedom of speech must be limited as it leads to hatred and violence.'

Do you agree with this view?

Give reasons for your opinion, showing you have considered **another point of view**.

(12)

To answer the question above, you could consider the following points and **other** information of your own.

- How have some people abused their right to freedom of speech?
- Should freedom of speech be controlled in order to protect the beliefs and values of minorities?
- How tolerant should we be of beliefs that are different from our own?
- In what ways is it dangerous to restrict freedom of speech?

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**TOTAL FOR SECTION B = 12 MARKS**





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**TOTAL FOR SECTION B = 12 MARKS**



If you answer Question 6, put a cross in this box   
and write your answer in the space provided below.

OR

**\*6 Theme 3: The global community**

'At a time of economic difficulty, we must not expect the government to meet all our needs.'

Do you agree with this view?

Give reasons for your opinion, showing you have considered **another point of view**.

(12)

To answer the question above, you could consider the following points and **other** information of your own.

- Should we all be expected to look after ourselves?
- Should the government be expected to provide for people who cannot look after themselves?
- Should we pay taxes so that the government can provide for people in need?
- What can charities and volunteers do to help those in need?

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**TOTAL FOR SECTION B = 12 MARKS**

**TOTAL FOR PAPER = 50 MARKS**

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