

Please check the examination details below before entering your candidate information

Candidate surname	Other names
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Centre Number	Candidate Number
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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Time 1 hour 45 minutes

Paper
reference

1CS0/01

Citizenship Studies PAPER 1

You must have:

Source Booklet (enclosed)

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 Sections A, B, C and D.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Q:1/1/1/1/1



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SECTION A: Living together in the UK

Answer ALL questions. Write your answers in the spaces provided.

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 ☒.

- 1 (a) Amil is a huge fan of his local premier league football club, he is also a practising Muslim and he offers his time on a voluntary basis to the local dog rescue centre.

Which **one** of the following best describes Amil?

(1)

- A Conflicting loyalties
- B Politically biased
- C Multiple identities
- D Ethnically prejudiced

- (b) Which **one** of the following statements accurately describes 'tolerance'?

(1)

- A Encouraging people to resolve a problem by using violence
- B Forcefully opposing and criticising the ideas expressed and actions taken by others
- C Not allowing the views of others ever to be heard, published or debated
- D Allowing others' views and opinions to be voiced even if you disagree with them

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(c) Magna Carta was created centuries ago and it began the process of establishing human rights.

Explain **two** ways in which Magna Carta contributed to the development of human rights.

(4)

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(d) Suggest **two** ways in which the age structure of the UK population affects levels of government spending on different services.

(2)

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(e) Identify **two** differences between councillors and officers in local government.

(2)

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(Total for Question 1 = 10 marks)



Question 2

This 6-mark Question has been removed due to the nature of the hate crime that has caused distress to some candidates.

SECTION B: Democracy at work in the UK

Answer ALL questions. Write your answers in the spaces provided.

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 ☒.

- 3** (a) Name **one** of the principal roles carried out by the Speaker of the House of Commons.

(1)

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- (b) Explain **two** key stages of the process which a bill in Parliament goes through in order to become a law.

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(c) Suggest **three** ways by which Parliament holds the UK Government to account.

(3)

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(Total for Question 3 = 8 marks)

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- 4 (a) Which **one** of the following accurately describes the role of the House of Lords? (1)
- A Representing the Royal Family in Parliament
 - B Acting to control what the government spends
 - C Revising and checking legislation from the Commons
 - D Ensures that no members belong to a political party
- (b) Which **one** of the following is true concerning General Elections in the UK? (1)
- A To stand in an election you must be a member of a political party
 - B Over half the seats in the UK are never contested
 - C Each voter has to declare who they voted for
 - D Elections must be held at least once every five years
- (c) Which **one** of the following roles is fulfilled by judges in the UK? (1)
- A If required judges can consider whether a government has exceeded its authority
 - B Judges ensure that all MPs swear an oath of allegiance to their local constituents
 - C Judges annually produce new constitutional rules which governments have to abide by
 - D Judges have the power to decide who gets allocated a position in the Cabinet



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QUESTION 4 CONTINUES ON THE NEXT PAGE.



Study Source B below and then answer part (d).

Source B: The Government of France

France elects its Head of State, the President, for a fixed term of five years; a sitting President can then, if re-elected, only serve an additional five years. The President chooses who will become Prime Minister from the French Parliament. This person – who may never previously have been even a minister – forms a government. The President as Head of State, the Prime Minister and the government work closely together – though a French President can, and does often, replace their Prime Minister mid-term. In France the President is elected using a second ballot system. This involves two possible rounds of voting on Sundays two weeks apart. The candidates are voted for by the public. If any candidate gets over 50% of the vote they are declared the winner. If that level is not achieved, a second round of voting takes place two weeks later with only the top two candidates from the preceding contest. This ensures a majority for one candidate of over 50%.

(d) Compare how the French select their Head of State and Prime Minister with the process in the UK.

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(Total for Question 4 = 9 marks)

TOTAL FOR SECTION B = 17 MARKS



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SECTION C: Law and justice

Answer ALL questions. Write your answers in the spaces provided.

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 ☒.

- 5 (a) Suggest **two** reasons why a prison sentence may not be the most appropriate punishment for some offenders.

(2)

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- (b) Identify **three** roles which citizens play in the legal system.

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(c) Suggest **two** ways in which the presumption of innocence upholds rights and freedoms.

(2)

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(Total for Question 5 = 7 marks)

6 (a) Tribunals are most likely to be used to resolve

(1)

- A** an unpaid parking fine on private land
- B** petty theft where the value of the goods stolen is less than £50
- C** where a will is contested by relatives
- D** where a person feels that they have been unfairly dismissed

(b) Explain why published statistics recording crime may sometimes be inaccurate.

(2)

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Study Source C below and then answer part (c).

Source C: The core duties of the police

The core duty of the police service is to protect the public by detecting and preventing crime. The use of police powers must be compatible with human rights and equalities legislation. Police personnel are individually responsible for ensuring their use of their powers is lawful, proportionate and necessary.

Police powers can be grouped into three categories:

- **Powers to investigate crime.** This includes a range of powers to collect evidence needed to identify suspects and support their fair and effective trial.
- **Powers to prevent crime.** This includes a range of powers to maintain public order and prevent anti-social behaviour.
- **Powers to deal with criminal cases.** These powers allow police officers to deal with criminal cases outside of court, issue cautions or charge suspects so they can be prosecuted through the courts.

Powers such as these place the police in difficult situations, where there may be conflict, grief and trauma. The police may be seen as the 'long arm of the law' – however they are not above the law and their exercise of power makes their role at times problematic.

(Source adapted from © UK Parliament 2020)

(c) Using the source, explain what difficulties the police are likely to encounter as they aim to prevent and detect crime.

(6)

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(Total for Question 6 = 9 marks)

TOTAL FOR SECTION C = 16 MARKS



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SECTION D: Citizenship issues and debates

Answer ALL questions. Write your answers in the spaces provided.

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 ☒.

7 Study Source D in the Source Booklet. Then answer parts (a) to (d).

(a) Which **one** of these is believed by those who favour removing statues? (1)

- A** The slave trade is now long forgotten and is not a current concern
- B** We have to keep all statues as they reflect a multicultural society
- C** Statues may be regarded by some people as a sign of past injustice
- D** Our streets and squares are ideal places to display heritage statues

(b) Which **one** of these is believed by those who favour keeping statues? (1)

- A** The public play no part in selecting and asking for new statues
- B** Celebrating events from the past with statues should be avoided
- C** Statues of fictional characters are the best examples of our history
- D** Keeping statues of former leaders helps society remember its past

(c) Analyse the source to identify **two** areas on which there is agreement. (2)

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(d) Which view do you agree with more?

Explain your answer, referring to the differing arguments made in both parts of the source.

(12)

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(Total for Question 7 = 16 marks)



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QUESTION 8 IS ON THE NEXT PAGE.



8 Devolution in Northern Ireland, Wales and Scotland has caused rights, duties, services and identities to differ for citizens across the UK.

How far do you agree with this view?

Give reasons for your opinion, showing that you have considered different views on the topic.

(15)

In your answer, you could consider:

- the constitution and government in constituent parts of the UK
- identity and the rights, duties and values that underpin democracy.



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(Total for Question 8 = 15 marks)

TOTAL FOR SECTION D = 31 MARKS
TOTAL FOR PAPER = 80 MARKS



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Time 1 hour 45 minutes

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reference

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Citizenship Studies **PAPER 1**

Source Booklet

Do not return this booklet with the question paper.

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Q:1/1/1/1




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Source D for use with Section D.

Should we keep statues which commemorate our past or remove them?

Yes – statues should be removed if attitudes change

In the summer of 2020, a group of people illegally toppled the statue of 17th century slave-owner, Edward Colston, into the harbour in Bristol (pictured). It took place during the Black Lives Matter protests. Edward Colston had been involved in the slave trade and many thought the statue was an insult to former slaves. We must learn more about our past. However, when we discover truths and values at odds with what we believe today, then it is wrong to retain the statues: they depict people and events we no longer wish to celebrate and identify with. However, removal should be with agreement and not done illegally.

When the harsh regimes of Eastern Europe fell, so did the statues of Marx and Stalin. When the dictator Saddam Hussein fell from power, the people of Iraq gladly toppled his statue (pictured) as a symbol of ending former oppression. There is controversy over Cecil Rhodes' statue in Oxford – Rhodes enslaved millions of Africans on their own land for the benefit of white settlers – and arguments continue over the statue of Confederate leader, Jefferson Davis in Virginia, USA who supported white people having black slaves. Put simply, we should not use our streets and squares to celebrate the lives of disgraced former leaders and their values.



(Source: NurPhoto / Contributo)



(Source: © MBI/Alamy Stock Photo)

No – statues should remain as they are part of our history, identity and culture

Statues are about the identity of peoples and regions. They cast a light onto our history and help us learn about our past. Outside Parliament are statues of Oliver Cromwell, Winston Churchill and King Richard I – elsewhere we even have statues to celebrate fictional heroes such as Robin Hood and Peter Pan. After the death of Captain Sir Tom Moore there were calls for a statue to celebrate his life. The public readily contribute to statues such as the one in Belfast commemorating the sinking of the Titanic.

Statues sometimes tell us things about the past we might not wish to know – but these are better revealed than concealed. It is both illegal and immoral to let mobs vent their fury and topple statues. Understanding our history and its consequences are vital parts of our own development. Many statues from Roman times tell us about life in ancient Rome and we have to be thankful they survived to tell their story. We should celebrate that we have modern heroes such as Nelson Mandela (pictured) who struggled to achieve a multi racial South Africa and in Amsterdam seeing the statue of Holocaust victim, Anne Frank (pictured), reminding us of the strength of the human spirit.



(Source: Renata Sedmakova/Shutterstock)



(Source: Marc Venema/Shutterstock)



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<https://www.theguardian.com/us-news/2020/jun/08/the-fall-of-a-statue-and-victory-for-the-oppressed>

Image 2

<https://www.esquire.com/uk/latest-news/a32821261/edward-colston-statue-bristol-saddam-hussein-iraq/>

Image 3

<https://www.shutterstock.com/image-photo/london-may-23-nelson-mandela-memorial-122880505>

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