

Section A
Answer questions 1-5 in this section

In this section you will be able to write about citizenship activities in which you have taken part.

You will find it useful to think about:

- the aim of the activity
- what you did
- your relationships with others who were involved
- whether the activity was successful

1. Identify and describe one important aim of one citizenship activity in which you have taken part.

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2 marks

2. Briefly describe your role in this activity.

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2 marks

3. State two ways you could have been more successful. Give reasons for your answers.

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4 marks

4. Briefly explain the role of one other person involved in the activity
(for example a student in a leadership role, or a teacher, or someone from outside your school who benefited from the activity).

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2 marks

5. Think about the successes and difficulties you and others experienced during your citizenship activity.

Do you agree with the view that “One person can make a difference”?

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

You should include the following points in your answer and other information of your own.

- Team work
- Leadership
- Choosing realistic aims

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8 marks

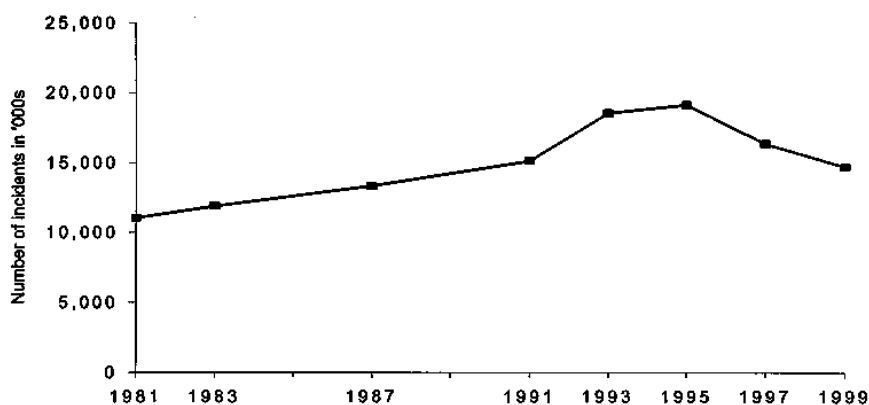
Total 18 Marks

SECTION B

Study sources A, B, C and D

Answer questions 1-10

Source A: Trend in the British Crime Survey (BCS) 1981 to 1999

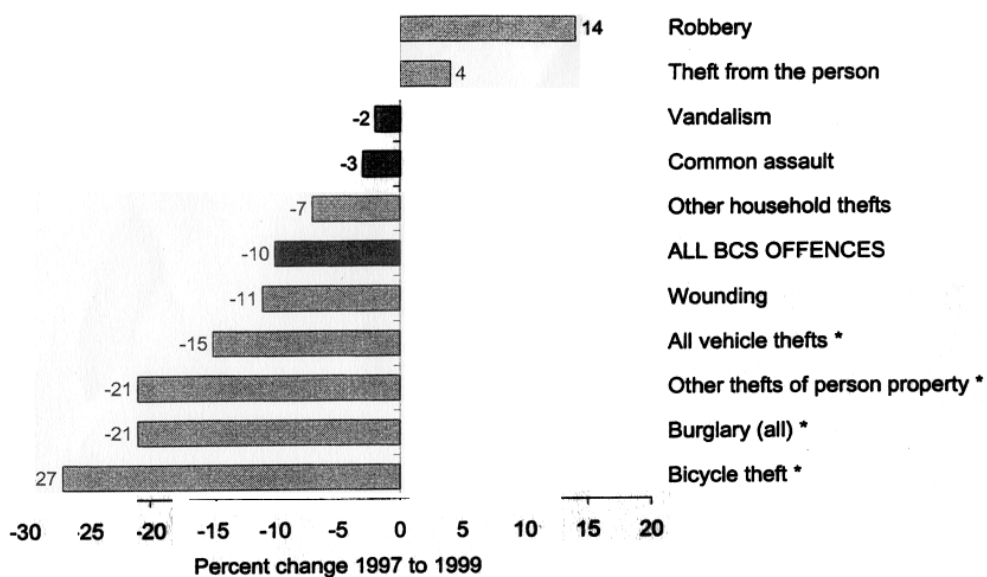


Source B: What is the British Crime Survey (BCS)?

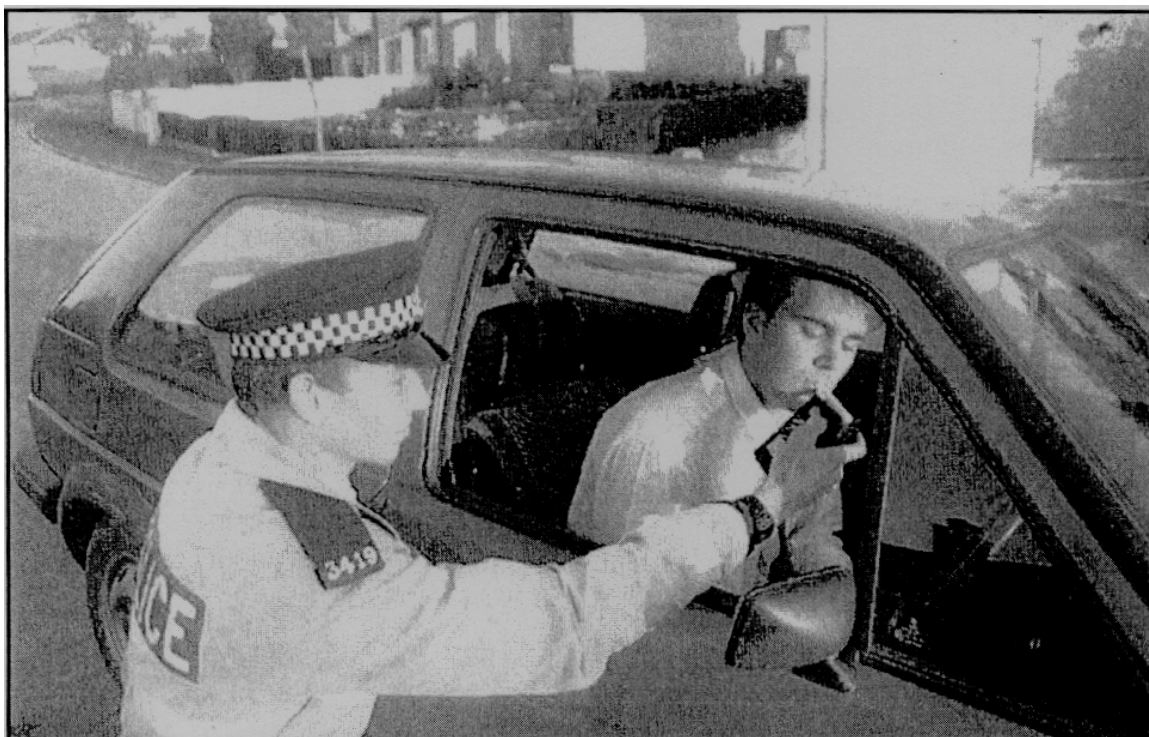
The British Crime Survey is an important source of information about crime and public attitudes to crime. The results are useful to the government.

- The BCS measures the amount of crime in England and Wales by asking members of the public about crimes they have experienced in the last year.
- The BCS includes crimes which are **not** reported to the police, so it is an important alternative to police records.
- Victims do not report crime for various reasons.
- The BCS looks at people's attitudes to crime, such as how much they fear crime and what measures they take to avoid it.
- The BCS looks at people's attitudes to the Criminal Justice System, including the police and the courts.

Source C: Percentage change in BCS crime between 1997 and 1999



Source D: A photograph showing a police officer giving a breathalyser test to measure the amount of alcohol the driver has drunk.



Answer all questions in this section

1 Study source A

Describe the trend in crime shown in source A.

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2 marks

2. Study Source B

Tick the correct word or group of words to complete this sentence.

The British Crime Survey is based on interviews with:

criminals victims police officers members of the public

1 mark

3. Study source B

Identify and explain 2 reasons why the BCS is useful.

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blank*

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4 marks

4. Study source C

Identify a crime which has increased between 1997 and 1999.

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5. Use the sources and use your own knowledge.

Suggest two reasons why crimes are not reported to the police. Give explanations for your answers.

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4 marks

6. Use the sources and use your own knowledge

State two reasons why the police do not record crimes.

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4 marks

7. Study source D

Suggest a reason why the driver in the picture is being breathalysed.

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1 mark

8. 'Drinking and driving is more likely to be recognised as a crime today than in the past.'
Can you suggest a reason for this? You may wish to refer to:

- Changing police attitudes
- Government campaigns

Use source D to explain this statement.

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4 marks

9. State two reasons why an increase in car ownership may affect the overall crime rate.

Use sources C and D in your answer.

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4 mark

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blank*

10. “Local newspapers provide a more accurate view of crime than national news media”.

State one reason for and one reason against this point of view. Explain your reasons fully.

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4 marks

Total 29 marks

SECTION C

Answer all the questions 1-15 and either question 16,17 or 18

THEME 1 HUMAN RIGHTS

1. Draw a line between these activities and the minimum age you can do them

Driving a motor car

Voting in a general election

18

21

17

2 marks

2. You have bought a salad sandwich from a supermarket. There is a caterpillar in it.

Who should you complain to?

Your Doctor

The Police

The Supermarket

1 mark

3. State two **cultural** differences which distinguish different ethnic groups.

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2 marks

4. Identify two groups apart from ethnic groups who are protected by law against discrimination in the job market.

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2 marks

5. Name one national or international organisation which campaigns for human rights. Give an example of the kind of work they do.

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2 marks

THEME 2 POWER, POLITICS AND THE MEDIA

6. Tick the two news services which are provided by the state.

BBC News Sky News ITN Radio One

2 marks

7. State one way in which people can vote if they are unable to leave home because of ill health.

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1 mark

8. What is a referendum?

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1 mark

9. State one advantage and one disadvantage of holding a referendum to decide on an issue of national importance.

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2 marks

10. Explain one way in which political parties use the media to influence voters during an election campaign.

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2 marks

THEME 3 THE GLOBAL VILLAGE

11. Which one of the following is not a global organisation?

Tick the boxes

McDonalds

UNICEF

National Health Service

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

1 marks

12. Name one national or international voluntary organisation.

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1 mark

13. State one aim of the organisation named in question 12.

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1 mark

14. Identify and explain one method used by this organisation to achieve its aim.

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2 marks

15

a) Identify one way in which Local Government helps to improve the environment.

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1 mark

b) Identify one way in which national Government helps to improve the environment.

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1 mark

Answer one of the following 3 questions

Either question number 16, 17 or 18.

16. Theme 1 Human Rights

“ Separate schools for different religions have many advantages.”

Do you agree with this view?

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

You could include the following points in your answer and other information of your own:

- Parents’ wishes
- Religious education
- Discipline in schools
- The experience of Northern Ireland

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9 marks

or

17. Theme 2: Power Politics and the Media

“ There should be no limits on the freedom of the press.”

Do you agree with this view?

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

You could include the following points in your answer and other information of your own

- Official secrets
- Privacy
- Libel
- Exploitation
- Bias

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9 marks

or

18. Theme 3: The Global Village

“We are citizens of the world and should actively support organisations which help tackle problems in developing nations.”

Do you agree with this view?

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

You could include the following points in your answer and other ideas of your own:

- Debt in developing countries
- The AIDS epidemic
- Poverty in the UK
- Global problems and opportunities
- Issues such as racism and refugees

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Edexcel GCSE (Short Course) in Citizenship Studies

Mark scheme Section A

Qu	AO3	Total	Response
1	2		1 mark basic description 2 marks clear description
2	2		1 mark basic description 2 marks clear description
3	4		1 mark for identifying each way e.g. "preparing more" 1 mark for for giving a reason for each way e.g. "preparing more so I would have been able to anticipate a difficulty."
4	2		Shows basic understanding of other's role e.g teacher arranged meeting. Shows understanding of other's role e.g. is able to relate other's role to aims of activity
5	1-2 3-4 5-6 7-8	8	Level 1 opinion supported by one relevant reason Level 2 basic for and against supported by relevant evidence and/or examples Level 3 structured reasoned evaluation referring to other point of view. Level 4 for a coherent reasoned evaluation based on argument/evidence giving a balanced account of an alternative point(s)of view to reach a personal conclusion Bullet points in question need to be used/explained not just repeated
	A03	18	

Mark scheme Section B

Qu	AO1	AO2	Total	Response
1		2	2	1 mark for rising then falling 2 marks for additional detail e.g. figures in graph
2		1	1	1 mark for members of the public
3		4	4	1 mark for identifying each reason 1 mark for explaining each reason e.g. helps in planning crime prevention, identifies non-recorded/non reported crime, indicates fear of crime, impact of crime on peoples lives,
4		1	1	1 mark for robbery or theft
5	2*	2*	4*	1 mark for identifying each reason e.g. trivial 1 mark for explaining each reason e.g. No point in reporting theft of uninsured goods Fear of offender in domestic violence cases Victims may lack confidence in police... (* maximum of 2 marks if candidates use only own knowledge or sources)
6	2*	2*	4*	1 mark for identifying each reason e.g. trivial 1 mark for explaining each reason e.g. police unaware of ("victimless") crime such as drunk driving No point in recording minor assaults if no action will follow Exercise discretion for some motoring offences (* maximum of 2 marks if candidates use only own knowledge or sources)
7		1	1	One mark for reasonable explanation, e.g. drinking too much alcohol, involvement in a crash, driving without due care and attention, etc.
8		4	4	1 mark a very basic explanation largely repeating the question 2 marks a basic explanation mentions intro of breath tests or changing attitude to drinking 3 marks a fuller explanation mentioning e.g. intro of breath test or a basic explanation using intro of breath tests or changing attitude to drinking to explain change 4 a clear explanation using source effectively.
9		4	4	1 mark for stating each reason car theft drunk driving 2 explaining each reason There are more opportunities to steal cars or from cars; Cars are used to travel to commit crimes such as rural burglary
10		4	4	1 mark for identifying each reason 1 mark for explaining each reason maximum of 2 for one sided answer
	4	25	29	

Mark Scheme Section C short answers

Qu	A01	A02	Total	Response
1	2		2	1 mark for each correct answer
2	1		1	1 mark for The Supermarket
3	2		2	1 mark for each appropriate difference language, religion, cuisine, clothing
4	2		2	1 mark for each correct answer e.g. gender (men/women) disabled people
5	2		2	1 mark for correct answer e.g. Amnesty, Liberty 1 mark for appropriate example
6	2		2	1 mark for each correct answer Sky News and ITN
7	1		1	1 mark for correct answer from one of the following: Postal vote; proxy vote
8	1		1	1 mark for correct answer popular/public vote on (single) issue/question
9	2		2	1 mark for appropriate advantage democratic, legitimises decision 1 mark for appropriate disadvantage e.g. too complex for public to understand ,too difficult to reduce to yes/no question
10	2		2	Identifies method 1 e.g. party political broadcasts explains method 1 e.g. gives information about party policies
11	1		1	1 mark for correct answer National Health Service
12	1		1	Correctly names organisation. Should be recognisable not necessarily precise. Oxfam
13	1		1	Identifies relevant aim e.g. Alleviate famine
14	2		2	Identifies method 1 explains method 1
15	2		2	1 mark for a correct answer for Local Govt. e.g. Local Agenda 21, re-cycling domestic waste 1 mark for each correct answer for National Govt. taxes fossil fuels, lower tax for small cars, emission control laws
	24		24	

Mark scheme Section C Extended writing questions

Qu	AO1	A02	Total	Response
16,17,18			1-2	Level 1 opinion supported by one relevant reason showing simplistic knowledge and understanding of issues/events. Spelling, punctuation and grammar are reasonably accurate and basic meaning is conveyed.
			3-5	Level 2 basic for and against supported by relevant evidence and/or examples showing basic knowledge and understanding of issue/events. Spelling, punctuation and grammar are generally accurate and meaning is clear.
			6-7	Level 3 Structured reasoned evaluation referring to other point of view showing clear understanding of issues/events. Spelling, punctuation and grammar are almost always accurate and appropriate language is used to convey meaning.
			8-9	Level 4 for a coherent reasoned evaluation based on argument/evidence giving a balanced account of an alternative point(s)of view to reach a personal conclusion showing clear understanding of issues/events. Spelling, punctuation and grammar are almost always accurate and appropriate and varied expression including the use of specialist terms is used. Bullet points in question need to be used/explained not just repeated
	5	4	9	

External Assessment 60% of total

Question	AO1	AO2	AO3	Total for Qu
Section A			18	18
Section B	4	25		29
Section C	29	4		33
Total	33	29	18	80
% of External	41.25	36.25	22.5	100
% of whole	24.75	21.75	13.5	60

Internal Assessment 40% of total

	AO1	AO2	AO3	Total for Qu
Total	10	10	20	40
% of External	25	25	50	100
% of whole	10	10	20	40

% of whole	34.75	31.75	33.5	100
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