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Other names

Pearson
Edexcel GCSE

Centre Number

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Candidate Number

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Citizenship Studies

Unit 1: Citizenship Today

Wednesday 14 May 2014 – Afternoon
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 Section A.

THEME 1: Rights and responsibilities

1 Study Source A below.

Source A: Census survey results show the UK is becoming a more diverse place

- The Census is a government survey that collects information from every household every 10 years. It gives the government information about the people who live in the UK and their lifestyle.
- It is against the law to refuse to take part in the Census.
- Census results tell the government how many British people belong to different ethnic groups.
- Increasing numbers of people say they belong to the 'multiple identity' group.
- The 2011 Census shows one in four new babies have mothers who were born in another country.

Ethnic groups in the UK	Percentage of UK population	
	2001 (%)	2011 (%)
Black or Black British	2	3
Asian or Asian British	5	8
White (not born in UK)	4	5
Multiple identity	1	2
Other	1	2
White British	87	80

(Source: adapted from www.ons.gov.uk)



(a) The law states that people must take part in the Census. This is an example of people's: (1)

- A responsibilities
- B rights
- C freedoms
- D identity

(b) Give **one** reason why some people might break the law by refusing to take part in the Census. (1)

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(c) Using Source A, when do you expect the next Census will be? (1)

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(d) Using Source A, which ethnic group has grown most between 2001 and 2011? (1)

- A Black or Black British
- B Asian or British Asian
- C White (not born in UK)
- D Multiple identity



(e) Using an example, explain what is meant by **multiple identity**.

Example

(1)

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Explanation

(1)

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(f) Using Source A and your own knowledge, give **two** reasons why some ethnic groups in the UK have grown in size between 2001 and 2011.

(2)

1

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2

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(g) The number of people in some ethnic groups in the UK has grown since 2001.
Suggest how this might help community cohesion.

(2)

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(h) Briefly describe **two** ways in which diversity might be promoted in your school or local community.

(2)

1

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(Total for Question 1 = 12 marks)



THEME 2: Power, politics and the media

2 Study Source B below.

Source B: Campaign to save the 86 bus



Caroline Collins fights to save the 86 bus which she says is a lifeline for Cowfold, West Sussex

Rosie Hailam

Rural bus services in England face massive spending cuts. More than 1,000 bus services have been lost already. The cause is cuts in local council funding. Councils face a 27% cut in their grant from central government.

Caroline Collins leads a small group of mothers. They want to save the number 86 bus that serves people in their Sussex village. She said: 'Without it young people will have nowhere to go. Crime will go up and shops will shut. Older people will not be able to get to the library. The disabled will be stuck at home'.

Caroline calls it the 'use it or lose it' campaign. She has:

- persuaded 17 local businesses in villages along the bus route to give discounts to passengers
- led a demonstration outside Chichester town hall.

After the demonstration, West Sussex County Council agreed to continue funding the 86 bus for another year. However, it says it must still cut in half the £4.7 million that it spends on bus services each year.

(Source: adapted from www.ft.com)



(a) From Source B, identify **two** groups of bus users.

(2)

1

2

(b) Which of the following statements from Source B is an opinion?

(1)

- A** More than 1,000 bus services have been lost already
- B** Caroline Collins leads a small group of mothers
- C** Crime will go up and shops will shut
- D** Caroline calls it the 'use it or lose it' campaign

(c) Suggest how newspaper reports, like Source B, might help Caroline's campaign.

(2)

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(d) Using Source B only, identify:

(i) evidence that shows the campaign has worked.

(1)

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(ii) a possible reason why the campaign might **not** work in the future.

(1)

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(e) Using Source B and your own knowledge, give **two** ways in which local businesses can help Caroline's campaign.

(2)

1

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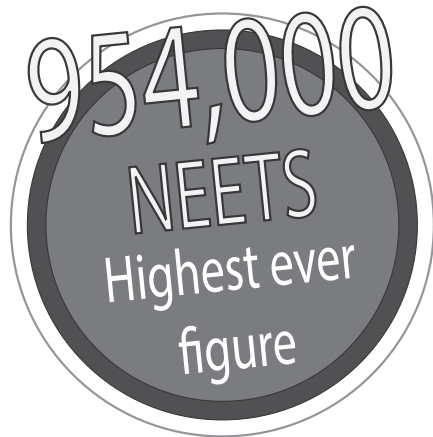
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Study Source C below.

Source C: A report from a popular newspaper

ONE MILLION KIDS ARE 'ON THE SCRAPHEAP'



What is a 'NEET'?

The word describes someone who is 'Not in Education, Employment or Training' after leaving school at 16.

Damning figures have shown that nearly ONE MILLION desperate young people are not working or are not in education.

- In 2012, about 954,000 16- to 24-year-olds were classed as 'NEETS'.
- That was 29,000 more than in 2011!
- It means nearly one-fifth of people aged 16 to 24 in England are now 'NEETS'.

Shadow Education Minister Karen Buck accused government ministers of 'kicking away the ladders for the next generation'.

(Source: adapted from www.thesun.co.uk)

- (f) Using Source C, identify **one** fact that shows the problem of young people not in education, employment or training is getting worse.

(1)

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(g) Karen Buck is described as 'Shadow Education Minister'. This means that she is: (1)

- A** a member of the government
- B** a member of an opposition political party
- C** in charge of education in the UK
- D** a journalist who writes about education

(h) Which 'NEETs' would be allowed to vote if an election was called tomorrow? (1)

- A** Any aged 21 or over
- B** All of them
- C** Any aged 18 or over
- D** None of them

(i) Newspaper reporting can affect public opinion in different ways.
Explain **one** way in which the style of reporting shown in Source C might influence public opinion about this issue. (2)

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(Total for Question 2 = 14 marks)



THEME 3: The global community

3 Study Source D below.

Source D: Wind farms face local opposition



Bradford Council has approved a wind power project for Haworth in Yorkshire. There was much discussion and loud protests. The first 60 metre-high wind turbine is now being built.

The countryside at Haworth was the setting for Emily Bronte's famous novel *Wuthering Heights*.

- Four large wind turbines will eventually be built there.
- Local campaigners say it will be a disaster for local tourism and national heritage.

This project is a real example of the UK's wind turbine problem.

- The government wants to meet the country's renewable energy targets.
- Local people want to protect some of the world's best known and most beautiful landscapes.

The UK government wants to take 15% of its energy from renewable sources, such as wind and solar power, by 2020.

(Source: adapted from www.ft.com
Image: www.telegraph.co.uk)



(a) Using Source D, identify **two** reasons why tourists might want to visit Haworth.

(2)

1

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2

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(b) Using Source D and your own knowledge, give **two** reasons why the UK government wants more energy to come from renewable sources.

(2)

1

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2

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(c) Using Source D and your own knowledge, give **two** reasons why the 2020 renewable energy target may not be met.

(2)

1

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(d) Other than supporting renewable energy, identify **two** actions that local and/or national government can take to help tackle climate change.

(2)

1

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Study Source E below.

Source E: Millennium Development Goals progress report

Goal 3 Promote gender equality and give power to women

Not enough progress has been made towards meeting this global goal in some developing countries for a number of reasons:

- Girls are not allowed to go to school
- Young girls are often made to work
- Women do not always get equal pay
- Women are often forced into illegal forms of employment

Meeting Goal 3 is important as it can help other Millennium Development Goals to be met too.



(e) Who established the Millennium Development Goals?

(1)

- A** The UK
- B** The EU
- C** The USA
- D** The UN



(f) Using Source E and your own knowledge, give **three** ways in which educating girls can help a country and its people to develop.

(3)

1

2

3

(Total for Question 3 = 12 marks)

TOTAL FOR SECTION A = 38 MARKS



SECTION B

Answer ONE of the following questions.

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

EITHER

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

'It is more important to stop terrorism than it is to protect the human rights of terror suspects.'

Do you agree with this view?

Give reasons for your opinion, showing that 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.

- What kind of threats does terrorism bring to a country's citizens?
- Should the human rights of terror suspects sometimes be ignored?
- Are there some human rights which should always be protected, even for terror suspects?
- Is it right that everyone's human rights are restricted if this will stop terrorism?

OR

***5 Theme 2: Power, politics and the media**

'British democracy does not work because the government has all the power.'

Do you agree with this view?

Give reasons for your opinion, showing that 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 does a political party gain power in Britain's parliamentary democracy?
- What kind of changes can a government make once it has been elected?
- How much power and influence do opposition parties have?
- Who else has power and influence, and how do they show it?



OR

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

'The relationship between More Economically Developed Countries (MEDCs) and Less Economically Developed Countries (LEDCs) is still a simple one. MEDCs exploit LEDCs.'

Do you agree with this view?

Give reasons for your opinion, showing that 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.

- What are the characteristics of LEDCs and MEDCs?
- What are the arguments that say MEDCs have exploited LEDCs?
- Are there alternative viewpoints that say MEDCs give help to LEDCs?
- Is the relationship between countries becoming more complicated than in the past?

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 4** **Question 5** **Question 6**

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TOTAL FOR SECTION B = 12 MARKS
TOTAL FOR PAPER = 50 MARKS



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