

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

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Wednesday 12 June 2019

Afternoon (Time: 1 hour 45 minutes)

Paper Reference **1CS0/01**

Citizenship Studies

Paper 1

You must have:

Source Booklet (enclosed)

Total Marks

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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** 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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Pearson

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) Which **two** of the following functions are carried out by main local councils? (2)

- A** Providing library services
- B** Providing accommodation for the armed forces
- C** Providing border checks for those who enter the UK
- D** Providing the local water supply
- E** Providing collection services for refuse
- F** Providing staff for NHS hospitals

(b) Explain **two** reasons why it is desirable that people who are elected as local councillors come from the same local area. (4)

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(c) Suggest **two** ways in which individuals can be affected by inequality.

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(d) Explain **one** way in which diversity benefits society in the UK.

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(Total for Question 1 = 10 marks)



Study Source A below and then answer Question 2.

Source A: The changing UK population

The UK population in 2016 was 65.6 million, its largest ever, and is projected to reach 74 million by 2039. While it is growing, improvements in healthcare and lifestyles mean the population is also getting older; in 2016 in the UK, 18% of people were aged 65 and over, and 2.4% were aged 85 and over. As a result of the ageing population the old age dependency ratio (OADR) is increasing. The OADR is the number of people aged over 65 for every 1,000 people aged between 16 and 64.

With lower birth rates and higher life expectancy, the shape of the UK population is transforming. Although living longer is something to celebrate, the proportion of those of working age is shrinking, as that of pensioners is increasing. While a larger population can increase the size and productive capacity of the workforce, it also increases pressure on social services such as education, healthcare and housing and the government's ability to meet these needs.

(Source: based on <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/articles/overviewoftheukpopulation/july2017>)

2 Source A gives examples of how the population of the UK is changing.

Explain the various reasons why it is important to monitor population change.

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TOTAL FOR SECTION A = 16 MARKS

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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) State **one** example of direct democracy.

(1)

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(b) Explain **one** strength and **one** weakness of the first-past-the-post voting system.

(4)

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

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4 (a) Which one of these explains what may happen when no single party can form a government after a general election?

(1)

- A** A coalition government or a minority government may be formed.
- B** The Monarch will appoint the Lord Chancellor to become Prime Minister.
- C** Another general election must be held after six months.
- D** The Leader of the Opposition becomes the Prime Minister.

(b) Which one of these best explains the Royal Assent?

(1)

- A** It is when the Monarch signs a bill which becomes an Act of Parliament.
- B** It is a symbol which shows that royalty is above ordinary citizens.
- C** It is the principle that the monarch agrees not to enter the House of Commons.
- D** It promotes the principle that only a male child can inherit the throne.

(c) Which one of these explains the role of a whip in Parliament?

(1)

- A** To punish anyone who breaks parliamentary rules
- B** To act as a sponsor when a new MP swears the Oath of Allegiance
- C** To ensure that members of the same political party vote together
- D** To advise the government on legal issues

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

Source B: UK and New Zealand Parliaments

The UK has two chambers in its parliament, the elected House of Commons and the House of Lords (the second chamber) which is partly hereditary but largely appointed. In 1951, New Zealand decided to abolish its second chamber (called the Legislative Council) and has run effectively with one chamber ever since. The New Zealand government had been criticised for filling its second chamber with members from the governing party, giving little opportunity for second thoughts or taking other views into account, unlike our House of Lords where the government lacks a majority.

Having one legislative chamber avoids conflict between two chambers and makes passing laws more straightforward. There had been no consensus in New Zealand on how to reform its second chamber – nor any agreement on a suitable replacement. Worldwide, more countries have just one legislative chamber rather than two, thus avoiding the problems which two chambers can bring. But would the UK be less democratic if we abolished our second chamber?

- (d) Source B describes how New Zealand took the decision to abolish one of the two chambers in its parliament.

Compare how the parliaments work in the UK and New Zealand.

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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) Give **two** reasons for imposing age limits which legally restrict the activities of young people.

(2)

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- (b) There are occasions in civil legal disputes when citizens may choose not to go through the court system, but instead decide to use mediation.

Suggest **three** benefits of using mediation instead of the formal civil court procedures.

(3)

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(c) Using an example, explain **one** source of law which forms part of the UK's legal system.

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6 (a) A special constable is

(1)

- A someone who has served as a police constable for over twenty years
- B a senior police constable who makes a decision to arrest and charge offenders
- C a volunteer who assists the police but works fewer hours than ordinary constables
- D a constable who undertakes detective work within the special branch

(b) Give **two** reasons why courts may decide to impose different punishments on offenders who commit the same crime.

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

Source C: Access to justice

- Access to justice and the right to a fair hearing are fundamental to any just society.
- We are lucky enough to live in the oldest unbroken democracy on Earth – a place where the vulnerable and voiceless should be able to defend their rights and challenge injustice, even if they cannot afford to pay.
- However, cuts in civil legal aid have put publicly funded advice and representation beyond the reach of many. Funding has been scrapped for entire areas, with the majority of family, immigration, employment, debt, welfare benefits and education cases now falling outside the system’s scope.
- The cuts in criminal legal aid have not been as severe.
- Without providing fair access to justice for all people from all walks of life, our legal system is in danger.
- The legal system should not be for the very rich alone but an avenue for all to gain a fair hearing and fair trial.

(Source: based on <https://www.liberty-human-rights.org.uk/campaigning/other-campaigns/access-justice>)

(c) Source C shows how access to justice has been restricted by the cuts to legal aid.

Explain why our legal system may be viewed as being in danger.

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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 both questions.

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. It asks 'Should prisons make prisoners work?'

Then answer the questions which follow.

(a) Which one of the following does Sarah Shemkus believe?

(1)

- A** It is highly unlikely that prison offenders will ever get a job
- B** It is better for the economy to use the cheap labour available in prisons
- C** Prisoners cannot do complex technical tasks that a modern economy requires
- D** If offenders work in prison they acquire a range of skills

(b) Which one of the following does Helen Brown Coverdale believe?

(1)

- A** Defendants have to play a role alongside offenders in rehabilitation
- B** Prisoners will always riot no matter what changes are made.
- C** Prisoners must be treated far more thoughtfully as individuals.
- D** The state is not responding to the current high levels of crime

(c) Analyse Source D to identify **two** views on which both writers agree.

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(d) Which writer do you agree with more?

Explain your answer, referring to both the arguments made in Source D.

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(Total for Question 7 = 16 marks)



8 Devolution has led to many UK residents believing that they are citizens of Scotland, Wales or Northern Ireland rather than citizens of the UK.

How far do you agree with this opinion?

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

(15)

In your answer, you could consider:

- Identity
- Government in the constituent parts of the UK

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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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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Wednesday 12 June 2019

Afternoon (Time: 1 hour 45 minutes)

Paper Reference **1CS0/01**

Citizenship Studies

Paper 1

Source Booklet

Do not return this Booklet with the question paper.

Turn over ►

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Source D: Should prisons make prisoners work?

Two commentators have expressed differing views:

Sarah Shemkus says YES

UK prisons should copy the example of the US where 88% of inmates participate in productive prison work. Prisoners run laundry rooms and kitchens, transcribe textbooks into Braille and build desks. They can also be found moulding dentures, grinding lenses for glasses, upholstering chairs as well as more skilled and complex work such as computer coding.

We need prisons to protect the public but they can do much more. Supporters say the training they offer is essential for preparing prisoners to succeed in life after release. Such training includes improving literacy skills. These programmes produce goods and services that are often sold to outside customers, such as government agencies and schools.

Advocates of these programs believe working while in prison can teach inmates technical and also transferable skills. Work keeps prisoners busy and less likely to cause problems inside. Many offenders have never had a legal job. So they need to learn the basics such as showing up on time, listening to a supervisor and working as part of a team. The advantage of this is that prisoners pay back to society and to the individuals they harmed when they committed their crimes. In addition many US states note that prisoners who participate fully in work are less likely to reoffend following release. That is a core aim of prison, to reintegrate them into society.

Helen Brown Coverdale says NO

Making all prisoners work will not make prison work. US work programmes often verge on enslavement, with inmates paid little or no wages. Often the tasks they are given are unmatched to their skills, interests and ambitions. Prisoners at work are often denied the health and safety benefits and protections a civilian job would provide. It is not work in a real context. Work is not the answer to the crisis in the prison system in England and Wales. Work will not solve increases in unrest, riots and escapes. It will not put a stop to prisoner assaults on staff and prisoners, as well as prisoner self-harm and suicide.

Almost 100 years ago, Prison Commissioner Alexander Paterson argued that people are sent to prison as punishment, not for punishment. The purpose of prison is to protect the public, reform and rehabilitate offenders. It also prepares prisoners for life outside prison and to maintain an environment that is safe and secure. We do need prisoners to play a full part in society but forcing them into hard work will not achieve this. We need a wider solution for them not to reoffend.

We must not lose sight of prisoners as people, with pasts and presents. They also have families and futures. For them - just as much as victims and society - we must remember how to care.

(Sources: Beyond cheap labor: can prison work programs benefit inmates?
By Sarah Shemkus © Guardian News and Media Ltd December 2015
Helen Brown Coverdale
<http://blogs.lse.ac.uk/politicsandpolicy/prison-doesnt-work-why-dont-we-care/>)