



Citizenship

GCSE (9–1) | Edexcel | 1CS0

2016 specification
first exams in 2016



Practice Exams

for GCSE (9–1) Edexcel Citizenship

Paper 2

D Glover

zigzageducation.co.uk

POD
11720

Publish your own work... Write to a brief...
Register at publishmenow.co.uk

Contents

Product Support from ZigZag Education	ii
Terms and Conditions of Use	iii
Teacher's Introduction.....	1
Practice Exams (Write-on).....	2
Paper 2A.....	2
Paper 2B.....	13
Paper 2C.....	24
Practice Exams (Non-write-on).....	35
Paper 2A.....	35
Paper 2B.....	39
Paper 2C.....	43
Mark Schemes.....	47
Paper 2A.....	47
Paper 2B.....	52
Paper 2C.....	57

Teacher's Introduction

The practice exam papers in this series are designed to support students as they study for Paper 2 of Pearson Edexcel Level 1 / Level 2 GCSE (9–1) in Citizenship Studies (1CS0). These papers are designed to match the content of the Edexcel specification, and the structure of past examinations, perfectly.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

There are three complete examination papers; the format and mark schemes reflect the assessment materials for first examination in summer 2018. The mark schemes provide indicative – rather than exhaustive – content, with an emphasis on answers that students are most likely to provide. They include levelled grade descriptors for long-answer questions, both to aid marking and to give students greater guidance on how to achieve higher grades.

The practice exam papers can be used in a number of ways. You may wish to use them to set mock examinations for your pupils, you may wish to go through them in class to familiarise students with the examination structure, or you may wish to hand them out to pupils for practice, and to reinforce their learning of the unit content.

In line with the examination board's assessment materials, each paper is designed to take 1 hour and 45 minutes, with up to 80 marks available to students.

I hope this resource can contribute towards an engaging and rewarding learning environment. Best of luck with your teaching!

D Glover, August 2022

ZigZag Practice Exam
Supporting GCSE Edexcel Citizenship

INSPECTION COPY

PAPER 2A

**GCSE Edexcel Citizenship Studies
Paper 2**

Name

Time allowed

1 hour and 45 minutes.

Instructions

There are three sections of this paper.

- Section A will be focused on your own citizenship action.
- Section B will ask you to analyse and evaluate source material.
- Section C will ask a range of multiple-choice, explanation and essay questions.

You must answer every question to receive maximum marks.

Information

The total number of marks available for this paper is **80**. The number of marks available for each question is displayed to the right of the question.

**COPYRIGHT
PROTECTED**



Section A

This section will assess the citizenship action you have taken part in.
To begin, write the name of your citizenship action.

.....

1. a) Explain **one** positive outcome as a result of your citizenship action.

.....

.....

.....

.....

.....

.....

- b) Explain how your group used **two** types of research as part of your citizenship action.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- c) Explain **one** difficulty you encountered when conducting your citizenship action.

.....

.....

.....

.....

.....

.....

.....

INSPECTION COPY

INSPECTION COPY


INSPECTION COPY

COPYRIGHT
PROTECTED



INSPECTION COPY

Handwriting practice area with 20 horizontal dotted lines for writing.

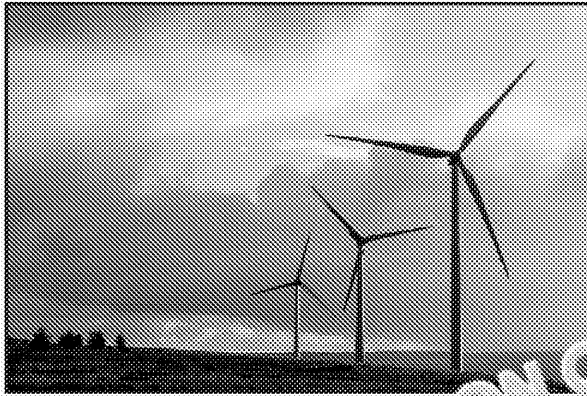
 INSPECTION COPY

 INSPECTION COPY

**COPYRIGHT
PROTECTED**



Section B



Charlie is 14 years old and is studying for his Geography GCSE. He believes in building wind turbines on land, but planning laws in England mean he has to get approval for so-called

In the last few months, a petition has been circulating, arguing for the construction of wind turbines. It has gathered more than 200,000 signatures, calling for planning laws to be relaxed.

'The number of people who have signed this petition demonstrates just how much we value wind power,' Charlie says.

'It is much cheaper to build wind turbines on land, rather than on water, which means we are paying a lot less for our electricity, while also reducing our pollution. The UK is a leader in wind power in the whole of Europe, and yet we are not taking advantage of it.'

Many Conservative MPs are of the view that wind turbines are ugly, and so they are built in the countryside. As a result, the Conservative government has supported offshore wind projects instead.

The UK's offshore wind industry is one of the biggest in the world, and over the last five years it has become the biggest producer of wind energy. Wind power produced almost a quarter of the country's electricity in 2020, up from 11% just five years earlier.

2. a) Explain **two** advantages of Charlie's approach to promoting onshore wind power.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

INSPECTION COPY

COPYRIGHT PROTECTED



Section C

3. The North Atlantic Treaty Organization is:
- A A free trade bloc
 - B A military alliance
 - C An environmental institution
 - D A monetary union
4. The UK's press regulator may intervene if a media organisation:
- A Fails to hold the government to account
 - B Publishes news stories without informing those involved
 - C Publishes inaccuracies
 - D Has excessive influence over public opinion
5. The World Trade Organisation aims to solve trade disputes using:
- A Free trade
 - B Tariffs
 - C Arbitration
 - D Treaties

6. Explain **one** way in which pressure groups contribute to democracy.

.....

.....

.....

.....

.....

.....

7. Explain **one** method used by trade unions to protect workers' rights.

.....

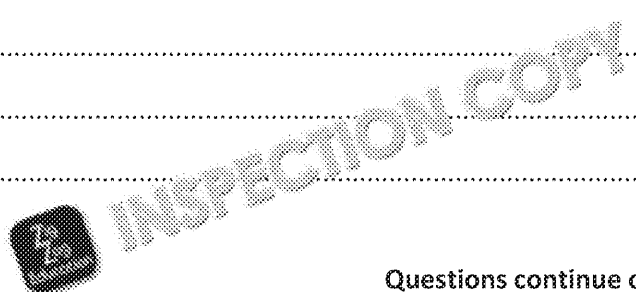
.....

.....

.....

.....

.....




Questions continue overleaf


INSPECTION COPY

COPYRIGHT
PROTECTED



INSPECTION COPY

 INSPECTION COPY

 INSPECTION COPY

**COPYRIGHT
PROTECTED**



Preview of Questions Ends Here

This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

Q	Indicative Content															
7	<p>Means of enforcing international law include:</p> <ul style="list-style-type: none"> • Mediation: diplomatic negotiation, often mediated by an institution or a treaty to resolve an international dispute. • Sanctions: economic restrictions placed on a nation state which has broken a treaty, designed to encourage the state to stop doing so. • Force: military intervention in a nation state to stop a government breaking a treaty or prevent it from doing so. <p><i>Award 1 mark for identifying a means of enforcement, and a further 1 mark for each means explained (up to a maximum of 2).</i></p>															
8	<p>Reasons for having a press regulator include:</p> <ul style="list-style-type: none"> • To ensure that the media is not regularly publishing inaccuracies, and force corrections if needed. • To provide members of the public with a means of recourse and a place to go if the media has intruded into their private life. • To maintain standards across the industry and prevent some publications from lowering the standards. <p><i>Award 1 mark for each reason identified (up to a maximum of 2). Award 1 mark for each reason explained (up to a maximum of 2).</i></p>															
9	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Grade</th> <th style="width: 80%;">Description</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">0</td> <td>The answer fails to include any relevant knowledge or analysis.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td>The answer shows a limited understanding of relevant ideas and analysis. The answer shows a general understanding of relevant ideas and mentions one of the named organisations.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td>The answer shows a general understanding of relevant ideas and analysis. The answer shows a clear understanding of relevant ideas and mentions one of the named organisations.</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td>The answer shows a clear understanding of relevant ideas and analysis. The answer shows a clear understanding of relevant ideas and mentions both of the named organisations.</td> </tr> </tbody> </table> <p>The United Nations prevents international disputes by:</p> <ul style="list-style-type: none"> • Using its Security Council, which has the power to legally permit armed conflict and to resolve international disputes. • Using the General Assembly, in which every country can vote on certain matters and the strength of international opinion. • Deploying its peacekeeping forces, which can act to prevent escalation of conflict and to protect civilians. <p>The World Trade Organization prevents international disputes by:</p> <ul style="list-style-type: none"> • Mediating during trade disputes to prevent the imposition of trade barriers. • Creating common standards in international trade, which helps to ensure a 'level playing field' and to prevent uneven competition. • Helping to negotiate trade agreements which reduce or eliminate trade barriers and to promote the free flow of goods and services. 	Level	Grade	Description		0	The answer fails to include any relevant knowledge or analysis.	1	1–2	The answer shows a limited understanding of relevant ideas and analysis. The answer shows a general understanding of relevant ideas and mentions one of the named organisations.	2	3–4	The answer shows a general understanding of relevant ideas and analysis. The answer shows a clear understanding of relevant ideas and mentions one of the named organisations.	3	5–6	The answer shows a clear understanding of relevant ideas and analysis. The answer shows a clear understanding of relevant ideas and mentions both of the named organisations.
Level	Grade	Description														
	0	The answer fails to include any relevant knowledge or analysis.														
1	1–2	The answer shows a limited understanding of relevant ideas and analysis. The answer shows a general understanding of relevant ideas and mentions one of the named organisations.														
2	3–4	The answer shows a general understanding of relevant ideas and analysis. The answer shows a clear understanding of relevant ideas and mentions one of the named organisations.														
3	5–6	The answer shows a clear understanding of relevant ideas and analysis. The answer shows a clear understanding of relevant ideas and mentions both of the named organisations.														

**COPYRIGHT
PROTECTED**



Q		Indicative Content	
10			
Level	Grade	Description	
	0	The answer fails to include any relevant knowledge, analysis	
1	1–2	Analysis is underdeveloped, with minimal examination of the question. Evaluative work is simplistic and fails to construct convincing arguments.	
2	3–5	Some development of analysis and an examination of the issues are present. Evaluative work constructs some coherent or convincing arguments, but it fails to thoroughly explore a counterargument.	
3	6–8	Some development of analysis, which remains relevant throughout, constructs coherent and convincing arguments, but this is not done thoroughly.	
4	9–10	Successful development of analysis, which remains relevant throughout, work is convincing and detailed, exploring both sides of the issue thoroughly.	

General supporting arguments

- Commonwealth allows the UK to project 'soft power' around the world and increase its influence in former colonies.
- The Commonwealth helps the UK to strengthen cultural and political bonds with other countries it shares history and language.
- Commonwealth citizens can vote in UK elections, which increases political participation and social cohesion.
- UK citizens can travel to Commonwealth countries without needing a visa, which helps to connect people.

General counterarguments

- There is no evidence of any clear economic benefits to the UK arising from Commonwealth membership.
- It creates extra diplomatic obligations and costs for the UK, such as consular support for Commonwealth citizens.
- The Commonwealth is a very diverse group of countries, which makes reaching a decision as an organisation very difficult.
- The UK makes large financial contributions to sustain the Commonwealth, as well as other commitments such as the NHS.

INSPECTION COPY

COPYRIGHT
PROTECTED



Q		Indicative Content	
11			
Level	Grade	Description	
	0	The answer fails to include any relevant knowledge, analysis	
1	1–3	Analysis is underdeveloped, with minimal examination of the question. Evaluative work is simplistic and fails to construct arguments. A definitive conclusion or summary is absent.	
2	4–7	Some development of analysis and an examination of the issues are present. Evaluative work constructs some coherent or coherent though fails to thoroughly explore a counterargument. A conclusion is present but is largely unsupported by evidence.	
3	8–11	Some development of analysis which remains relevant through constructs coherent and convincing argumentation, but this conclusion is only partially supported by evidence.	
4	12	Significant development of analysis, which remains relevant through work is coherent, convincing and detailed, exploring both sides thoroughly. A persuasive conclusion which builds on the evidence.	

General supporting arguments

- If citizens do not vote in large enough numbers, then it is very difficult to say what the public thinks or wants, which is undemocratic.
- Political parties are primarily driven by securing strong election results, which is a powerful tool against them.
- Elections are the only opportunity that citizens get to choose a broad platform for government, rather than simply influencing specific issues.
- If certain social groups do not vote in elections, then they cannot expect to be represented in government.

General counterarguments

- It is not just election results which influence the behaviour of political parties; developments in civil society and media coverage.
- There can be as much as five years between general elections, and citizens can influence during this period.
- Elections do not always clearly indicate what the public wants: parties have policies, and also might not offer some popular ideas.
- Collective action, such as through trade unions, can often have a bigger influence on policy than election results.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Preview of Answers Ends Here

This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.