

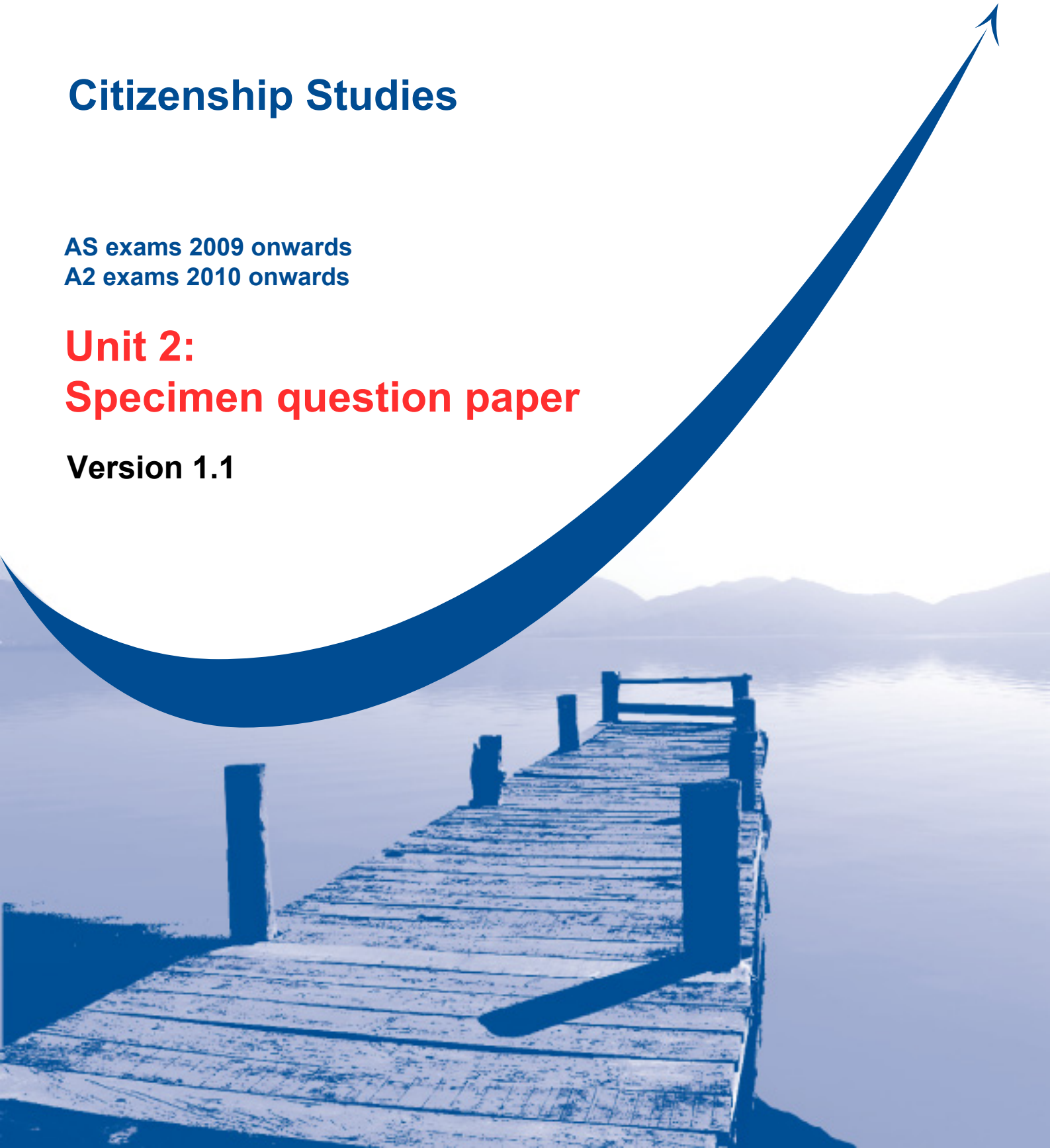
**GCE**  
**AS and A Level**

## **Citizenship Studies**

**AS exams 2009 onwards**  
**A2 exams 2010 onwards**

### **Unit 2:** **Specimen question paper**

**Version 1.1**



General Certificate of Education  
Specimen  
Advanced Subsidiary Examination



**CITIZENSHIP STUDIES** **CIST2**  
**Unit 2 – Democracy, Active Citizenship and Participation**

Specimen Question Paper

**For this paper you must have:**

an 8-page answer book  
your completed Active Citizenship Profile

Time allowed: 1 hour 30 minutes

**Instructions**

Use black ink or black ball-point pen.

Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is CIST2.

Answer **three** questions.

In Section A, answer Question 1 and **one** other question.

In Section B, answer all parts of Question 4.

Do all rough work in the answer book. Cross through any work you do not want to be marked.

**Information**

The maximum mark for this paper is 90.

The marks for questions (or part questions) are shown in brackets.

In Section A, excluding the part (a) questions you will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

In Section B, part (b), part (c) and part (d) questions should be answered in continuous prose. For these part questions you will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate

**Advice**

You are advised to read through the examination paper before you attempt the questions.

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**SECTION A – MAKING A DIFFERENCE**

Answer Question 1 and **one** other question.

This section carries 30 marks.

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- 1** Read the extract below and answer parts (a) and (b) which follow.

**The Countryside Alliance**

**This extract represents the views of a pressure group.**

The Countryside Alliance works for everyone who loves the countryside and the rural way of life. Through campaigning, lobbying, publicity and education the Alliance influences legislation and public policy that impacts on the countryside, rural people and their activities.

The Alliance campaigns on a wide range of rural issues.

Our campaigning activities are supported by our public relations, political, and policy teams.

The Alliance is a membership organisation with incorporated company status and has over 107,000 members. The Alliance is politically non-aligned and acts in partnership and cooperation with many other rural groups including the British Association for Shooting and Conservation, the Country Land and Business Association, the Farmers' Union of Wales, The Game Conservancy Trust and the National Farmers' Union. The Alliance distributes a free weekly e-bulletin called the grass e-route. The grass e-route is open to all members and supporters and brings all the Alliance's latest news, views, events and plans straight to your inbox.

Source: adapted from [www.countryside-alliance.org.uk](http://www.countryside-alliance.org.uk)

Your answers should refer to the extract as appropriate, but you should also include other relevant information.

- (a) Identify **two** ways in which the internet aids campaigning. (5 marks)
- (b) To what extent is the Countryside Alliance an outsider pressure group? (10 marks)

**EITHER**

- 2** Assess the reasons, using case studies, why some pressure group campaigns are more successful than others. (15 marks)

**OR**

- 3** Why should citizens be concerned about who owns and controls the media in the UK? (15 marks)

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**SECTION B – ACTIVE CITIZENSHIP**

Answer all parts of this question.

This section carries 60 marks.

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4

- (a) Outline how developing an area of citizenship knowledge helped with an active citizenship task you have undertaken. (5 marks)
- (b) What are the advantages and disadvantages of working with others when carrying out citizenship activities? Use examples of your own activity to support the points you are making. (15 marks)

Read the extract below and answer part (c) which follows.

**Active Citizenship**  
**Citizenship Aims to Teach Pupils about the Working of Society**

Due to copyright reasons, we have been unable to publish this paragraph on our website, which reports a protest by students when Tony Blair visited a London secondary school.

What did you think of the actions of these pupils? Were they being rude to a distinguished visitor or were they being active citizens, using their understanding of the democracy, civil protest, and the media to influence the political process?

Source: adapted from CITIZENSHIP LESSONS PROMPT DEBATE, *from BBC News at [bbc.co.uk/news](http://bbc.co.uk/news)*, 29 September 2006 and

BLAIR JEERED BY COLLEGE STUDENTS, *from BBC News at [bbc.co.uk/news](http://bbc.co.uk/news)*, 7 September 2006

- (c) How effective is the protest detailed in the extract as a form of active citizenship participation? Use examples of your own activity to support the points you are making. (15 marks)
- (d) ‘Active citizenship is just about helping others’. Using examples from your own active citizenship participation, critically assess this claim. (25 marks)

**END OF QUESTIONS**

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