



# Getting Started Guide

**GCSE (9-1) Citizenship Studies**

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**Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Citizenship  
(1CS0)**

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# Getting Started: GCSE Citizenship Studies 2016

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## Contents

<b>1. Introduction</b>	<b>1</b>
Key features of our GCSE in Citizenship Studies	1
Support	2
<b>2. What's changed?</b>	<b>3</b>
2.1 What are the changes to GCSE qualifications?	3
2.2 How has GCSE Citizenship Studies changed?	3
Changes to content requirements	3
Changes to assessment objectives	4
2.3 Changes to the Edexcel GCSE in Citizenship Studies	4
Our approach to the changes	4
Specification overview	4
Content overview	5
Assessment overview	6
<b>3. Planning</b>	<b>7</b>
3.1 Planning and delivering a linear course	7
Building interest	7
Skills development	7
Revision	7
3.2 Delivery models	7
3.3 Support and resources	8
Free support	8
Published resources	8
<b>4. Content guidance</b>	<b>10</b>
4.1 Using the specification	10
4.2 Teaching the course	10
Integrating the skills for citizenship action	10
4.3 Teaching Theme A: Living together in the UK	11
4.4 Teaching Theme B: Democracy at work in the UK	12
4.5 Teaching Theme C: <i>Law and justice</i>	12
4.6 Teaching Theme D: Power and influence	13
4.7 Teaching Theme E <i>Taking citizenship action</i>	14
<b>5. Assessment guidance</b>	<b>15</b>
5.1 Implications of linear assessment	15
5.2 Synoptic assessment	15
5.3 Assessment structure	15
Assessment objectives	15

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Paper 1	16
Paper 2	16
5.4 Mark schemes	17
<b>6. Taking citizenship action</b>	<b>18</b>
6.1 Introduction to citizenship action	18
6.2 Setting up the citizenship action	18
6.3 Carrying out the stages of the citizenship action	19
Stage 1: Teams and research	19
Stage 2: Primary research	19
Stage 3: Points of view	19
Stage 4: Planning	19
Stage 5: The action	20
Stage 6: Evaluation	20
6.4 Authentication	20
<b>7. Citizenship in the wider curriculum</b>	<b>21</b>
7.1 Why teach GCSE Citizenship?	21
7.2 How does Citizenship contribute to society?	21
7.3 Links to other curriculum areas	22

# 1. Introduction

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This Getting Started guide provides an overview of the new GCSE specification, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

## Key features of our GCSE in Citizenship Studies

The specification and sample assessment materials have been developed in consultation with the teaching community, higher education, learned societies and subject associations. Teachers from a range of schools and colleges – in focus groups, phone interviews and face-to-face interviews – have provided feedback at each stage and have helped us to shape the specification.

Drawing on feedback from all parts of the Citizenship education community, the 2016 GCSE Citizenship Studies specification has been built on the following key features.

- **A new specification with a familiar approach:** we have worked hard to build on our current course with new and engaging content while providing continuity through our topic areas and source-based approach to assessment to cater for the full ability range and teacher and learner needs.
- **Clear and coherent structure:** our specification has a straightforward structure with five engaging topics, assessed through two externally examined papers. Comprehensive coverage of each topic and citizenship action provides clarity of the new teaching and learning requirements.
- **Supports continuous progression:** our 'local to global approach' means students build on KS3 study and are introduced to core concepts and how citizenship impacts on their lives before building on this with the introduction of theory and the 'bigger picture' as they progress through the course.
- **Developing active citizens:** students and centres have free choice of citizenship activity so students can engage with topics close to their hearts while they develop skills in research and investigation, problem-solving, advocacy and campaigning.
- **Reflects current issues, questions and debates:** students develop knowledge and understanding of the role of citizenship in relation to current issues that impact on modern society, engaging them with what it means to be an active citizen and preparing them for their next steps in today's global world.
- **Accessible assessment for students of all abilities:** exam papers that are easy to navigate, with clear and simple instructional text and engaging source material so all students are motivated to succeed. The assessment provides opportunities for students to perform at the highest levels.

## Support

We will be providing a package of support to help you plan and implement the new specification.

- **Planning and teaching:** in addition to the section in this guide, we will be providing a course planner and comprehensive scheme of work, incorporating a range of suggested online resources. You can adapt these to suit your department.
- **Understanding the standard:** we will supply you with 'real-life' exemplars which have been written by students and marked by our examiners. We will also provide specimen papers to support formative assessments and mock exams.
- **Tracking learner progress:** our well-established ResultsPlus service will help you track student progress.

These support documents will be available on the GCSE 2016 Citizenship pages of our website:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/citizenship-studies-2016.html>

You can also contact Contact the Citizenship team with any questions:

- **TeachingCitizenship@pearson.com**
  - **0844 463 2823**
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## 2. What's changed?

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### 2.1 What are the changes to GCSE qualifications?

- GCSEs now have a fully linear structure, with all assessments taken at the end of the course – there are updated content and assessment requirements for all reformed GCSE subjects.
- There is a new 9 to 1 grading scale, where 9 is the top level, to replace the current grading system. Within this new system: broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above; broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above; and the bottom of grade 1 will be aligned with the bottom of grade G.
- Tiering will only appear in certain subjects, such as Maths and Science.
- There is a reduction in the amount of internal assessment. GCSEs will have 100% exam unless coursework or controlled assessment are the only valid ways of assessing the subject.
- There are no changes to the guided learning hours (GLH), which stay as 120 GLH for GCSE.

### 2.2 How has GCSE Citizenship Studies changed?

#### Changes to content requirements

The content requirements for GCSEs in Citizenship Studies have been revised. All awarding organisation specifications for GCSEs in Citizenship Studies must meet these criteria.

- There is an increased emphasis on core content, with new areas introduced and some content you are used to teaching being removed from the core content. There is also more core content than currently, which reflects the changes to the assessment. Content areas are now defined for: democracy and government; citizenship participation in democracy and society; rights, the law and the legal system in England and Wales; and the UK and its relations with the wider world.
- There will no longer be a controlled assessment; instead, the course will be assessed entirely through examination.
- Students will still be required to complete a citizenship action and they will be assessed on this in the examination.
- Citizenship action is defined as '*a planned course of informed action to address a citizenship issue or question of concern aimed at delivering a benefit or change for a particular community or wider society*'. Students are required to conduct a critical investigation leading to citizenship action. They will be asked questions about this action in the exam and will need to draw on knowledge and understanding from across the course. These questions will account for a minimum of 15% of the total GCSE marks.

The subject criteria allow awarding organisations to develop a new Short Course GCSE in Citizenship Studies. The new short course also has core content, there is no citizenship action and assessment is entirely through examination.

After careful consideration of feedback from our centres, we have decided not to offer a new short course qualification and our priority is to support centres and students to transition to our new full course GCSE qualification.

### Changes to assessment objectives

The assessment objectives for GCSE Citizenship Studies have been revised. There is some continuity with the current assessment objectives, but the weightings have changed.

<b>AO1</b> 30%	Demonstrate knowledge and understanding of citizenship concepts, terms and issues.
<b>AO2</b> 30%	Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.
<b>AO3</b> 40%	Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.

## 2.3 Changes to the Edexcel GCSE in Citizenship Studies

### Our approach to the changes

Our ambition is to develop a GCSE Citizenship Studies qualification that you will know and recognise, and to allow you to teach topics and identify actions you know your students will enjoy. We've worked with the subject community to develop our new qualification, including: teachers from schools across the country in phone interviews, focus groups and surveys; our own subject advisory group, including representatives from the teaching community and subject associations; and interviews with colleagues from Higher Education.

You told us that:

- You would like clarity of the new teaching requirements and continuity with current topics where possible.
- We need to support students of all ability ranges to access the new content and engage with citizenship action.
- You like the use of source material in our current assessments, as this engages students and keeps the course up-to-date.
- We should allow centres and students free choice of citizenship action and we need to provide clear guidance on the new assessment requirements for this.
- You would like support materials to guide you through the changes and to support you in delivering the new course.

### Specification overview

Our specification is structured into five themes and assessed in two equally weighted exam papers.

Content overview	Assessment overview
Living together in the UK	Assessed in Paper 1 1hr 45min, 80 marks 50% of the GCSE
Democracy at work in the UK	
Law and justice	
Power and influence	Assessed in Paper 2 1hr 45min, 80 marks 50% of the GCSE
Taking citizenship action	

### Content overview

The themes are sequenced in a logical order, but there is no requirement to follow this order – you will need to consider the needs, interests and motivations of your students when planning your teaching. For example, you might want to start the course with an introduction to what influence citizens can have. The content addressed in each theme is clearly introduced, and opportunities for developing citizenship skills and taking action are indicated as examples you could build into your teaching.

The power and influence theme builds on and deepens student knowledge and understanding of some of the citizenship concepts addressed in the first three themes. Taking citizenship action can be addressed at any point in the course and students should be clear about how the action they take relates to the citizenship concepts and issues they are studying. For ideas about how the action can be integrated throughout the course, see Section 6 on page 18.

Content overview	Coverage
Theme A: Living together in the UK	How have communities developed in the UK? What is identity? What are democratic values and where do they come from? How does local democracy work?
Theme B: Democracy at work in the UK	Who runs the country? How does Parliament work? How is power shared between Westminster and the devolved administrations? How does government manage public money?
Theme C: Law and justice	What is the law for and how does it affect us? How does the justice system work? Is crime increasing in society?
Theme D: Power and influence	What power and influence can citizens have? What role and influence should the media have? Does the UK have power and influence in the wider world?
Theme E: Taking citizenship action	Students will use and apply their citizenship knowledge, understanding and skills to take action to try and make a difference, create a benefit or change in society. Students will carry out an investigation leading to citizenship action and will develop the following skills: <ul style="list-style-type: none"> <li>• research and enquiry</li> <li>• interpretation of evidence</li> <li>• planning</li> <li>• collaboration</li> <li>• problem-solving</li> <li>• advocacy and campaigning</li> <li>• evaluation.</li> </ul>

### Assessment overview

<b>Paper 1</b>
Written examination: 1 hour and 45 minutes 50% of the qualification 80 marks
Content overview: Theme A: Living together in the UK Theme B: Democracy at work in the UK Theme C: Law and justice
Assessment overview: <b>Section A:</b> questions are focused on Theme A: Living together in the UK <b>Section B:</b> questions are focused on Theme B: Democracy at work in the UK <b>Section C:</b> questions are focused on Theme C: Law and justice <b>Section D:</b> extended-response questions related to two or more of specification Themes A–C.

<b>Paper 2</b>
Written examination: 1 hour and 45 minutes 50% of the qualification 80 marks
Content overview: Theme D: Power and influence Theme E: Taking citizenship action
Assessment overview: <b>Section A:</b> questions are focused on the students' own citizenship action. <b>Section B:</b> questions are focused on others' actions relating to Theme D: Power and influence. <b>Section C:</b> questions are focused on Theme D: Power and influence. One question will also link to content in one of Themes A–C.

## 3. Planning

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### 3.1 Planning and delivering a linear course

The specification is designed to be taught as a linear course, with the assessments taken together at the end.

The themes in the specification unfold in a logical order and the citizenship action can take place at any point, once the students have enough background to support their experience. The specification content is detailed so it will help you to identify exactly what should be taught.

Linear courses with all exams taken at the end may require different teaching approaches – some of which you may use already.

#### **Building interest**

Our specification provides opportunities for students to develop knowledge and understanding of the role of citizenship in relation to current issues that impact on modern society, engaging them with what it means to be an active citizen and preparing them for their next steps in today's global world. Key questions at the beginning of each theme support you in delivering the content in an engaging way.

The content structure from local to global will help to keep this momentum and continue to build interest in the second year of study.

#### **Skills development**

The specification makes clear the citizenship skills, processes and methods students will develop, and opportunities for developing these skills are outlined at the beginning of each theme.

Our local to global approach to the content means students build on KS3 study and are introduced to core concepts and how citizenship impacts on their lives before building on this with the introduction of theory and the 'bigger picture' as they progress through the course. This supports on-going skills development.

#### **Revision**

Our specification structure supports continuous revision as students move through the course. The power and influence theme builds on and deepens student knowledge and understanding of some of the citizenship concepts addressed in the first three themes, ensuring students are prepared for assessment at the end of the course.

### 3.2 Delivery models

The specification is structured into five coherent themes which are sequenced in a logical order. However, there is no requirement to follow this order and you will need to consider the needs, interests and motivations of your students when planning your teaching.

You may choose to teach the content of each theme in a different order from the one presented in the specification to support students in building up their understanding. The scheme of work and published resources (see Section 3.3) will help you consider alternative approaches.

**Theme A: Living together in the UK**, is designed to be the start of the course as it lays the foundations for the rest of the content. It introduces students to many of the concepts they will encounter later on. It helps them to understand the background to human rights, democracy and the law. Much of this is covered in familiar contexts that students will recognise. Communities, identity and migration are among the areas that students will study at this stage. Theme A concludes with an introduction to democracy at the local level.

**Theme B: Democracy at work in the UK**, picks up where Theme A left off, moving from democracy in the local context to the national picture. It builds up students' understanding of how democracy originated, how it works and how it influences our lives.

**Theme C: Law and justice**, moves from looking at how laws are made to why we need laws and how they are put into practice. This again follows the logical development of the subject.

**Theme D: Power and influence**, brings the content together. It explores how citizens can contribute to and influence society. It also discusses the role of groups and organisations in society. The media comes into this section too. The final section in the theme moves into the relations that the UK has with other countries.

In **Theme E: Taking citizenship action**, the citizenship action and the stages of development are detailed. You still have the freedom to choose actions that suit your students and their experiences. The citizenship action can take place at any point once students have enough background to support their experience. There is a detailed outline of the stages of the action in the specification to help identify what needs to be covered. In carrying out the action, students are expected to work in a team (comprising at least two people) and be able to explain and evaluate their actions.

If you are sharing the course with another teacher, look at each other's strengths and work out how best to divide it up. You will need to consider prior learning and the development of knowledge when making your decisions. If you are happy to work very closely, you could combine to follow a single programme of study throughout the course, each of you picking up where the last lesson finished. This will require carefully updating and feeding back, but will provide students with a consistent learning experience.

### 3.3 Support and resources

#### Free support

Whether you are planning to run the course over two or three years, or have a one- or two-teacher model, you will be supported by editable course planners and a scheme of work to help you plan your delivery of the new course. These are available on the Citizenship subject pages of our website:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/citizenship-studies-2016.html>

#### Published resources

We are committed to helping teachers deliver our Edexcel qualifications and students to achieve their full potential. To do this, we aim for our qualifications to be supported by a wide range of high-quality resources, produced by a range of publishers. However, it is not necessary to purchase endorsed resources to deliver our qualifications.

We are working with Collins to ensure there are published resources to support your teaching and delivery of the new Edexcel specification. Collins are planning a fourth edition of *Citizenship Today* and an accompanying teacher's file that provides detailed guidance and resources to support non-specialist teachers.

### 3. Planning

For more information about the published resources from Collins, please visit the publisher's website.

## 4. Content guidance

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The specification provides detailed guidance of the content and assessment requirements, and is the authoritative source of information. This section of the Getting Started Guide is intended to provide ideas and suggestions for teaching approaches, and is not intended to be prescriptive.

### 4.1 Using the specification

If you are used to teaching the current Edexcel specification you will see a continuity in approach and some familiar material throughout each theme. This means you will be able to build on the teaching strategies you have used when teaching the course in the past. If you are new to teaching the Edexcel specification, mapping documents are available on the Citizenship subject pages of our website to support you in identifying new and familiar content.

The specification has been structured logically and coherently so you can teach the themes in the order they appear in the specification. However, you may like to change the order of material within each theme to suit you and your students. This will help you to use schemes of work and lessons that you already use.

If you are new to teaching Citizenship Studies, you will find a range of resources to support you with delivering our qualification on the Citizenship subject pages of our website. The specification provides detailed guidance of the content requirements and how this will be assessed.

Each theme of the specification covers a particular aspect of the content. **Theme A: Living together in the UK**, introduces the 'big picture' of the subject. The ideas that students meet in this theme are developed further later in the course. This helps students to see how the content of Citizenship fits together before looking at it in greater detail. Once they have experienced this 'big picture' in contexts that they will recognise, they will find it easier to understand the concepts and greater detail that they will find in subsequent themes.

Themes B and C develop learning about democracy and the law. Theme D opens up some challenges that face the UK and its citizens, and Theme E explains the citizenship action.

### 4.2 Teaching the course

#### Integrating the skills for citizenship action

One of the first things to decide when planning the teaching of the course is how you are going to approach the citizenship action. In **Theme E: Taking citizenship action**, you will find the skills students are required to develop. It comprises six areas that must be undertaken in each action:

1. Identify an issue, form a team and carry out initial research.
2. Undertake primary research.
3. Represent their own and different points of view.
4. Plan the action.
5. Apply skills of collaboration, negotiation and influence as they deliver the activity.
6. Critically evaluate their learning and the impact of the action.

By building these into your teaching, students will develop these skills throughout the course, so when they undertake their action they will be prepared.

## 4. Content guidance

There are plenty of opportunities in each theme to practise these skills.

Skills 1 and 2 can be developed by carrying out small research activities in groups. In Theme A, this might be done by investigating community cohesion in your local area or, in Theme C, students could find out about patterns of crime in your local area. On a larger scale, they might look at attitudes to the EU or devolution. The research that students carry out would not only develop the skill but would also develop knowledge and understanding of aspects of the specification.

Skill 3 is one that is required in the exams as well. There will be questions that ask students to discuss and evaluate an issue, presenting more than one point of view. When students carry out their action, they are required to consider why people have different points of view about their chosen issue. This doesn't have to be done in formal writing every time, although practice for extended writing is recommended. A quick round in class of encouraging students to identify different points of view on an issue will introduce the skill in a simple manner. It is also worth doing a 'before and after' at the start and end of teaching a section of the course, to help students see how knowledge and understanding can lead to informed decision-making.

If you include some short research projects through the course, your students will be supported in developing Skill 4, planning, and you will be building on activities that students will have done across subjects during KS3. Small citizenship actions integrated throughout the course will also help to develop the skills of collaboration, negotiation and influence (Skill 5) as students complete the activity. Citizenship lessons generally involve collaboration and negotiation, as you will be asking students to work together on issues and perspectives. You could pair students, or put them in groups of four, to compare a point of view and come to a conclusion. These types of activities also help develop skills that will help them influence others. In particular, the content for **Theme D, Power and influence**, provides opportunities for this type of activity as it explores ways in which people and organisations can influence and bring about change.

Once you have identified the aspects of the course which lend themselves to learning and developing citizenship skills, you will have started to build the shape of your scheme of work. You will find an exemplar scheme of work on the Citizenship Studies web page.

### 4.3 Teaching *Theme A: Living together in the UK*

Theme A is designed to help students start to develop the knowledge, understanding and skills required. It can be useful to start the course by dealing with 'another point of view'-style questions and approaches to encourage the development of this skill from the outset. Students often come to the course with strong opinions from home or their peers. The ability to stand in someone else's shoes can be difficult to acquire, but this is a requirement of GCSEs in Citizenship Studies.

The specification has been designed in a logical order, but there is no requirement to teach in this order should another order suit your teaching and students better. For example, you could start with communities and how they have developed, to allow students to consider an environment they know before moving to the bigger picture. This will help them to think about the changes that are taking place in society and use personal experience to draw comparisons. Helping young people to realise that people have come to the UK from all over the world for generations will assist their understanding of issues relating to migration.

Once notions of identity have been introduced, students will be able to appreciate the need for respect and understanding. At this point, human rights, and their origins, can be introduced in order to explain the basis for respect. Again, students' own experiences can be drawn on to consider how communities deal with issues of

cohesion. The school is often a useful vehicle for developing understanding about the sort of strategies that can be used to ensure that communities are cohesive.

Once their understanding of respect, rights and cohesion has been established, students can explore human, moral and political rights and freedoms. This is a good point to introduce the concept of democracy and the need for the rule of law.

Theme A is completed with a look at local democracy. This includes the selection of councillors, the work of the council and the funding of local services. You will find that local councillors are often willing to come to school to talk about their work. If time permits, a trip to the council chamber can bring things to life.

#### 4.4 Teaching *Theme B: Democracy at work in the UK*

Theme B explores democracy and how it functions in England, Wales, Scotland and Northern Ireland. It looks at the election of MPs, how laws are made and the concept of the British Constitution. Your local MP is a good start for this topic and they are often willing to come into school. This shows students that MPs are not just remote figures and helps them to start to realise that they can have an effect on their own communities and beyond. If you are close enough to London, a visit to the Houses of Parliament is also a possibility. There is a good education unit which can be contacted on <http://www.parliament.uk/education/>. There are all sorts of activities including an animation about the House of Commons, starting with Magna Carta, which is included in the specification.

If you cannot get there, you can take an online tour. Have a look at <http://www.parliament.uk/visiting/online-tours/> to see what is available.

There are some new concepts in the section on Parliament, which can be taught through practical concepts.

Devolution and Scottish independence are very topical issues. There will be plenty in the media on the subject, as Scotland is already thinking about another referendum. Photographs make interesting comparisons of the modern, hi-tech Scottish Parliament and Welsh Assembly and the very traditional Houses of Parliament.

Government spending is always an interesting topic, as students tend to have strong views about how money should be spent and raised. They often don't like taxes, but it is worth asking them to think about what the world would be like without the services that the government provides.

#### 4.5 Teaching *Theme C: Law and justice*

Theme C starts by asking students to consider why we need laws. It makes a good classroom activity to think about a world without laws. If students are studying *Lord of the Flies* in English, this could be a good starting point for discussion.

The age at which young people can legally carry out certain activities always intrigues students and arouses debate. It also makes a good link between the voting age in Theme B.

Much of this theme will be familiar to you if you are already teaching the course. It covers the people, courts and systems involved in the justice system, as well as the rights and freedoms of those involved – such as your rights on arrest. There is also coverage on the ways disputes can be settled, and this can be taught in a practical way. The youth justice system and its differences from the adult system are also included.

The National Centre for Citizenship and the Law offers educational experiences in London, Nottingham, Northampton and Manchester. You can find out more at <http://www.nccl.org.uk/what-we-do/>. You may be able to organise a visit to your

## 4. Content guidance

local court, and if this is possible a visit certainly brings the system to life, as students usually find that courts are daunting places.

The rationale for sentences provides opportunities for active learning. Students are often very hard on the defendant, so getting them involved with considerations of mitigation will help them to understand how sentences can vary from one individual to another. They also often suggest that criminals should be locked up and the key thrown away, so helping them to understand why prison may not be the best solution is worthwhile.

The section on crime in society gives you the opportunity to explore and compare crime both locally and nationally. You can find local crime data at <http://www.crime-statistics.co.uk/postcode>. The website allows you to make comparisons with other areas, to help students understand the differences within a town or across the region or country.

### 4.6 Teaching *Theme D: Power and influence*

Theme D builds on the learning from Themes A, B and C. Students will explore ways in which people and organisations can influence the way the country works, both internally and in relation to the rest of the world. It will help students to consolidate the knowledge and understanding they have acquired through the course so far.

It begins by looking at the ways in which individuals can contribute to and influence a democratic society. This is, therefore, a good opportunity to involve students in their citizenship action. Running the action in parallel with this theme will help students to integrate their citizenship learning with their action.

There is continuity with current specifications about the ways in which individuals can contribute in a democratic society. It can be brought to life with case studies and active examples of the impact of individuals, and can be brought up to date with discussion of the impact of the digital influence on democracy. Students tend to engage happily in discussions of the ways in which they might be encouraged to vote. A look at a non-democratic society may help them to understand the importance of voting and other forms of participation.

The sections on individual and group activities support students' work towards their action. It may provide ideas for their action and help students to appreciate the potential outcomes.

There are links to be made from Theme A to the section on the development of trade unions, the ways they support employees and people's rights in the workplace.

Students have always enjoyed the section on the media. It gives them the opportunity to look at how it tries to influence opinion and why it needs to be controlled in some circumstances. This is best dealt with in a topical way so students can combine keeping up to date with events while questioning the actions of the media. You could ask students to distinguish between fact and opinion, and making comparisons between newspaper articles on the same topic is a useful exercise, for example.

The international content within this theme provides links to references to the EU in Themes A, B and C. Students often find this quite difficult to grasp, so it is very important to teach from real examples to enable them to follow the detail. Students are no longer required to study the structures of the EU, but will need to make a comparison with the Council of Europe.

The United Nations is covered in more detail here, but students do not need to know about the internal working of the organisation. The focus is on the outcomes. Students are expected to know how international disputes can be resolved and the role of the UK in such resolutions.

#### 4.7 Teaching *Theme E: Taking citizenship action*

Citizenship action should be an integrated part of the course so students see the links and connections between their actions, the concepts embedded through studying Citizenship and the wider world.

The specification allows students to select an action of their own choice, so many of the activities that students have carried out in the past will still be valid.

For further guidance on approaching *Taking citizenship action*, see Section 6 on page 18.

## 5. Assessment guidance

### 5.1 Implications of linear assessment

Linear courses with all exams taken at the end of the course may require different teaching approaches, including building revision of content into the course.

It will be important to start building student interest from the beginning. Each theme has an introduction which highlights the enquiry questions covered in the themes, and opportunities to bring in action and develop skills. The enquiry questions can be used as engaging starting points for real contexts students will be familiar with. Similarly, student interest can be developed by integrating citizenship action throughout the course content. For ideas about how to do this, see Section 6 on page 18.

The structure of our specification supports skills progression throughout the course. As the exam papers are designed to be taken at the end of Year 11, students have the opportunity to develop skills such as extended writing as they progress, ensuring they are prepared for the final assessments.

The thematic structure also provides opportunities for students to revise and reinforce concepts they have studied earlier in the course. For example, in Theme D, content builds on and deepens student knowledge and understanding of some of the citizenship concepts introduced in Themes A to C.

### 5.2 Synoptic assessment

All GCSEs must require students to demonstrate their ability to draw together different areas of knowledge, skills and/or understanding from across a full course of study. Each paper requires students to draw together different areas of knowledge and understanding from within its targeted themes, and some questions draw content together from more than one theme.

In addition, AO1, AO2 and AO3 are assessed in every paper. This avoids compartmentalisation of knowledge and understanding, requiring students to acquire a holistic and integrated mastery of the subject.

### 5.3 Assessment structure

There are two equally weighted papers worth 80 marks and 1 hour 45 minutes in duration for the new GCSE in Citizenship Studies.

#### Assessment objectives

The assessment objectives are summarised in Section 2 on page 4. The table below summarises the assessment objective weightings by paper.

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1	AO2	AO3	
Paper 1	19%	11%	19%	50%
Paper 2	11%	19%	21%	50%
Total for GCSE	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

Papers 1 and 2 are equally weighted. Paper 2 is where citizenship action is assessed, and as a result has a proportionally greater focus on AO2 and less AO1 than in Paper 1. AO3 is assessed more or less equally across both papers, to ensure the assessment is straightforward.

### Paper 1

Paper 1 focuses on:

- Theme A: Living together in the UK
- Theme B: Democracy at work in the UK
- Theme C: Law and justice

Assessment overview:

**Section A:** questions are focused on Theme A: Living together in the UK

**Section B:** questions are focused on Theme B: Democracy at work in the UK

**Section C:** questions are focused on Theme C: Law and justice

Each section is marked out of 16 or 17 and comprises two questions divided into a number of separate parts. These tasks will include multiple-choice and short responses, and will end with a 6-mark task. One source will be included in each section with a task that relates to the source context.

**Section D:** extended-response questions related to two or more of specification Themes A–C.

This section is marked out of 31 and students answer two questions (Q7 and Q8). Question 7 is marked out of 16: it is divided into a number of parts and requires students to analyse and evaluate views contained in a source (in the source booklet); the last part will be worth 12 marks. Question 8 is marked out of 15 and will link two of Themes A–C.

### Paper 2

Paper 2 focuses on:

- Theme D: Power and influence
- Theme E: Taking citizenship action

Assessment overview:

**Section A:** questions are focused on the students’ own citizenship action.

This section has 24 marks and comprises one question divided into parts. The question comprises short- and medium-answer questions, and one 12-mark question. Students must base their answers on the knowledge and understanding they gained through taking citizenship action.

**Section B:** questions are focused on others’ actions relating to Theme D: Power and influence.

This section has 14 marks and comprises one question divided into parts and based on a source. The question comprises multiple-choice and short-answer questions, and finishes with one 6-mark question.

**Section C:** questions are focused on Theme D: Power and influence

This section has 42 marks and comprises a number of questions. The first question comprises multiple-choice and short-answer questions based on sources. The section finishes with one 10-mark question and one 15-mark question. The 15-mark question links content from Theme D with one of Themes A-C.

## 5. Assessment guidance

### 5.4 Mark schemes

Points-based mark schemes are used for questions carrying 1, 2, 3 or 4 marks.

Levels-based mark schemes are used for questions that carry 6 or more marks and comprise at least three levels. There is only one mark grid per question, which allows markers to mark work holistically, and reward the ways in which several skills and assessment objectives are drawn together and inter-relate.

Careful consideration has been given to the construction of mark schemes to use terms, and show progression, consistently across different papers where the same assessment objectives and comparable qualities are being described.

To support markers in applying the mark schemes, clear indicative content has been included for all questions.

## 6. Taking citizenship action

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### 6.1 Introduction to citizenship action

Many students enjoy citizenship action because it means they can set up and follow their own plans. Many students appreciate this independence as it is different from other classroom experiences. As students build to their action throughout the course, they will find the process motivating as they have a purpose in their learning. When their action is carried out, the rest of the school will probably be aware of these interesting activities. This not only helps students, but can raise the profile of the subject within the school and beyond. When students take on local issues, the local media is often interested, and this can provide some beneficial publicity for the school.

The assessment of citizenship action has changed. Students are now required to conduct a critical investigation leading to citizenship action. They will be asked questions about this action in the exam, and will need to draw on knowledge and understanding from across the course. These questions will account for a minimum of 15% of the total GCSE marks. The skills students develop through completing their action is likely to consolidate skills they develop throughout the course. For example, in Paper 2 students will consider other people's actions, so the experience from a completing an action of their own will support this learning point.

### 6.2 Setting up the citizenship action

The specification enables teachers and students to choose an issue so students can engage with topics close to their hearts while they develop skills in research and investigation, problem-solving, advocacy and campaigning. It must be based on an aspect of the course content. This is important as students sometimes choose topics that fit into the PSHE agenda rather than citizenship. It is advisable to support students in their choice of activity, to ensure it is appropriate and can access the full range of marks. Once students have an idea, it is worth looking at the criteria in the specification to check that their plan will allow them to achieve each step.

The specification outlines two types of action that students should be working towards. Either:

*Organise and deliver an event, meeting or campaign to advocate for the selected issue, problem, cause or social need and that aims to argue the case, raising awareness and commitment by informing, influencing and persuading the target audience*

Or:

*Organise and deliver a social action project, social enterprise or undertake another form of community action that aims to raise awareness and commitment and create a social benefit (resources, support, advice or service) to benefit others*

Students should be realistic in their choice. Actions that are too ambitious can fail because the extent of the work required is too great or the challenge of influencing people is too far-reaching. If their chosen action is not successful, students will not be penalised, but choosing an achievable objective might be more motivating for students.

The nature of the action will depend on students' interest and the location of the school. For example, those who live in a community where surfing is an important part of the local economy might want to persuade the local authority to keep the beaches clean.

## 6. Taking citizenship action

An action should be based on a topic about which people can hold different points of view. If this is not the case, students will have difficulty dealing with Stage 3 of the criteria: *represent their own and different points of view*. For example, issues such as campaigning against child soldiers would make this stage hard to achieve.

### 6.3 Carrying out the stages of the citizenship action

The specification content is organised into logical stages for completing the action.

#### Stage 1: Teams and research

The first thing students need to do is establish a team. A team is defined as more than one person. Centres can choose how to organise this, but students could be grouped by those with a similar interest. In forming their groups, students need to consider the different skills required for citizenship action.

Working in teams allows students to develop citizenship skills and to share some of the work involved in gaining the marks. In order to demonstrate the rationale for their issue or cause, students need to carry out some secondary research to gather evidence of the need for their action. Secondary research could include one or more of the following:

- published sources of data
- findings and official reports from public bodies
- reports in the news and media
- NGOs, groups and other organisations
- opinion polls, statistics, videos and other sources relevant to their study.

#### Stage 2: Primary research

Primary research could include one or more of the following:

- data and findings from observations
- discussions with members of the community
- qualitative and quantitative interview data
- recordings, results of polls, votes and surveys.

Students should work out what they want to find out from questions they ask people about their issue. They must also decide who they want to ask and how they are going to go about the enquiry. Once students have carried out the primary research, they should use it to decide on their approach to their action.

#### Stage 3: Points of view

At this stage, students should draw all their evidence together, consider the different viewpoints that people hold and make the case for the action they plan to carry out.

#### Stage 4: Planning

When planning their activity, students should draw on their learning, particularly from *Theme D: Power and influence*, to decide how they are going to carry out the action. This will, of course, depend on the nature of the action they have chosen.

Once students have decided on their approach, they must put a careful plan in place. This should involve consideration of their audience, their goals, how they will measure their success and a realistic timeline. Students should record their decision-making and check progress.

### Stage 5: The action

At this stage, students are ready to carry out their citizenship action. They will by now have decided whether they are going to organise an event, meeting or campaign or carry out a social-action project. Their planning will have taken into account their choice.

While carrying out the action, students must show team-work and collaboration skills, and the skills involved in influencing their audience.

### Stage 6: Evaluation

Once the action is complete, students will be required to evaluate their achievements. You will probably need to support them by questioning them about the outcomes and help them to compare the outcomes with their original objectives. As they will have a good grounding in the ways in which people can influence society, they will be able to consider whether they chose the best strategy to achieve the outcomes, or whether others might have been more effective.

Evaluation also involves learning from mistakes, so students could consider what they might do differently if they had a second attempt. This reflection should be on any of the stages. Working through the stages and recording what went well and what was not so good will provide them with useful material for revision.

## 6.4 Authentication

Once the work is completed, centres must complete a form to provide written confirmation that all students entered for the qualification have completed their own in-depth investigation and citizenship action. A form is available for this purpose (see Appendix 1 on page 27 of the specification) and we will publish the final deadline date for submission of this form through our website each year.

## 7. Citizenship in the wider curriculum

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Citizenship Studies is a subject studied by all students from 11 to 16 and beyond. It provides the understanding and skills that everyone needs to participate in a democratic society. It aims to engage young people in the concerns that people have about the world they live in. Students learn to weigh up different points of view and therefore they develop the ability to draw conclusions about wide-ranging issues.

### 7.1 Why teach GCSE Citizenship?

Citizenship Studies meets the national curriculum requirements:

- It supports the government's requirements for schools to implement anti-extremist Prevent Duty, which has become a legal requirement. The Government recommends Citizenship as a means of achieving this.
- It is an ideal tool for exploring British values which are required by the Government.
- Citizenship education is important in building character and developing important transferable skills such as communication, initiative, interacting with people and team working.
- Citizenship also supports the school's Spiritual, Moral, Social and Cultural outcomes.
- Citizenship is the only subject in the national curriculum that teaches about the way democracy, politics, the economy and the law work.

The subject is engaging because its issues can be:

- real topics which affect people's lives
- topical, meaning that students enjoy up-to-date issues
- controversial, helping students to consider their own and other people's views
- moral, helping students to work out what is right or wrong, good or bad, important or unimportant in society.

Citizenship Studies also benefits young people:

- It helps students develop self-confidence and deal with significant life changes and challenges.
- It gives students a voice in their schools, their communities and in society.
- It helps students to develop the skills and experience required to claim their rights, understand their responsibilities and prepare them for the challenges and opportunities of adult and working life.

Citizenship also helps to develop motivated and responsible learners who relate positively to each other, to staff and to the surrounding community.

### 7.2 How does Citizenship contribute to society?

Citizens in a democracy must be active, informed and responsible. They should be able to take responsibility for themselves and their communities, as well as taking part in democratic life.

Studying Citizenship supports students to:

- be active members of their community
- know their rights and responsibilities as citizens
- be responsible for their actions as citizens

- be able to express their views and arguments
- have concern about the welfare of others
- be able to have an influence on the world.

It helps to create an active and responsible population, willing to participate in the life of the nation and the wider world and play its part in the democratic process.

### 7.3 Links to other curriculum areas

Citizenship is a compulsory part of the curriculum at KS3 and KS4, so the GCSE in Citizenship Studies offers continuity and definition to the subject.

The content of the course ties together many other subjects. There are connections with History, Geography, RS, Sociology, Economics and Politics, either at GCSE level or looking forward to A level.

Citizenship also supports the development of many transferable skills. These skills enable young people to meet the demands of further and higher education, as well as the demands of the workplace. You will find the transferable skills developed through Citizenship listed in the table below (this is not an exhaustive list).

<b>Cognitive skills</b>		
<b>Non-routine problem-solving</b>	Expert thinking, metacognition, creativity	Planning and carrying out citizenship action
<b>Systems thinking</b>	Decision-making, reasoning	Considering and responding to the views of others in the exam and throughout the citizenship action
<b>Critical thinking</b>	Analysing, synthesising and reasoning skills	All extended writing, handling research data and sources, evaluating citizenship action
<b>ICT literacy</b>	Access, manage, integrate, evaluate, construct and communicate	Research, planning and action in taking citizenship action
<b>Interpersonal skills</b>		
<b>Communication</b>	Active listening, oral communication, written communication, assertive communication and non-verbal communication	Debate, discussion, negotiation, persuasive written and oral communication and presentations through citizenship action and teaching and learning activities in the classroom  Non-verbal communication is required in negotiation and persuasion
<b>Relationship-building skills</b>	Teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation	Knowledge of identity, discrimination, community cohesion, conflict resolution, power and influence  Working in teams to develop negotiation, self-presentation and service orientation

<b>Collaborative problem-solving</b>	Establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation	Developed throughout taking citizenship action
<b>Intrapersonal skills</b>		
<b>Adaptability</b>	Ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments	Developed throughout citizenship action and in many classroom activities
<b>Self-management and self-development</b>	Ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work	<p>Acquiring new skills to deal with debate, negotiation and persuasion in both classroom activities and citizenship action</p> <p>Being self-motivating and self-monitoring throughout the citizenship action</p> <p>Acquiring new information throughout the course of study</p>

