
Pearson Edexcel International GCSE Global Citizenship

How to use the scheme of work

This scheme of work (SoW) has been made available as a word document rather than PDF, allowing you to edit the document in a way that suits your teaching style and student needs.

International GCSEs have 120 guided learning hours.

Guidance provided within the course planners, schemes of work and lesson plans are suggested approaches that centres can adapt to suit their particular context.

The following SoW is based on 45-minute lessons.

The sections (in the order presented across the SoW) include:

- Sections B/C: Theme 1 - Politics and governance (23 lessons)
- Sections B/C: Theme 2 - Economic development and the environment (23 lessons)
- Sections B/C: Theme 3 - Culture and community (23 lessons)
- Sections B/C: Theme 4 - Technology (23 lessons)
- Section A - Citizenship community action project (23 lessons)
- Section D - Thinking synoptically (4 lessons).

The course planners in our *Getting Started Guide* provide alternative recommendations on the order of approach across two years.

The columns in this lesson plan indicate:

- an overview of the time allocated to lessons broken down into 120 one-hour sessions (timing should be adjusted for shorter or longer lesson times)
- which content area this lesson (or group of lessons) relates to
- the learning outcomes of those lessons
- the resources that could be used to support the teaching of the lesson
- transferable skills support (more information on this can be found below).

Why transferable skills?

In recent years, higher education institutions and global employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. To support the design of our qualifications, we have mapped them to a transferable skills framework. The framework includes cognitive, intrapersonal skills and interpersonal skills and each skill has been interpreted for each specification to ensure they are appropriate for the subject. Further information on transferable skills is available on the website. Pearson materials, including this scheme of work, will support you in identifying and developing these skills in students.

In the final two columns of this scheme of work we have indicated which transferable skills are explicitly assessed, and also where there are opportunities for them to be developed through teaching. Our intention is that teachers can use these columns to increase opportunities for transferable skills development in students.

You will notice that Section A - Citizenship community action project - is placed after the four taught content themes.

- However, you can run Section A earlier in the course at a time of your own choosing where it is most appropriate to your students.
- This is why the scheme of work has been made available as a word document rather than PDF: you can reorder the content by cutting and pasting the rows in your preferred order, and renumbering the lessons as appropriate.
- If your students want to investigate a particular part of the specification or are stimulated by a topical issue, you may wish to adapt your planning and run Section A at a different point in the course.

Scheme of work

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
1	Introduce course.	To understand why learning about Global Citizenship is important and to consider how the course will be structured.	<p>Ask students why Global Citizenship classes are important. Watch videos as stimulus followed by a group brainstorming session.</p> <p>Discuss the content of the course and an overview of future lessons.</p>	<p>UNESCO short introduction: https://www.youtube.com/watch?v=XVSgbU6WVSk</p> <p>If time allows, watch and discuss a TED talk: https://www.youtube.com/watch?v=ODLg_00f9BE</p>		<p>Analysis</p> <p>Intellectual openness</p>
SECTION B/C THEME 1 - Politics and governance						
2	1.1a) Definition of democracy and concepts, including representative and direct (democracy via elections/ democracy via referendum);	<p>To investigate the key citizenship concept of democracy.</p> <p>To appreciate similarities and differences between</p>	<p>Brainstorm democracy as a starting point for the lesson with the class. What do students already know? How democratic are countries they have visited or learned about? Identify key features of representative and direct systems; and an example of a referendum (such as the UK 'BREXIT' vote).</p> <p>If time allows, use the Democracy Index to explore the relationship between the degree of democracy and the level of development in countries students</p>	<p>A guide to democracy - suggested reading for teachers http://www.saylor.org/site/wp-content/uploads/2012/10/POLSC221-4.1.5-TypesDem-FINAL.pdf</p> <p>The Economist – The Democracy Index 2010: Democracy in retreat http://www.eiu.com/public/topic</p>	<p>Analysis</p> <p>Reasoning</p>	<p>Intellectual curiosity</p>

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	strengths and weaknesses of each.	different models of democracy.	have been researching in the HDI. The Wikipedia link explains how the Democracy Index has been constructed and what it shows.	al_report.aspx?campaignid=demo2010 Wikipedia – Democracy Index http://en.wikipedia.org/wiki/Democracy_Index		
3	1.1b) Definition and function of the nation state in global politics.	To investigate the key idea of the nation-state. To start to understand the difference between nations and nation-states in a global context. To investigate examples of nation-states.	Brainstorm 'nation-state' as a starting point for the lesson with the class. What do students already know? What is the difference between a state, country and nation? Using plenty of examples, explore how: <ul style="list-style-type: none"> • A nation-state is a territory over which no other country holds power or sovereignty. Based on this definition, the UN recognised 196 states in 2016, with South Sudan being the most recent addition (in 2012). • The term 'nation' used on its own refers to a territorialised group of people who may lack sovereignty. This includes the Scottish and Welsh nations that are part of the UK, which is a sovereign state. Scotland cannot declare war on another state, for instance. • The situation is complicated further by the existence of dependent territories, or dependencies, including Greenland (belongs to Denmark) and Hong Kong (belongs to China). These also have autonomy for many aspects of governance but lack full sovereignty. 	Visit UNESCO website to learn more about the terminology of states, nations and countries: http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/nation-state/	Analysis Argumentation	Intellectual curiosity
4	1.1c) The challenges of the nation- state/ sovereignty in	To investigate the key and often contested idea of	Brainstorm sovereignty as a starting point for the lesson with the class. What do students already know? Why has it become a highly contested concept in the era of globalisation? Possible	The Catalanian community's quest for sovereignty beyond Spain is explored at the 'Debating Europe' website:	Analysis Argumentation	Empathy/ perspective taking

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	terms of the influence of the individual and local communities.	sovereignty. To understand how nation-states are composed of many different individual and communities who may hold different views about state sovereignty and nationalism.	discussion strands include: <ul style="list-style-type: none"> Defining sovereignty (a state's ability to act independently and free of outside influence) and discussing whether that extends to the state controlling ideas and information arriving from other places (i.e. the internet). It may help to compartmentalise globalisation into economic/social/cultural/political aspects. The theory of 'hyper-globalisation', which proposed that the relevance and power of countries would reduce over time to create a 'global village' where individual group attachments to ethnic and religious identity are replaced by a shared identity based on the principles of global citizenship. Are barriers to globalisation and calls for renewed sovereignty on the rise in some countries? In some states and nations there are ongoing attempts to reassert national identity. The idea of nationalism and the role sport and culture can play in building a shared identity for the population of a nation-state (especially recently-created states). 	http://www.debatingeurope.eu/forum/independence-catalonia/#.V__NtvkrLcc How individual viewpoints differ about whether the UK surrendered its sovereignty when it joined the EU: https://www.theguardian.com/politics/2016/jun/24/families-at-war-over-eu-referendum		
5-6	1.2a) Existing political systems and their impact on communities and individuals for one high, one	To appreciate similarities and differences between different political	Use these websites and the Human Development Report to explore the political systems and/or governments that exist for a range of countries at different stages of development. Features to investigate include the: <ul style="list-style-type: none"> system used (e.g. autocracy or democracy with 	Scholastic – Forms Of Government http://www2.scholastic.com/browse/article.jsp?id=3749983 The Economist – The Democracy	Analysis	Collaboration

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	medium and one low Human Development Index (HDI).	systems. To develop research skills by investigating a political system or state government.	proportional representation) <ul style="list-style-type: none"> • frequency of elections, if any • number of representatives or rulers • features of the parliamentary democracy (if relevant). Students may work independently or in pairs to provide a short case study of their own choosing, before sharing their findings with the class.	Index http://www.eiu.com/public/topic_al_report.aspx?campaignid=demo2010		
7	1.2b) Differences between democratic and autocratic countries, and the concept of democracy and totalitarian regimes.	To investigate the key idea of autocracy. To compare the key differences between autocratic, totalitarian and democratic systems around the world.	Brainstorm dictatorships as a starting point for the lesson with the class. What do students already know? Use this as a discussion point to tease out some of the key differences between democracies and dictatorships, which are investigated in greater detail during the next task. Produce a card-sort showing the key differences associated with democracies and autocracies. Ask students to split the cards into two piles, representing the different systems. Using the link provided, investigate Alois' experience of living in a dictatorship. Ask students to write a short reflection.	Truetube - Alois' experience of living in a dictatorship: https://www.truetube.co.uk/film/dictatorship-democracy Truetube - a guide to the UK parliament https://www.truetube.co.uk/film/introduction-parliament	Analysis Reasoning	Initiative
8	1.2c) The concepts of monarchy (constitutional or absolute monarchy).	To understand how government functions in a monarchy.	Students may work independently or in pairs to provide a short case study of their own choosing, before sharing their findings with the class.	Encyclopedia Britannica: https://www.britannica.com/topic/monarchy	Analysis	Teamwork Innovation
9-	1.3a) Human	To understand	Begin by asking students if being respected by			

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10	rights; Universal Declaration of Human Rights; the nature and type of human rights from civil and political to economic, social and cultural.	<p>the historical development of human rights.</p> <p>To investigate different kinds of rights and be able to explain their significance.</p>	<p>others is important to them, and why.</p> <p>Using a card-sort, ask students to consider the difference between the basic wants and needs of someone their age. Establish the link between basic needs, human rights and respect.</p> <p>Display Article 21 of the UN Declaration of Human Rights, which states that 'Everyone has the right to take part in the government of his country, directly or through a freely chosen representative'. Ask students to explain what political rights are.</p> <p>Create a mind-map of different political rights using the UN's International Covenant of Political Rights as a stimulus. Use video stimulus to help discussions.</p> <p>Distribute copies of the Convention on the Rights of the Child and play UNICEF's video introducing them.</p>	<p>Use this infographic: http://larryferlazzo.edublogs.org/2014/03/25/infographic-universal-declaration-of-human-rights/</p> <p>Convention on the Rights of the Child: http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf</p> <p>International Covenant of Political Rights: http://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx</p> <p>Amnesty digital rights resource: http://www.amnesty.org.uk/sites/default/files/amnesty_international_uk_digital_human_rights_march_2015.pdf</p>	<p>Analysis</p> <p>Argumentation</p>	Ethics
11-12	1.3b) Differing cultural interpretations of human rights; human rights during conflict,	To start to consider which human rights might matter the most to themselves and	Distribute copies of the Universal Declaration of Human Rights (UDHR) and play the 'story of human rights' video. Ask students to brainstorm key points in the development of human rights or produce a gap-fill on the key points in the video.	Human rights case studies: https://www.equalityhumanrights.com/en/secondary-education-resources/useful-information/human-rights-case-studies	Interpretation	<p>Intellectual curiosity</p> <p>Empathy/</p>

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	humanitarian intervention and peacekeeping.	<p>others living in different places.</p> <p>To consider what rights children should be entitled to receive.</p> <p>To appreciate how human rights can apply in a variety of real-life challenging contexts.</p>	<p>'At what age in my country?' activity. Distribute a number of different activities on cards and invite students to get up and suggest the age at which people have the legal right to do each one. Examples of things to consider might be: the age of criminal responsibility (10), the ability to buy a pet and get a part-time job (13), to get married with your parents' permission and the age of consent (16), to drive a car (17), to vote, buy tobacco and make a will (18).</p> <p>Ask students to consider: why the law has age limits and why these vary from country to country are there any age limits that seem unfair or illogical, that should be changed?</p> <p>Ranking exercise: either as a card-sort or in students' books, ask students to rank which human rights are the most important to their own lives. Repeat the activity with another hypothetical example about someone living in very different circumstances. As part of the feedback, ask students to consider the differences and similarities.</p> <p>Discuss the role of the UN in peacekeeping and conflict prevention and international justice, in support of human rights.</p>	<p>United Nations and the Culture of Peace: http://www.unac.org/peacecp/factsheet/role.html</p> <p>Human rights education: https://www.youtube.com/watch?v=oh3BbLk5UIQ</p>		perspective taking
13	1.3c) Duties of citizens to respect the rights and freedoms of	To understand freedoms and how they impact on people's	Refer back to the list of human rights in the UDHR and ask students to highlight which rights relate to discrimination (you may need to provide a definition of discrimination on the board).	Liberty analysis of freedom: https://www.liberty-human-rights.org.uk/human-rights/what-are-human-	Analysis	Personal and social responsibility

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	others and the law.	everyday lives. To consider how one person's rights and freedoms can impact on others and how the law tries to manage this.	Looking at the BBC's coverage of the smoking ban in cars carrying children in the UK, to what extent do students agree with Lucy Hardcastle? Might they have concerns about the rights of the children also travelling in her vehicle? Choose a contentious issue. Either create a class debate looking at the rights of different people who might be involved, such as an expectant mother, father or family member. Alternatively, ask students to write a newspaper article or blog post highlighting how one person's rights can sometimes conflict with the rights of others.	rights/human-rights-act/article-10-freedom-expression C smoking in cars ban: p: www.bbc.co.uk/news/health-34716		
14-15	1.4a) The origins, development, sources of and milestones in the emergence of international law; the role of international laws, institutions and agreements in protecting the rights and	To understand the role of the United Nations in shaping international law. To investigate why international laws and institutions are needed, and how they	The UN Association's Teaching resources will help you to build your lesson on this topic. Be prepared to supplement your teaching with short explanatory UN videos from YouTube to help further the understanding of your students. Brainstorm the areas of life where international laws apply (conflict, trade, environment, etc.). Considering their schedule for a typical day, ask students to decide what international laws and agreements might impact on their typical day from the moment they wake up in the morning and use a CRC-free aerosol deodorant.	Diagram of UN organisations: http://www.un.org/en/aboutun/structure/pdfs/UN_System_Chart_2015_Rev.4_ENG_11x17colour.pdf UN guide to law: http://www.un.org/en/globalissues/internationallaw/ What's the point in having laws? https://hsienminglaw.wordpress.com/2009/11/12/what-is-the-purpose-of-having-laws-in-our-	Critical thinking	Responsibility

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	freedoms of people.	<p>impact on states and people's everyday lives.</p> <p>To consider how international laws are made, and how they differ from agreements.</p>	<p>Ask students to draw a picture of what they imagine a world without international laws would look like. Compare and contrast different pictures in the class. Would it be a better or worse place to live? Using this stimulus for teacher understanding, facilitate a mind-mapping session with the class to consider why we have laws in society. Ask students to explain their answers with some deep thinking. Constantly ask students 'why' in order to dig deeper.</p> <p>Consider the difference between a law and an agreement. How are laws upheld?</p>	society/		
16-17	1.4b) Key institutions of international law; fundamentals of the content of treaties in international law (e.g. how they are law-making; contractual).	<p>To develop research skills by investigating a legal institution.</p> <p>To understand the role of different international institutions.</p> <p>To evaluate critically the effectiveness of international laws.</p>	<p>Students research these organisations to find out about their organisation, purpose, contribution to global well-being and degree of representation. They should use the sites suggested and research video clips to demonstrate the work of the organisations:</p> <ul style="list-style-type: none"> • International Criminal Court (ICC) • International Court of Justice (ICJ) • European Court of Human Rights (ECHR) • European Court of Justice (ECJ). <p>Explain what is meant by an evaluation (anticipating the exam assessment). For instance, war court proceedings against Bosnian Serb leader Radovan Karadzic - who was accused of genocide during the siege of Sarajevo - lasted 8 years. The slow progress reflects the difficulty of enforcing aspects of international law. More worryingly, many war criminals continue to evade capture.</p> <p>Special tribunals may be worth considering –</p>	All of these institutions have websites that students can visit, for example: http://www.icj-cij.org/court/index.php?p1=1	Critical thinking	Intellectual curiosity

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			(Yugoslavia, Rwanda, Sierra Leone).			
18	1.4c) Recognising the importance of social movements, charities and non-governmental organisations (NGOs) in raising awareness and campaigning for change to international law or the introduction of new elements of international law.	To discuss how civil society can influence international law-making. To understand how new elements of law are introduced, e.g. to protect the global environment.	Think of the different scales on which charities work, contrasting the work of the ICRC with a small neighbourhood-based movement students are familiar with locally. Use ICRC as an example to consider its structure and funding; goals and missions. Consider examples where social movements have successfully exerted pressure on international law-makers resulting in a legislative change, e.g. 20 th century progress towards environmental law.	ICRC: https://www.icrc.org/en/who-we-are There is a Wikipedia review of climate activism and law: https://en.wikipedia.org/wiki/Individual_and_political_action_on_climate_change	Problem solving	Personal and social responsibility
19	1.5a) Ways in which citizens in some countries can campaign for global political change or intervention in places where protection may	To consider the actions that other people have taken to try and bring about political change.	In anticipation of Section A, it is important that students have a knowledge of the range of approaches and methods that can be used to appreciate different perspectives and that also have an influence in society through campaigning and debate. This lesson will start to prepare students for this forthcoming challenge. Display a variety of images around the classroom,		Reasoning	Perseverance Self-direction

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	be needed or where they believe that political change may be required.		<p>with text underneath explaining how they contribute to and/or make a difference in society. You might want to consider including individuals who do a variety of different activities, which might include:</p> <ul style="list-style-type: none"> • a volunteer for a charity supporting women's rights globally • someone who writes to their MP about ending the conflict in Syria • a person who reads the local newspaper • someone who signs a petition against the bombing of civilians in a war • an individual who clicks 'like' on a Facebook post criticising a terrorist group • someone who posts a message of support for a cause on Twitter. <p>Ask students to consider whether any of these actions are more active than others.</p>			
20	1.5b) Understanding how education promotes an understanding of significant global issues and concerns.	To consider how education can help accelerate political change.	<p>Discuss how in schools in many countries curriculum areas including history, geography and citizenship can play an important cultural and political role in nation-state building and also global awareness. But where should the balance be?</p> <p>History lessons can perform the function of passing on important <i>national</i> stories and traditions to the next generation (and views can differ enormously on exactly which stories should be included or not). How far should history lessons focus on the outside world and the story of human rights, for example?</p> <p>Working in pairs or small groups, students should</p>		Analysis Interpretation	Self-monitoring Self-evaluation

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			reflect on their own education and how it may have shaped their views about important global political rights issues.			
21	1.5c) Recognising and considering examples of where citizenship action has failed to make a difference in global politics and global change.	To consider the obstacles to political change that campaigners may encounter.	<p>There are many examples of times when state governments have ignored the views of citizens, irrespective of the level of campaigning. Students can brainstorm examples of countries around the world where this has happened. Many US citizens have campaigned unsuccessfully to leave the NAFTA trade agreement (with Mexico). Making a difference globally can be harder still. Students can discuss situations such as:</p> <ul style="list-style-type: none"> citizens of a state who travel abroad to protest outside an international institution, e.g. UN headquarters, European Parliament, World Bank citizens of a state who travel abroad to fight in a conflict elsewhere that they care about. 	<p>An example of people across the world protesting against the slow progress of international climate change talks: http://www.ibtimes.co.uk/cop21-pope-francis-joins-empty-shoe-protest-against-banned-paris-march-1531019</p> <p>Here is an example of UK workers travelling to Brussels to protest about EU rules: http://www.thisismoney.co.uk/money/markets/article-3447018/British-steelworkers-heading-Brussels-protest-outside-EU-cheap-Chinese-imports.html</p>	Critical thinking	Empathy/ perspective taking
22	1.5d) Key philosophical differences between political parties; electoral processes and systems.	<p>To consider the different views held by political parties.</p> <p>To investigate the main</p>	<p>How do views about important global issues vary amongst politicians in a country? Are some political parties more engaged with global politics and issues than others who care mainly about domestic issues? Display the logos of a selection of political parties in their case study country and ask students to match them with their correct names. Can they identify the</p>	<p>UK-based example - party manifesto policy guide: http://www.bbc.co.uk/news/election/2015/manifesto-guide</p>	Analysis	Intellectual curiosity

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?			
		political parties and policies in a country.	party leaders? Where relevant, prepare a card-sort of key manifesto commitments made by each political party in relation to global issues such as trade, human rights or defence spending. Can students spot any key differences?						
23	1.5e) Understanding the importance of schools, charities, non-governmental organisations (NGOs), social movements and international organisations in raising awareness of issues that affect citizens throughout the global community.	To investigate the actions of civil society organisations that seek political change.	Use the work of Amnesty International as a case study. Students should work in pairs and collect information as follows: <ul style="list-style-type: none">• some issues Amnesty is concerned about• one fact about each of these issues• one action Amnesty has taken to try to tackle each of these issue. The results could be presented in a table. <table><tr><td>Issue</td><td>Fact</td><td>Action</td></tr></table>	Issue	Fact	Action	Amnesty website: https://www.amnesty.ie/who-we-are/	Interpretation	Collaboration
Issue	Fact	Action							
24	Exam technique practice	To understand the layout and structure of the exam paper.	Use the Edexcel sample assessment material to guide students on how best to answer questions. What should they expect and how can they maximise their performance?	Refer to Edexcel sample assessment material					

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		To consider how to do well in the final exam.	In particular, consider what is required when an evaluative task has been set, for instance: 'One individual can make more of a difference than any organisation or government can.' How far do you agree with this view?			
SECTION B/C THEME 2 - Economic development and the environment						
25-26	2.1a) Three Human Development Index countries (one high, one medium, one low) giving an overview of global wealth disparities; education and health disparities in each nation; new emerging economies.	To develop research skills by investigating human development. To understand what is meant by development. To recognise global disparities.	This introductory activity helps students to understand the range of different variables involved in determining the level of development. Introduce the different ways of measuring a countries level of development through GDP/GNI and HDI. Book ICT equipment/room if available. Guide students to work in pairs using data from the World Bank website to create a short presentation on one country of their choice. Students should consider: <ul style="list-style-type: none"> • how its wealth/income compares globally • how its HDI compares with the rest of world • any other interesting criteria, e.g. happiness. Students suggest reasons for the difference in the development indicators. Provide question stems ("How far does development vary....") to encourage higher order thinking skills.	World Bank: http://data.worldbank.org/ Human Development Report 2015: http://hdr.undp.org/en/2015-report Watch Hans Rosling explore global development: http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen?language=en KS3 resource on development, which may also be used at KS4: http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/Global+Lear	Analysis Interpretation	Collaboration Communication

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			Ask students to consider whether some of the information they have gathered may lead to a perception that some countries are in need of greater assistance from the global community.	ning+Programme/Development +processes+and+pathways.htm Gapminder: https://www.gapminder.org/videos/200-years-that-changed-the-world-bbc/											
27	2.1b) The roles of free and fair trade in economic development.	To recognise the difference between free and fair trade. To understand their different roles and advantages.	Free trade: the first resource offers an introductory explanation of the role of trade in development. The second offers a brief critique. Students should read the first one and explain the connection – then, using the second, make a table showing the pros and cons. Next look at Fairtrade website. Ask students: why can't all trade become fair trade? The material could be presented in a table. <table border="1"><tr><td></td><td>Pros</td><td>Cons</td></tr><tr><td>Free trade</td><td></td><td></td></tr><tr><td>Fair trade</td><td></td><td></td></tr></table>		Pros	Cons	Free trade			Fair trade			Wikipedia – Trade And Development http://en.wikipedia.org/wiki/Trade_and_development Global Policy Forum – International Trade And Development http://www.globalpolicy.org/globalization/globalization-of-the-economy-2-1/internationaltradeanddevelopment-2-3.html Guide to Fairtrade: http://www.fairtrade.org.uk/en/what-is-fairtrade	Reasoning	Intellectual curiosity
	Pros	Cons													
Free trade															
Fair trade															
28	2.1c) The development challenges and opportunities associated with international migration, including	To recognise different views about migration. To understand the importance	The articles selected for reading here: <ul style="list-style-type: none">sum up the pros and cons of migration (students can work in groups to use the articles to argue the opposing points of view)give some initial information about the role of remittances. Students select a range of countries at various	Migration Citizenship Education: http://www.migrationeducation.org/52.0.html The World Bank – Migration and Remittances http://siteresources.worldbank.org/TOPICS/Resources/214970-	Interpretation	Collaboration Communication									

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	remittances for host, source and migrant communities.	of remittances.	stages of development. They compare the remittance data to see the potential impact on the economy.	1288877981391/Annual_Meetings_Report_DEC_IB_MigrationAndRemittances_Update24Sep10.pdf The infographics here provide a good summary: http://blogs.worldbank.org/voices/getting-smart-about-reducing-remittances-costs		
29	2.2a) The main international organisations supporting economic development and dealing with human welfare, including the WHO, UNICEF and UNHCR.	To develop research skills by investigating a development organisation. To evaluate critically the effectiveness of the work of international organisations.	Outline the role of international organisations in supporting economic and social development. Teacher provides a brief example to explain the role of the IMF, World Bank or WTO in supporting economic development. Students work in groups to research the WHO, UNICEF and UNHCR. They should record each organisation's objectives and work. They can also: <ul style="list-style-type: none"> • explore the origin of each organisation • use the websites suggested and research their own video clips to demonstrate the work of the organisations • present their results to the class. 	World Bank projects: http://www.worldbank.org/projects WHO http://www.who.int/en/ UNICEF http://www.unicef.org.uk/UNICEFs-Work/ UNHCR http://www.unhcr.org/uk/about-us.html	Analysis	Collaboration Communication
30	2.2b) Difference between long-term and emergency	To recognise different types of aid.	Teacher provides a guide to the main types of financial assistance. This information is widely available in GCSE/IGCSE Geography textbooks and websites. In particular, attention should be paid to:	A critical look at World Bank lending: https://www.theguardian.com/business/2007/aug/16/imf.intern	Interpretation Decision making	Self-direction

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?												
	development assistance offered by international organisations, including lending and aid.	To evaluate the effectiveness of aid.	<ul style="list-style-type: none">• emergency assistance, e.g. United Nations• long-term aid provided by states (EU nations have a 0.6% GDP commitment; UN 0.7% target)• long-term lending by the World Bank. <p>The strengths and weaknesses of each type of assistance can be evaluated using a table. The material could be presented in a table.</p> <table><tr><td></td><td>Strength</td><td>Weakness</td></tr><tr><td>Emergency aid</td><td></td><td></td></tr><tr><td>Government long-term aid</td><td></td><td></td></tr><tr><td>World Bank loans</td><td></td><td></td></tr></table>		Strength	Weakness	Emergency aid			Government long-term aid			World Bank loans			ationalaidanddevelopment		
	Strength	Weakness																
Emergency aid																		
Government long-term aid																		
World Bank loans																		
31	2.2c) Citizenship involvement with organisations and considerations of case studies regarding impacts.	To develop research skills by investigating the difference an individual can make.	With teacher support, students should investigate two examples: <ul style="list-style-type: none">• a celebrity who has made a difference, e.g. Angelina Joli’s work with the UN (also past involvement with celebrity citizens in Live Aid, etc.)• an ordinary citizen who has made a difference; individuals may work in partnership with particular NGOs, e.g the example provided of ActionAid and South African women.	A celebrity analysis (n.b. be watchful for any reporting bias): http://www.goodcelebrity.com/2015/12/26/the-definitive-guide-to-angelina-jolies-impact-on-the-world-through-charity/ ActionAid works with citizens of South Africa: https://www.actionaid.org.uk/news-and-views/gertruida-is-back-south-african-fruit-picker-takes-on-might-of-tesco	Analysis	Self-direction												
32-33	2.3a) Climate change, its causes, consequences and the response	To recognise the causes of climate change. To understand	There is a wealth of good climate change teaching resources available. The topic is covered also in iGCSE/GCSE Science and Geography textbooks. Discover what prior learning students have of this	A good review of available resources provided by a UK newspaper: https://www.theguardian.com/teacher-network/teacher-	Analysis Reasoning Argumentation	Intellectual curiosity												

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	of the global community and individual citizens (including adaptation to a changing natural environment).	the need for and progress towards global action.	<p>topic and fill any gaps as required.</p> <p>Key ideas should include:</p> <ul style="list-style-type: none"> greenhouse gas emissions over time corresponding trends in surface warming predicted changes in temperature and rainfall patterns; sea level rises; extreme storm events and droughts progress towards a global action plan. 	<p>blog/2014/mar/03/how-to-teach-climate-change</p> <p>National Geographic: http://nationalgeographic.org/media/changing-climate/</p> <p>A recent UK report on the response of the global community and individual citizens: http://www.theguardian.com/environment/true-north/2015/dec/15/claim-no-easy-victories-paris-was-a-failure-but-a-climate-justice-movement-is-rising</p>		
34	2.3b) The impact of global economic development on the Global Commons, including rainforest removal, biodiversity loss and ocean pollution.	<p>To investigate the concept of the Global Commons.</p> <p>To recognise the main areas of concern.</p>	<p>The Global Commons are global resources so large in scale that they lie outside of the political reach of any one state. International law identifies the oceans and the atmosphere as Global Commons. Action is also needed to protect global biodiversity and the tropical rainforest.</p> <p>There is a wealth of good climate change teaching resources available. These topics are covered also in iGCSE/GCSE Science and Geography textbooks.</p> <p>Discover what prior learning students have of this</p>	<p>WWF and National Geographic specialise in resources for environmental citizenship:</p> <p>http://www.wwf.org.uk/about_wwf/working_with_schools/resources_hub/resources_for_the_classroom/</p> <p>http://nationalgeographic.org/education/teaching-resources/</p>	Analysis	Personal and social responsibility

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			topic and fill any gaps as required. Key ideas should include: <ul style="list-style-type: none"> the role of rainforest as a carbon store and reasons for forest loss why biodiversity matters but is threatened ocean 'garbage patches'. 	Plastic pollution in the oceans is well-resourced online: https://www.theoceancleanup.com/		
35	2.3c) Ways of promoting the protection of the environment while supporting economic growth.	<p>To investigate possible actions to protect the environment.</p> <p>To evaluate the viability of sustainable development.</p>	<p>Students watch the video clip and work out how economic and environmental sustainability are interlinked. How do these plans affect social sustainability?</p> <p>Students explore the definitions in this website and debate which one they feel describes their perception of sustainability.</p> <p>Ecotourism can be used as an example of trying to protect the environment while supporting economic growth, and examples should be studied, for example ecotourism in Borneo.</p>	<p>Thwink Org – Sustainability http://www.thwink.org/sustain/glossary/Sustainability.htm</p> <p>Global Footprints – What Is Sustainability? http://www.globalfootprints.org/page/id/0/5/</p> <p>Ecotourism case study: http://www.rgs.org/OurWork/Schools/School+Members+Area/Environmental+interactions+and+management/The+two+sides+of+ecotourism+in+Borneo.htm</p>	<p>Critical thinking</p> <p>Problem solving</p>	<p>Personal and social responsibility</p> <p>Continuous learning</p>
36	2.4a) Prior work of the UN in support of global development, including the 1992 Earth Summit and the Millennium Development Goals (2000).	<p>To consider the long history of UN support for global development.</p> <p>To recognise the importance of the Millennium Development</p>	<p>The 1992 Conference on Environment and Development (the 'Earth Summit') established a plan of action for sustainable development and laid the groundwork for the Kyoto Agreement in 1997 and subsequent climate change conferences, accords and agreements.</p> <p>The Millennium Development Goals (MDGs) were introduced in 2000 and their successor the Sustainable Development Goals followed in 2015. The MDGs were created at the Millennium Summit in</p>	<p>A review of the Earth Summit: http://www.sustainable-environment.org.uk/Action/Earth_Summit.php</p> <p>A review of the MDGs: http://www.un.org/millenniumgoals/poverty.shtml</p> <p>Severn Suzuki speech https://www.youtube.com/watch?v=...</p>	<p>Analysis</p>	<p>Ethics</p> <p>Intellectual curiosity</p>

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
		Goals.	<p>New York and aimed to 'free all men, women and children from the abject and dehumanizing conditions of extreme poverty.</p> <p>The UN website explains the MDGs and evaluates the progress made 2000-2015. Students select a Goal and explore it in relation to countries they know about and others as a comparison.</p>	<p>h?v=oJJGuIZVfLM</p> <p>A UN timeline: http://www.theworldasflatland.net/un/</p> <p>Wikipedia – Kyoto Protocol http://en.wikipedia.org/wiki/Kyoto_Protocol</p>		
37-8	2.4b) The 2015 Sustainable Development Goals (SDG) framework and the importance of its different elements for local communities and the global community.	<p>To investigate the SDG framework.</p> <p>To recognise the importance of the main SDG elements.</p>	<p>There is a wealth of good SDG teaching resources available. Discover what prior learning students have of this topic and fill any gaps as required.</p> <p>Key questions could include:</p> <ul style="list-style-type: none"> • There are 17 goals: if you could only pick three as most important which would they be? • How and why do your choices differ from other people in the class? • Do you agree that all of the SDG goals are needed and desirable? 	<p>SDG resource gateways from UNICEF and Oxfam</p> <p>https://teachunicef.org/teaching-materials/topic/sustainable-development-goals</p> <p>http://www.oxfam.org.uk/education/resources/sustainable-development-goals</p> <p>The transition to the SDGs: https://www.youtube.com/watch?v=5_hLuEui6ww</p>	<p>Analysis</p> <p>Argumentation</p>	Ethics
39	2.4c) Progress made towards meeting SDG targets in two	To investigate progress made towards SDG targets.	Students can explore the most up-to-date progress reports from the UN. They should look at progress made towards meeting SDG targets in two contrasting world regions or countries.	<p>Updates are available at:</p> <p>http://unstats.un.org/sdgs/report/2016/</p>	Analysis	Intellectual curiosity

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	contrasting world regions.		Additionally, they can explore the role of the Indian government in sustainable development. Students can select one aspect and develop a presentation to explain the contribution of government policy.	http://www.un.org/sustainabledevelopment/blog/2016/07/first-report-card-maps-scope-of-sdgs-progress/ Sustainable development in India: http://www.moef.nic.in/divisions/ic/wssd/doc4/consul_book_persp.pdf		
40	2.5a) Reasons for the growth of regional multi-governmental organisations (MGOs), such as the European Union or East African Community (EAC).	To consider how an MGO works and how it impacts on the daily lives of people.	<p>Any MGO could be used as an example. For instance, introduce the history of the European Union and ask students to consider why it was set up (e.g. by watching the video from the UK Office of the European Parliament). It's important to consider using their resource about how the EU impacts on the daily lives of people in the UK.</p> <p>Students should understand the primary importance of economic growth as a goal. A study of the EAC might look at the companies that have benefited most from it.</p>	<p>The EU Explained from the Hansard Society: http://www.hansardsociety.org.uk/education/eu-explained/</p> <p>Teaching resources from the UK Office of the European Parliament: http://www.europarl.org.uk/en/education/teachingresources/secondary/epwhatsthat.html?jsessionid=8F9A8F9CC24FBC9F32BC5DB6E9CFFBE6</p> <p>EAC resources: https://www.imf.org/external/pubs/ft/wp/2012/wp12272.pdf http://www.eac.int/</p>	Analysis Reasoning	Intellectual curiosity
41	2.5b) The consequences of	To investigate the	As an independent task, ask students to look at what the EAC has achieved over time.	Review of the EAC by Hull University:	Interpretation	Responsibility

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	MGO growth for the economic development of members and non-member states.	achievements of an MGO.	Alternatively - or additionally if time allows- see the European Parliament's Crisis Point Simulation as a tool to expand students' understanding of how the EU can work to help its members.	http://www2.hull.ac.uk/hubs/pdf/memorandum58.pdf European Union Crisis Point Simulation: http://www.europarl.org.uk/en/education/teachingresources/secondary/crisispoint.html		
42	2.5c) The political reaction to globalisation and MGO growth, including arguments for and against greater political integration.	To consider arguments both for and against MGO membership.	Divide students into two teams. As preparation homework, ask them to research either the case for or against Britain's EU membership. Consider using both the pro-EU British Influence campaign and the anti-EU Leave campaign from the referendum as a basis for research. Discuss with students what the difference between explanation and evaluation is (weighing up two sides of an argument and arriving at a judgement). Ask them to form their own evaluation on whether the UK electorate was right to vote 'leave'. Alternatively, conduct a similar task for an MGO the students' own country belongs to, e.g. ASEAN.	Campaign to remain in the EU: http://www.britishinfluence.org Campaign to leave the EU: http://leave.eu	Argumentation	Collaboration Communication
43-44	2.6a) Ways in which citizens in some countries can assist the development of	To consider the actions that other people have taken to try and support	In anticipation of Section A, it is important that students have a knowledge of the range of approaches and methods that can be used to appreciate different perspectives and that also have an influence in society through campaigning and		Analysis Reasoning	Teamwork Collaboration Responsibility

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	other societies.	development in other places.	<p>debate. This lesson helps prepare students for this forthcoming challenge.</p> <p>In small groups, they should research one citizen-led campaign to assist the development of another society. They can choose from: volunteering, campaigning, lobbying politicians for change, ethical purchasing; generating businesses and micro-business as a means for citizens in developing economies to interact with the global economy; environmental protection.</p> <p>Possible questions could be:</p> <ul style="list-style-type: none"> • What are the aims of the project? • Who is the project aimed at? • Does it focus on the real needs of people? Is it appropriate? • Does it give support to those who need it? • Are people better off because of it? • What funding is used to enable the implementation of the project? <p>Students present their group presentations to the rest of the class and use a peer assessment grid to provide feedback.</p>			Assertive communication
45	2.6b) Educating others about law-making obstacles in some countries.	To consider how education can help accelerate developmental change.	In small groups, students should research a campaign to raise awareness through education. They can choose from: rights and freedoms of people affected by development processes; environmental issues affected by global change; employment changes, education, health and social care; population growth.	<p>Malala Yousafzai: http://www.biography.com/people/malala-yousafzai-21362253</p> <p>Amnesty and the #bringbackourgirls campaign: https://www.amnesty.org/en/lat</p>	Analysis Reasoning	Communication

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			A good example might be educating other about the need to introduce laws safeguarding women's rights in some countries. This might be linked with the work of Malala Yousafzai. #bringbackourgirls campaign	est/news/2016/04/nigeria-two-years-after-chibok-abductions-it-is-time-to-bringbackourgirls/		
46	2.6c) Understanding the importance of charities and non-governmental organisations (NGOs) in raising awareness and campaigning for global development.	To investigate the actions of civil society organisations that work to support development.	Use the short case studies on the Oxfam website to work out how the lack of healthcare and education hampers development. A range of films show Oxfam's work in these fields (select appropriate clips to show students how improved health and education aids development). The case study on Oxfam's work in Ethiopia shows how it offers both humanitarian and development aid. Link this with prior teaching on aid.	Oxfam – Get Involved: http://www.oxfam.org.uk/get_involved/campaign/health_and_education/index.html Oxfam – In Action: http://www.oxfam.org.uk/oxfam_in_action/issues/health.html http://www.oxfam.org.uk/oxfam_in_action/issues/education.html Oxfam – Resources: http://www.oxfam.org.uk/resources/countries/ethiopia.html	Interpretation	Self-direction
46	2.6d) Understanding the work of schools, charities, NGOs, and international organisations in	To investigate actions at all scales in support of education.	Provide students with a case study of the 'One laptop per child' initiative. <ul style="list-style-type: none"> Almost half of the world's out-of-school children (32 million) live in Sub-Saharan Africa. Enrolment in girls schools in Sub-Saharan Africa remains the second lowest of all regions at the primary education level and the lowest at the secondary and tertiary education levels. 	Main website: http://one.laptop.org/ Geography teaching resources (can be adapted): https://21stcenturychallenges.org/digital-technology-in-africa/	Analysis	Responsibility

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	support of education in developing countries.					
47	Exam technique practice	To consider how to do well in the final exam	Use the Edexcel sample assessment material to guide students into how best to answer questions. What should the expect and how can they maximise their performance?	Refer to Edexcel sample assessment material		
SECTION B/C THEME 3 - Culture and Community						
48-49	a) Growth towards a global culture, including increased worldwide adoption of common foods, languages, media and fashion.	<p>To understand what is meant by culture.</p> <p>To begin evaluating the extent to which cultures of different places may be converging.</p>	<p>Brainstorm what is meant by 'culture' and 'cultural traits' (to include language, religion, food, music, traditions, etc.).</p> <p>Define cultural globalisation (the idea that globalisation has cultural dimension). Show map of the world at night with lights. Students think of reasons why some places are switched on, and others switched off. How good a measure of places exposed to global culture is this?</p> <p>Research Forbes list of the most powerful global brands: http://www.forbes.com/powerful-brands/list/ Are the most powerful global brands mostly western? How do these brands contribute to a global culture?</p> <p>Students develop and carry out a survey of the whole class's varying views on whether they consider themselves to be part of a local, national,</p>	<p>What is culture? Starter video: https://www.youtube.com/watch?v=57KW6RO8Rcs</p> <p>Explore the culture of threatened indigenous people: http://www.theguardian.com/artanddesign/2015/may/24/photographing-the-omo-valley-people</p> <p>Learn more about the world's vanishing languages and languages at risk: http://ngm.nationalgeographic.com/2012/07/vanishing-languages/rymer-text</p>	<p>Adaptive learning</p> <p>Critical thinking</p>	<p>Intellectual curiosity</p> <p>Self-evaluation</p>

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>international or global community.</p> <p>Discuss to what extent it is inevitable that many of the world's local cultures will disappear from different places over time.</p>			
50	b) The rejection of globalised cultural change, including national identity and resistance against the spread of global culture, using two countries as examples.	To develop research skills by investigating countries where global culture is resisted.	<p>Discuss how in many countries there is localised or sometimes widespread resistance to cultural change and globalisation. Opposition may be:</p> <ul style="list-style-type: none"> partial (e.g. France tries to defend against the spread of the English language) complete (the isolation of North Korea). <p>Another approach would be to examine a culture that is changing and consider the extent to which it ought to be protected and globalisation resisted, e.g. cultural erosion in Papua New Guinea. Using the short video listed here as a stimulus, students could conduct extra research into the language, food, music, clothes, and social relations in Papua New Guinea.</p>	<p>A study of North Korea's isolation: http://www.newstatesman.com/2014/02/voyage-town-where-no-one-knows-beatles https://www.theguardian.com/world/2015/apr/22/north-korea-secret-economy-aib-development-china</p> <p>Changing culture in Papua New Guinea: http://www.bbc.co.uk/news/magazine-27350410</p> <p>Opposition to globalisation in Papua New Guinea: https://www.culturalsurvival.org/ourpublications/csq/article/bougainville-beyond-survival</p>	<p>Analysis</p> <p>Critical thinking</p>	Responsibility
51	c) The protection and promotion of national culture as an economic	To develop research skills by investigating	Students work in groups to research the different countries. The focus should be on the use of cultural heritage as a marketing strategy. They should assess the value of tourism in each country:	<p>For example, Ireland: http://culturaltourismireland.ie/</p> <p>For example, Ethiopia:</p>	Analysis	Responsibility

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	development strategy, using one country as an example.	a country that is used for tourism. To recognise the economic value of culture.	<ul style="list-style-type: none"> in monetary terms in putting the country 'on the world map'. Possible example might include: <ul style="list-style-type: none"> Tunisia or Egypt Ethiopia or Kenya Ireland or Scotland Peru or Ecuador. 	http://www.moct.gov.et/index.php/en/		
52-53	a) The main economic, political, cultural and environmental reasons for increased international migration.	To consider why different people move between places. To gain an understanding of what it means to be a refugee/asylum seeker.	Use the Refugee Council's advice to help clarify the distinction between refugees, asylum seekers and economic migrants. Students can examine the infographic on economic movement. Watch 'A Bosnian Refugee's Story' together and write a short paragraph explaining the factors that pushed the family out of their home country. Play Amnesty's 'The Great Escape' board game and then debrief students.	Migration infographic: https://uk.pinterest.com/pin/338332990729999110/ BBC clip 'A Bosnian Refugee's Story': http://www.bbc.co.uk/schools/citizensx/being/rights/animation.shtml Amnesty International's 'The Great Escape' board game: http://www.amnesty.org.uk/resources/activity-great-escape#.Vf8E1HhFB94	Interpretation	Collaboration
54-55	b) The factors that shape individual and community identities, including ethnicity,	To understand what community means and the range of communities that exist in	Brainstorm the word 'community' and establish a shared definition. This should incorporate the idea that it includes people sharing common interests or characteristics, including simply being neighbours. Interview fellow students in the class and discover which communities they belong to. They should	Who is your neighbour? https://www.truetube.co.uk/film/who-your-neighbour Religious symbols: http://www.religious-symbols.net/	Adaptive learning	Continuous learning

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	gender, age, religion, disability and sexuality.	countries. To appreciate the importance of world religions.	consider school, family, sports teams, music, religion, etc. Share symbols of all the main world religions and ask students to name them.	The differences between Shia and Sunni: https://www.truetube.co.uk/film/shia-sunni		
56	c) The effects of migration on patterns of identity and diversity in local and national communities, including growing numbers of people with multiple identities.	To understand the impacts of migration. Understand what identity and multiple identity means and what factors are important to people.	Students fill in a matrix looking at the impacts of migration on source and host locations. Teacher encourages students to address all dimensions (social/political/environmental/economic). Teacher introduces key terminology. Use the BBC's 'create a pop group' game with the class and consider what makes up different people's identities and how past migration of family members has contributed to some people's identity. Make a card-sort activity showing pictures of people with different ethnic, religious, gender, sexual and national identities. Some of the individuals may have dual identities. Ask students to fill in a table explaining possible conflicting identities and the possible consequences.	pop group identity game https://www.bbc.co.uk/schools/citizenship/identity/activity.shtml	Reasoning	Empathy/perspective taking
57	a) Changing social attitudes to participation in global events such as sports	To appreciate how cultural attitudes can be changed over time.	See Paralympic Movement YouTube video channel – how has the Paralympic Movement raised awareness of disabilities around the world? How has it contributed to changing attitudes?	Paralympics games channel: https://www.youtube.com/channel/UCi8n36NkKW2uCQSFZNIYtuMQ	Analysis	Empathy/perspective taking

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	and entertainment; women's rights; cultural and environmental issues.		Make a card-sort activity showing the year when different countries achieved a gender landmark such as votes for women or first female prime minister.			
58	b) The impact of cultural activities on national and international communities, including national celebrations and religious festivals; tourism; international volunteering; exchanges.	<p>To understand community cohesion.</p> <p>To investigate cultural activities in support of community cohesion.</p>	<p>Brainstorm 'community cohesion' as a starting point for the lesson with the class. What do students think it means?</p> <p>Students work in groups to research instances of cultural activities and community building at varying scales:</p> <ul style="list-style-type: none"> • celebrations, e.g. UK Notting Hill Carnival; Chinese New Year celebrations • religious festivals, e.g. India • tourism, e.g. diaspora tourism (people of Irish descent visiting Ireland) • international volunteering/exchanges. 	Researching the Notting Hill Carnival: https://www.truetube.co.uk/film/notting-hill-carnival	Analysis	Continuous learning Intellectual curiosity
59	c) Lifestyle changes, including global increases in longevity (ageing) and obesity (malnutrition).	To appreciate how changing cultural lifestyles are linked with new welfare challenges.	A greying - or ageing - population is one whose median age is rising, such as Germany, Japan and China. In the UK, meeting the cost of care for the growing elderly population poses a major challenge, especially in local areas where selective in-migration of the over-60s, accompanied by out-migration of the young, has generated a 'top-heavy' population pyramid. Fewer people are now killed by heart attacks, cancer or strokes in their 60s and 70s due to changed lifestyles and, at great cost, improved medical care. As a result, more survive to an age when degenerative brain conditions, like Alzheimer's,	<p>For an in-depth look at Japan, visit the BBC: http://www.bbc.co.uk/news/world-asia-31901943</p> <p>For a relatively recent overview of global population, read National Geographic: http://ngm.nationalgeographic.com/2011/01/seven-billion/kunzig-text</p>	Analysis	Responsibility

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>become an affliction. This type of long-term illness places enormous stress on family carers.</p> <p>The issue of obesity is increasingly 'going global' also. Ask students to suggest a 'top ten' list of countries that suffer from the highest rates of obesity. They may find the real answers surprising.</p>	<p>Global; obesity survey: http://www.worldobesity.org/resources/world-map-obesity/</p>		
60	a) Reasons for the widespread use of European languages and increased take up of Chinese and Arabic.	<p>To appreciate the global importance of certain languages.</p> <p>To begin to understand why some languages have great power.</p>	<p>One manifestation of a 'global culture' is the way four billion people speak 'Globish' (a form of basic English consisting of around 1500 words). This language has a long history of adoption by the citizens of more than 60 ex-British colonies and countries under US influence, like Singapore. Since the 1990s, however, Globish has diffused into countries that lack much shared history with either the UK or USA. They include Japan, China or Brazil. This is because English has dominated internet communication from its outset and become a global language of commerce, technology and education, in part due to the (English-speaking) USA's superpower status.</p> <p>Globish provides International GCSE candidates with an important opportunity for critical thought in not an entirely uniform global language. However, Globish is not <i>replacing</i> other local languages. Instead, people have adopted it <i>in addition to</i> their native tongues.</p>	<p>Globish is examined here: http://www.newstatesman.com/books/2010/06/english-language-world-globish</p>	Critical thinking	Intellectual curiosity

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
61	b) Communications technology, and the shrinking world and its effects on language and communication.	<p>To understand what is meant by a 'shrinking world'.</p> <p>To appreciate the causal link between communication's technology and cultural change.</p>	<p>Students should brainstorm key communications technologies: telegraph, telephone, mobile phones, internet, social networking, electronic banking, fibre optics.</p> <p>Students then sort the technologies they have identified. Teacher asks students to sort factors firstly chronologically and secondly according to how important the technologies have been in accelerating cultural change and exchange. They may also discuss the extent to which these technologies are ubiquitous and widespread.</p> <p>They can also think critically about how ICT can protect and promote local cultures (see Facebook link).</p>	<p>The shrinking world TED talk: https://www.youtube.com/watch?v=AJcfTOjxnQw</p> <p>See Number 9 in the world culture day list: http://www.un.org/en/events/culturaldiversityday/tenthings.shtml</p>	Adaptive learning	<p>Continuous learning</p> <p>Self-evaluation</p>
62	c) Increased accessibility of travel within and between countries, including an overview of user groups (tourists, migrants and the global business community).	To appreciate the causal link between transport technology and cultural change.	<p>Students should brainstorm key transport technologies: railways, steam-ships, jet air craft, containerisation.</p> <p>Students then sort the technologies they have identified. Teacher asks students to sort factors firstly chronologically and secondly according to how important the technologies have been in accelerating cultural change and exchange. They may also discuss the extent to which these technologies help to spread culture, and how (e.g. movement of ideas and movement of commodities).</p>	<p>The Economist - The importance of containers and commodity movements: http://www.economist.com/blogs/economist-explains/2013/05/economist-explains-14</p>	Analysis	Intellectual curiosity
63	a) Changing patterns of	To investigate the changing	Introduce key terms: emerging economies, BRIC group, MINT group.	Find out more about the rise of emerging economies and the		

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	wealth and poverty in emerging economies.	wealth of different cultures.	<p>Key teaching ideas:</p> <ul style="list-style-type: none"> The new global middle class in China, India and Brazil have propelled their economies to equal the size of the industrialised G7 countries. By 2050, they are forecast to account for nearly half of world output, far surpassing the G7. Asia is almost entirely responsible for this growth. Its middle class is forecast to triple to 1.7 billion by 2020. By 2030, Asia will be the home of 3 billion middle- class people. This would be 10 times more than North America and five times more than Europe. There is also substantial growth in the rest of the emerging world. The middle class in Latin America is expected to grow from 181 million to 313 million by 2030, led by Brazil. And in Africa and the Middle East, it is projected to more than double, from 137 million to 341 million. <p>Use the Royal Geographical Society teaching resources to explore this topic further.</p>	<p>BRICs: http://www.rgs.org/NR/rdonlyres/B0FE6B3B-DB00-49D7-8C22-41396D4A267C/0/21CC_MiddleClass_LessonNotes.pdf</p>		
64	b) Cultural changes linked with income rises, including increased consumption of different foods,	To appreciate the causal link between wealth and cultural change.	<p>A key teaching idea is: changing diets in Asia – linked with the growth of the ‘global middle class’. Use the Royal Geographical Society teaching resources to explore this topic of middle-class food consumption further. By 2050, food demand is expected to increase by 70%-100% worldwide.</p>	<p>Find out more about the rise of emerging economies and the BRICs: http://www.rgs.org/NR/rdonlyres/B0FE6B3B-DB00-49D7-8C22-41396D4A267C/0/21CC_MiddleClass_LessonNotes.pdf</p>	Interpretation	Self-direction

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	media and consumer goods.		The exposure of the emerging global middle class to new media is explored in Theme 4.	Newspaper article from UK: http://www.telegraph.co.uk/foodanddrink/9850858/Chinas-changing-eating-habits.html .		
65	c) Issues associated with cultural changes in emerging economies, including new identities and freedoms, the loss of tradition and pressure on the environment.	<p>To develop research skills by investigating cultural change in selected countries.</p> <p>To appreciate the tension between modernity and tradition.</p>	<p>Possible loss of tradition teaching theme (students may investigate this or a case study of their own choosing):</p> <ul style="list-style-type: none"> Financial Times article explores how, in Nagaland, India, 'By the turn of the millennium, just 0.3 per cent of Nagas still practised traditional religious beliefs and literacy was well above the Indian national average. Meanwhile the insurgents had been driven over the border and the disaffected younger generation of Nagas showed such resistance as they felt, not by taking up arms, but by cutting their hair like Korean film stars and listening to American thrash metal.' <p>Pressure on the environment teaching theme:</p> <ul style="list-style-type: none"> Middle-class diets are characterised by their greater consumption of meat and dairy (higher protein). But due to the inefficient way food chains operate, animals use up a lot of converted biomass energy roaming around, defecating and respiring. Beef cattle eat about 8kg of grain for every kilogram of flesh they produce; a kilogram of battery-reared chicken needs just 2kg of feed. With meat consumption escalating in the BRIC and MINT nations, less grains and cereals are left to be sold cheaply as food on global markets 	<p>Cultural changes in northern India are detailed in this article: https://www.ft.com/content/7b4bc5c0-8699-11e6-bcfc-debbef66f80e</p> <p>Find out more about the rise of emerging economies and pressure on the environment: http://www.rgs.org/NR/rdonlyres/B0FE6B3B-DB00-49D7-8C22-41396D4A267C/0/21CC_MiddleClass_LessonNotes.pdf</p>	Interpretation	Self-direction

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			to people in the poorest nations.			
66	a) Changing behaviours: understanding why laws are needed in society to protect the public and settle disputes; responding to situations in society (including scientific and technological developments and changing values).	<p>To consider how one technological change can impact on cultural values.</p> <p>To consider how the law tries to manage this.</p>	<p>In anticipation of Section A, it is important that students have a knowledge of the range of approaches and methods that can be used to appreciate different perspectives and that also have an influence in society through campaigning and debate. This lesson helps prepare students for this forthcoming challenge.</p> <p>In small groups, students should research the need to introduce laws linked with cultural changes and the disputes that may arise This might be linked with:</p> <ul style="list-style-type: none"> • marriage traditions including age of consent and polygamy • changing attitudes towards FGM in developing countries • the law and justice (how to introduce the rule of law in societies where punishments and disputes are settled using traditional and potentially illegal methods, e.g. honour killings). <p>Students present their group presentations to the rest of the class and use a peer assessment grid to provide feedback.</p>		<p>Analysis</p> <p>Reasoning</p>	<p>Collaboration</p> <p>Communication</p> <p>Self-presentation</p>
67	b) Recognising the importance of education for promoting	To consider how education can help promote	In small groups, students should research a campaign to raise cultural awareness through education and increased literacy.	United Nations LGBT pages (includes films): http://www.unfoundation.org/features/lgbt-	Analysis	<p>Teamwork</p> <p>Empathy/</p>

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	literacy and tackling cultural bias against disadvantaged groups in some societies.	cultural diversity and understanding.	A good example might be education about LGBT groups, for instance efforts to promote equality in Uganda. The UN has stated: "In too many places, LGBT people are among the most persecuted, marginalized, or at risk. In seventy-five countries, a relationship with someone of the same sex is a crime. In every corner of the world, LGBT people continue to face threats of violence and discrimination in their work and private lives. At the same time, there is growing promise and opportunity. We have made unprecedented progress in recent years, and witnessed seismic shifts in support for equal rights for all, especially among younger generations."	rights.html?referrer=https://www.google.co.uk/		perspective taking
68	c) Raising of own awareness of shifts in cultural traditions; health and social care related issues; educational initiatives for cultural change.	To reflect on our own understanding of cultural and social change. To consider how education can help promote cultural change.	Use the short case studies on the Oxfam website to work out how the lack of healthcare and education hampers development. Students can research an example of the issues surrounding cultural change, for example the strength of opposition to the 'Western' culture of Valentine's Day in Kohat, Pakistan.	Oxfam: http://www.oxfam.org.uk/education/education-blog/2014/07/children-and-youth-shaping-the-future Assess the strength of opposition to 'Western' Valentine's Day in Kohat, Pakistan: http://www.bbc.co.uk/news/world-asia-35560515	Analysis	Initiative Empathy/ perspective taking
69	d) Understanding the work of schools, charities, NGOs, and international	To investigate actions at all scales in support of respect and ending	Provide students with a case study of the 'Kick It Out' anti-discrimination initiative. Students should consider: <ul style="list-style-type: none"> the aims of the organisation the extent of discrimination evident in football 	Kick It Out: http://www.kickitout.org	Interpretation	Perseverance

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	organisations in promoting respect for different cultures and identities.	discrimination.	<ul style="list-style-type: none"> examples of how the organisation has campaigned to overcome discrimination in football. 			
70	Plenary session	To reflect on learning.	This session can concentrate on exam technique, concept revision or other purpose as required.			
SECTION B/C THEME 4 - Technology						
71	a) The links between communications technology and economic development in developing countries, including mobile phone banking and business use.	To appreciate the causal link between ICT availability and economic development.	<p>Teacher provides a refresher definition of globalisation which talks about economic flows and exchanges such as trade, investment, remittances. Students write examples of how ICT can support these economic exchanges both between and within countries under three headings – trade, investment, remittances. Students should be encouraged to include a description (of the flow/exchange) and an explanation (how does technology help). They can reflect on their own experience of these exchanges, e.g. have they bought goods online from other countries, or have their parents?</p> <p>The concept of 'technology leapfrogging' can be discussed with video support (see link).</p>	YouTube - Cell Phones Allow Countries To "Leapfrog" Technology: http://www.youtube.com/watch?v=8U3MjfDjuEg	Interpretation	Creativity Self-evaluation
72	b) The role of communications technology in	To start to understand the importance of	Teacher leads class through a case study of international call centre services (examples can be drawn from India, Philippines, Kenya, Tunisia and	A look at the changing world of call centres: http://www.economist.com/new	Reasoning	Intellectual

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	trade and investment across national boundaries, including new jobs and services.	ICT for globalisation.	many more countries). The concept of interdependency can be explored (as a consequence of cross-border investment).	s/international/21690041-call-centres-have-created-millions-good-jobs-emerging-world-technology-threatens The review of this book examines different interdependence meanings: https://www.amazon.co.uk/Globalization-Technology-Interdependence-Innovation-Industrial/dp/074562457X		curiosity
73	c) The growing importance of communications technology in tackling inequality between and within communities.	To investigate the key idea of inequality. To understand how ICT can help tackle inequality at varying scales.	The success of the M-Pesa technology in Kenya is an excellent example to study further. Its success has "reshaped Kenya's banking and telecom sectors, extended financial inclusion for nearly 20 million Kenyans, and facilitated the creation of thousands of small businesses. M-Pesa has been especially successful in reaching low-income Kenyans: new data indicates that the percentage of people living on less than \$1.25 a day who use M-Pesa rose from less than 20 per cent in 2008 to 72 per cent by 2011." This theme features in the specimen assessment materials where we learn there is an app for 'almost everything' in East Africa including: <ul style="list-style-type: none"> herding cattle in Kenya (i-Cow) private security in Ghana (hei jutor!) remotely monitoring patients in Zimbabwe (Econet) in Uganda, a new mobile service (Yoza) connects people with dirty laundry to mobile 	An examination of M-Pesa: http://www.forbes.com/sites/danielrunde/2015/08/12/m-pesa-and-the-rise-of-the-global-mobile-money-market/#3d7152b523f5 Sample assessment materials questions 8 and 9 deal with this topic. These teaching notes can be adapted for International GCSE: http://www.rgs.org/NR/rdonlyres/61D5173F-3A2C-456B-A785-B7F8EC50D672/0/DigitalDFactSheetteachersnotesLesson2DD.pdf	Interpretation	Responsibility

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			washerwomen . Students can choose one of these services and investigate it further as an assignment.			
74	a) The role of communications technology in international community building, using an example of a migrant or diaspora population.	To develop research skills by investigating how ICT fosters a global community.	Key term diaspora should be introduced. GlobalScot is a case study teachers can use as a 'getting started' example; students may then work <u>independently</u> to research a parallel diaspora example. GlobalScot is a network of people of Scottish descent living around the world who collaborate with one another.	Global Scot: https://www.globalscot.com/	Interpretation	Responsibility
75-76	b) New opportunities and threats for communities, including differing views on developments such as artificial intelligence or bionics, healthcare.	To develop research skills by investigating new technologies.	The focus is on controversial technologies that may assist or threaten/disrupt communities. Either provide students with printed case studies of different technologies, or arrange access to ICT facilities for this research. Ask students to present their work to the rest of the class. It is important that they present opposing views on the benefits and challenges of the technology chosen. National Geographic is an excellent research source.	National Geographic bionics: http://ngm.nationalgeographic.com/2010/01/bionics/fischman-text National Geographic AI: http://news.nationalgeographic.com/2015/10/151007-computers-artificial-intelligence-ai-robots-data-ngbooktalk/	Critical thinking	Self-direction Self-presentation
77	c) New and emerging threats to communities across national	To understand how ICT creates new threats for the	On a personal level, all of us need to be watchful for signs of identity theft, such as online bank fraud. But computer hacking by rival nations increases the geographical scale of cyber-security fears! Students	A look at how the UK government approaches these threats: https://www.gov.uk/government	Critical thinking	Continuous learning

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	boundaries, such as identity theft, computer viruses and cyber-terrorism.	global community.	<p>should appreciate the varying scales of these threats.</p> <ul style="list-style-type: none"> Amaze them with the fact that the Pentagon's computer system suffers 6 million hostile probes every day. Discuss their personal experiences and prior knowledge - some may be aware of the 'wikileaks' controversy orchestrated by Julian Assange. There is even a credible danger of global jihadists, or other terrorist groups, hacking into the operating system of a nuclear power station and triggering a disaster. USCybercom, a specialised military command, has been established to tackle cyber-security threats in the USA. 	<p>/policies/cyber-security</p> <p>A key speech on the need for global cooperation: http://www.itu.int/en/osg/speeches/Pages/2013-12-02.aspx</p>		Intellectual curiosity
78-79	a) Communications technology and campaigning, including the use of social media to raise awareness about issues.	To investigate the role of ICT in campaigning in different contexts.	<p>Students can be provided with suggested reading sources to investigate the topic. The Atlantic article discusses the use of social media in the Arab Spring of 2011. Another article offers a starting point for looking at the "Kony 2012" online campaign.</p> <ul style="list-style-type: none"> Use these or other relevant material as an introduction to a debate on the pros and cons of social media in protest. Ask students how the internet helps people to spread information and news. Students research recent events and find out how the internet has played a role in change. 	<p>Kony 2012 review: http://jhrp.oxfordjournals.org/content/4/3/461.full.pdf+html</p> <p>The Atlantic –The Arab Spring: http://www.theatlantic.com/technology/archive/2011/09/so-wasfacebook-responsible-for-the-arab-spring-after-all/244314/</p>	Analysis Reasoning	Continuous learning Intellectual curiosity
80	b) The use of communications technology during elections	To investigate how ICT can support democracy in a	<p>Students can investigate the most recent election in their own country or another country that interests them. Research questions include:</p> <ul style="list-style-type: none"> How did political parties use ICT to get their 	<p>The USA presidential election 2016 http://www.cio.com/article/3125120/social-networking/how-</p>	Analysis	Self-direction

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	by citizens and politicians as part of the democratic process.	variety of political contexts.	<p>message across? How have strategies adopted to the internet age?</p> <ul style="list-style-type: none"> What role did supporters and ordinary citizens play using social media? How have traditional news services, e.g. newspapers and TV news, adapted to the use of social media? 	social-media-is-shaping-the-2016-presidential-election.html		
81	c) The themes of censorship and bias in relation to communications technology, using two countries as examples.	<p>To understand freedoms and how they intersect with the use of ICT.</p> <p>To consider how one person's rights and freedoms can be affected by censorship.</p>	<p>Students can be set the task of comparing two different types of censorship.</p> <ul style="list-style-type: none"> <i>A disconnected state (but with connected citizens).</i> Some states limit their citizens' access to cross-border flows of information, resulting in a so-called 'splinternet'. Facebook, Twitter and YouTube remain unavailable to Chinese users as part of the 'great firewall of China'. Yet, while there is little external connectivity, more than half a billion Chinese citizens freely interact with one another within a cyberspace 'walled garden' using local blog sites, such as Youku (Figure 2). Other states with similar restrictions include Iran and Pakistan. <i>Disconnected citizens (in a disconnected state).</i> In some states, people additionally lack the means to communicate digitally with their fellow citizens within national boundaries. While cost is of course a factor, the fact that 24 million North Koreans largely have no access to the internet at all is a result of political decision making. 	<p>USA Today can be a starting point for exploring this theme (students can look out for any signs of reporting bias): http://www.usatoday.com/story/news/world/2014/02/05/top-ten-internet-censors/5222385/</p> <p>Al Jazeera looks at Pakistan: http://www.aljazeera.com/indepth/opinion/2011/07/2011725111310589912.html</p>	Critical thinking	Self-direction Responsibility

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?			
			As part of this exercise help students develop critical awareness of the media. Explain that the suggested websites have freedom of expression and can be biased.						
82	a) Energy-saving technologies developed in response to climate change, such as energy-efficient appliances, buildings and towns.	To investigate and understand the role of new technologies in helping to tackle climate change.	<p>Use the Carbon Trust website as a starting point. Students should work in pairs and collect information as follows:</p> <ul style="list-style-type: none">• three or more energy-saving technologies• one fact about each of these technologies• one way in which each technology helps with climate change mitigation. <p>The results could be presented in a table.</p> <table><tr><td>Technology</td><td>Fact</td><td>How it helps</td></tr></table>	Technology	Fact	How it helps	<p>Carbon Trust: https://www.carbontrust.com/resources/guides/</p> <p>https://www.carbontrust.com/resources/guides/energy-efficiency/heating-ventilation-and-air-conditioning-hvac/</p>	Problem solving	Teamwork Collaboration
Technology	Fact	How it helps							
83	b) New energy technology developed as an alternative to fossil fuels, including solar, wind and nuclear power sources, and the associated local issues.	<p>To develop research skills by investigating a renewable energy source.</p> <p>To evaluate critically the effectiveness of alternative energy.</p>	<p>Students should work in pairs and collect information as follows:</p> <ul style="list-style-type: none">• three or more alternative/renewable energy sources• one fact about each of these energy sources• the global contribution each energy source currently makes to the world's total energy mix. <p>The results could be presented in a table.</p> <table><tr><td>Source</td><td>Fact</td><td>Contribution</td></tr></table>	Source	Fact	Contribution	<p>YouTube – Bangladesh: Development Aid Controversy http://www.youtube.com/watch?v=ZasyiCzvuBE</p>	Problem solving	Teamwork Collaboration
Source	Fact	Contribution							
84-85	c) Technologies needed to tackle or adapt to	To discuss how new technology is needed to fix	<p>Teacher to lead discussion of :</p> <ul style="list-style-type: none">• Carbon capture and storage (an example of mitigation): Carbon Capture and Storage (CCS)	<p>CCS website: http://www.ccsassociation.org/watch-is-ccs/</p>	Problem solving	Communication			

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	future climate change, such as carbon capture and storage (CCS) and flood barriers.	the climate change problem.	<p>is a technology that can capture up to 90% of the carbon dioxide (CO₂) emissions produced from the use of fossil fuels in electricity generation and industrial processes, preventing the carbon dioxide from entering the atmosphere.</p> <ul style="list-style-type: none"> Flood barriers (an example of adaptation) e.g. Thames Flood Barrier; Dutch polders. <p>Teacher to lead a discussion evaluating critically the effectiveness of technology (recap lessons 81-83) with a view to tackling extended writing tasks in the examination.</p> <p>'Technology is the solution to the problem of climate change.' Examine the arguments for and against this statement. (9 marks)</p> <p>Possible scaffolding points include discussion of:</p> <ul style="list-style-type: none"> forms of energy production developed in response to the problem of climate change whether other factors such as wealth and poverty are more significant to the issue of climate change different views about the issue of climate change itself. 	<p>Thames Flood Barrier: https://www.youtube.com/watch?v=Dvg2asACsG0</p> <p>Holland: https://www.youtube.com/watch?v=aUqrBV4SiqQ</p>	Critical thinking	

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
86	a) Positive and negative ways in which personal identities can be affected by the growth of social media communities in local and global contexts.	To investigate scenarios where ICT has impacted on identities.	<p>Teacher to lead discussion of contemporary issues drawing on students' own experiences (this should be dealt with sensitively) and prior learning. Themes include:</p> <ul style="list-style-type: none"> Political parties and movements or varying persuasions have a significant online presence. In some countries, internet 'trolls' post strong negative views on immigration and multiculturalism. Should this be illegal? Youth subcultures thrive in cyberspace. Teenage fans of a particular genre of music or lifestyle can interact with like-minded individuals online. However, young bloggers sometimes encourage one another to self-harm or engage in other dangerous activities such as excessive weight loss. Can this be policed? Cyber-bullying is another concern. 		<p>Critical thinking</p> <p>Problem solving</p>	<p>Ethics</p> <p>Empathy/ perspective taking</p>
87	b) Issues surrounding personal rights and freedom of speech for users of social media.	<p>To consider why freedom of speech is important.</p> <p>To investigate scenarios and countries around the world where the freedom of speech / the media is under threat.</p>	<p>Ask students to write a quick story about a contentious global issue, such as equality for women, religious tolerance or free elections. Move around the class with a large black marker, redacting fundamental points in their stories. Ask students to consider what you are doing (censorship) and why this might be an issue. If the traditional press isn't free, how can it reform any of its functions in society?</p> <p>Now share views on whether it is easier to avoid censorship using social media.</p>	<p>CBS news report: http://www.cbsnews.com/videos/commentary-freedom-of-the-press/</p> <p>Issues of social media law (UK view): https://www.theguardian.com/law/2016/aug/12/social-media-law-an-essential-guide</p>	<p>Critical thinking</p> <p>Problem solving</p>	<p>Ethics</p> <p>Empathy/ perspective taking</p>

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
88	c) Changing patterns of media use and consumption, including the decline of printed media and the rise of 24-hour news reporting.	To consider the role of the media and critically evaluate how it is being used.	<p>Brainstorm the role of how the media is used, or produce a card-sort depending on the nature of the class. Issues to focus on might be:</p> <ul style="list-style-type: none"> • providing the public with information • scrutinising the powerful • providing entertainment • making money • bringing people together • getting people involved in the democratic process • encouraging civic participation • behaving lawfully. <p>Teacher to lead plenary discussion of students' own perception, and use, of, traditional printed media.</p>		Analysis Reasoning	Initiative
89	a) Engaging with technological change, including campaigning about safety or censorship issues.	To consider how campaigning can help spread awareness of risks of new technology.	<p>As a starter, teacher asks students to say what the difference is between being a 'nice' citizen and an active, campaigning citizen. After this discussion, ask students to work either individually or as part of a group to draw and label their ideal active citizen in relation to the topic focus (campaigning about safety or censorship issues in relation to social media). What contribution would they make and how might they behave?</p> <p>Extension/follow-up activity: You may wish to r</p>	<p>Is 'clicktivism' destroying the meaning of social activism? (37 minutes): https://www.youtube.com/watch?v=fN1dzX8Kr20</p> <p>How 'clicktivism' has changed the face of political campaigns: http://www.theguardian.com/society/2014/sep/24/clicktivism-changed-political-campaigns-38-</p>	Interpretation	<p>Ethics</p> <p>Empathy/perspective taking</p>

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			investigate digital democracy further with your students by looking at the issue of whether clicking 'like' on Facebook is a form of 'slactivism' or whether it enhances democratic engagement. Have they personally participated in any online campaigns? (see lesson 77 and #Kony2012).	degrees-change		
90	b) Understanding the role of law-making in support of technology access or protection issues.	To consider how one technological access issue has created a challenge for law-makers. To consider how international laws can be developed.	In small groups, students should research a challenge for law-makers not already explored in earlier lessons. They can choose from: <ul style="list-style-type: none"> • broadband availability • online libel and child protection • international laws and agreements in relation to internet and data use, including the sharing of information by governments. A good example might be the attempt to share information between states spearheaded by the UN.	UN data sharing report: http://unctad.org/en/PublicationLibrary/dt1stict2016d1_en.pdf	Problem solving Analysis	Collaboration
91	c) Promoting technological skills and capabilities, and helping other citizens to understand the benefits and risks of social media use.	To consider how other people can be helped to engage with the issues.	The social media risk assessment at mentalhealth.org.uk is a good secondary data source for anyone wanting to use this topic as a community action focus. Working in pairs, students can plan a primary data collection strategy to deepen their understanding of this issue.	Social media risk assessment: https://www.mentalhealth.org.uk/blog/social-media-and-young-peoples-mental-health	Analysis	Personal and social responsibility Collaboration
92	d) Understanding the work of schools,	To investigate actions at all scales in	Provide students with a second look at the case study of the 'One laptop per child' initiative. Professor Negroponte explains that "each OLPC	Ted talk: https://www.ted.com/talks/nicholas_negroponte_on_one_laptop	Analysis	Personal and social

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	charities, NGOs, and international organisations in improving access to technology in the classroom.	support of improved access to ICT.	laptop has 100 books on it. That doesn't take much space, it's pretty trivial. But when you ship 100 laptops to an African village, which we have done many times, each laptop has 100 different books, so that's 10,000 books."	_per_child		responsibility
93	Exam technique practice	To consider how to do well in the final exam.	Use the Edexcel sample assessment material to guide students on how best to answer questions. What should they expect and how can they maximise their performance?	Refer to Edexcel sample assessment material		
SECTION A - Citizen community action project						
94-96	a) Identify an issue, problem or cause of social need that relates to citizenship concepts and themes studied as part of the course. b) Understand	To begin to identify which issue to concentrate on. To start to use initial research skills to guide our decision making. To consider	1. Introduce Theme E –Taking citizenship action–and provide students with an overview. 2. Students may already have identified an issue, problem or cause through their previous studies of other parts of the specification. However, it may be necessary to provide more stimuli to help students make a choice. <ul style="list-style-type: none"> Stimuli may entail students being provided with a selection of local and/or national newspapers, and being asked to place post-it notes on the stories they think are significant and worthy of 		Analysis Reasoning	Intellectual curiosity Work ethic Self-direction Responsibility Collaboration

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	<p>the range of methods and approaches relevant to citizenship actions that can be used by governments, organisations, groups and individuals to address citizenship themes in society.</p> <p>c) Understand methods for carrying out citizenship action: individual, collective, mass and social movements, social action and consumer action.</p> <p>d) Understand case studies: campaigning</p>	different methods and approaches for addressing the issue.	<p>action.</p> <p>3. Depending on the nature of the class, students may wish to form small groups of two or more to work together, or to work as a whole class to complete a bigger action. They should discuss the different methods they anticipate using.</p> <p>4. Produce a card-sort of different possible methods and approaches for issues. Give students a variety of fictitious or real issues and ask them to judge which method or approach is likely to have the greatest chance of success. You should try to include a wide variety of possible actions, from organising meetings to setting up a social enterprise or running a social-action project. Feed back and discuss amongst the class. Ask students to repeat the exercise with their own issue. Which action did they select and why?</p> <p>5. Once students have decided which action to focus on, they should use ICT resources to carry out case study research into their issue. They should focus on gathering and understanding one or more of the following: published sources of data; findings and official reports from public bodies; reports in the news or media; NEG's, groups and other organisations; opinion polls statistics, videos. You may wish to ask students to present their primary research to their peers doing similar topics, in order to further inform their action.</p>			

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	organisations (e.g. Red Cross).					
97-101	<p>a) Identify and sequence research questions relating to the issue, problem, cause or social need.</p> <p>b) Carry out primary research to answer research questions.</p> <p>c) Analyse responses to research questions to support the activity they wish to undertake.</p> <p>d) Carry out</p>	<p>To understand what is meant by primary research.</p> <p>To conduct primary research to help shape your project.</p> <p>To analyse your primary research.</p> <p>To conduct further secondary research to help shape your project if necessary.</p>	<p>1. Using the information that students have gathered from their course case study research, they should work together to mind-map further questions that remain unanswered about their topic. Ask students to bring these together in order to form an overarching question that will guide their project over the course of the next few weeks.</p> <p>2. Explain what is meant by primary research. Looking back over the questions that students have identified, ask them to identify who they will need to contact in order to find answers. This might be fellow students, members of the public, etc. Consider what would be the best means of gathering this information from different groups of people. Students should consider writing letters or interviewing individuals, while surveying larger groups of people.</p> <p>3. Students use this time to execute their primary research with the support of the teacher. Try to encourage them to continue using whatever method you have set up to record decisions taken within their group, as well as constantly referring back to their planning grid. Ensure that students retain</p>		<p>Analysis</p> <p>Reasoning</p> <p>Problem solving</p>	<p>Work ethic</p> <p>Self-direction</p> <p>Responsibility</p> <p>Perseverance</p> <p>Negotiation</p> <p>Leadership</p> <p>Collaboration</p>

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	secondary research to investigate a citizenship issue.		evidence of their action to look back at later. 4. Review the responses from the primary research that students conducted. 5. Further secondary research if necessary.			
102 - 105	a) Show understanding of the issue, including their own opinions and the views and perspectives of different people. b) Review the evidence and research undertaken and the different viewpoints expressed, and consider why some evidence or viewpoints may be more compelling or persuasive than others. c) Consider the	To explain their own viewpoint on their topic and compare and contrast that with the views of others. To investigate why people hold different viewpoints and how they vary in terms of their ability to influence others.	1. Get students to express their own viewpoint on their topic and write a short response comparing it with the views of other people they have spoken to. 2. Investigate why people hold different viewpoints. Provide students with examples that might demonstrate how people are influenced by factors such as their education, family background, area of the country where they grow up, etc. 3. Compare different viewpoints in terms of how well they are argued and use evidence etc.		Analysis Interpretation Reasoning Problem solving Critical thinking Decision making	Work ethic Self-direction Empathy/ perspective taking Collaboration

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	different viewpoints and communicate the case for what they think should happen.					
106 - 109	<p>a) Identify who the action will target, setting goals for the proposed activity and identify criteria for judging success.</p> <p>b) Consider possible methods and approaches to use during the activity to form a clear plan of action (including key steps, sequence and priorities), taking account of the time and</p>	<p>To set action criteria and consider the likely success of their action.</p> <p>To think critically about how to optimise outcomes.</p> <p>To allocate roles and tasks and establish goals to be met, and ways of recording this.</p>	<p>1. Now that students have chosen their action, ask them to consider what success looks like. Is simply raising awareness of their issue enough, or do they need to actually see something change? Is it reasonable to see it change in the short term, or should they expect their contribution to be part of a wider long-term shift? Students should be encouraged to work together to set their own success criteria, which should be agreed amongst themselves and recorded for later.</p> <p>2. Supply students with a planning grid, including a timeline. Ask them to plan, sequence and prioritise their action. They should consider pressures of time and available resources. Roles should be allocated and any possible difficulties anticipated.</p> <p>3. Introduce students to a template that records decisions taken in their group as minutes. Explain that minutes are formal records of their (sometimes informal) meetings. They should focus on how they made decisions and consider how they ensured the meeting was as democratic as possible.</p>		<p>Analysis</p> <p>Interpretation</p> <p>Reasoning</p> <p>Problem solving</p> <p>Critical thinking</p> <p>Decision making</p>	<p>Collaboration</p> <p>Work ethic</p> <p>Initiative</p> <p>Self-direction</p> <p>Responsibility</p> <p>Perseverance</p> <p>Teamwork</p>

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	resources available. c) Decide roles and tasks, anticipating any possible difficulties and how to overcome them; establish a simple system for recording decision making and progress.					
110 - 113	a) Organise and deliver an event, meeting or campaign to advocate for the selected issue that aims to argue the case, raising awareness and commitment by informing, influencing and persuading the target audience. b) Raise	To organise a campaigning event. To create a resource that raises local awareness about the issue. To deliver the event and resource to the target audience, thereby	1. Students use this time to deliver their event, meeting or campaign with the support of the teacher. Try to encourage them to continue using whatever method you have set up to record decisions taken within their group, as well as constantly referring back to their planning grid. Ensure that students retain evidence of their event to look back at during their evaluation. 2. Students use this time to create their chosen resource (e.g. poster or website resource) that will benefit others. Try to encourage them to continue using whatever method you have set up to record decisions taken within their group, as well as constantly referring back to their planning grid. Ensure that students retain evidence of their resource to look back at during their evaluation.		Analysis Problem solving Decision making	Teamwork Self-direction Responsibility Perseverance Ethics Integrity Self-monitoring

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	awareness by creating a social benefit (printed or online resources, support, advice or service) to benefit others. c) Deliver a completed social community action project.	successfully completing the social community action project.				
114 - 116	a) Consider how and why their action did, or did not, achieve its intended effect, assessing the success of the activity in relation to their goals. b) Assess and communicate	To critically analyse all different aspects of their own project. To learn how best to apply their own learning to the exam.	Facilitate a group session with a number of large sheets of paper. Ask students to: <ul style="list-style-type: none"> Consider what went well with their project. Grade the effectiveness of their action on a scale of 1 to 10. How and why their actions did, or didn't, achieve their intended effect. Assess how well the method they selected for their action worked in practice and what they might do differently in a future citizenship project. Ask students to write a short reflection on how their action contributed to their own Global Citizenship		Adaptive learning Interpretation Reasoning Problem solving Critical thinking Decision making	Self-evaluation Adaptability Continuous learning Responsibility Perseverance Integrity Self-monitoring

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
	<p>how well the method they selected worked in practice and what they might do differently in a future course of citizenship action.</p> <p>c) Consider the impact the action had on their own citizenship learning, including learning from any mistakes.</p>		<p>learning. Ask them to share this with the group in order to disseminate ideas.</p> <p>Share extracts from the sample assessment material provided by Pearson. Consider asking students to brainstorm different ways in which similar questions could be asked in future exams. What techniques do they need in order to answer the questions? Prepare for the final exam by asking students to complete and retain a number of different past papers. Feed back model answers and share best practice from the group amongst the whole class.</p>			
Synoptic assessment						
117 - 120	Exam technique practice (with particular reference to cross-theme questions).	<p>To understand the layout and structure of the exam paper.</p> <p>To consider how to do well in the final exam.</p>	Now that students have covered the course, you should guide your class on how best to tackle questions in the final exam that are synoptic in nature. This means questions that cover a variety of themes from the specification and therefore might have been problematic to address prior to this point in the course.	Use Edexcel sample assessment material		

	Section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
		To know how best to apply skills and knowledge gained throughout the course to address synoptic questions.	Use Edexcel sample assessment material to guide students on how best to answer questions. What should they expect and how can they maximise their performance?			