

GCSE (9–1)
Teachers' Guide

CITIZENSHIP STUDIES

J270
For first teaching in 2015

**Teachers' guide to
the specification**

Version 1



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Introduction

This teachers' guide to the OCR specification in GCSE (9-1) Citizenship is divided into six sections:

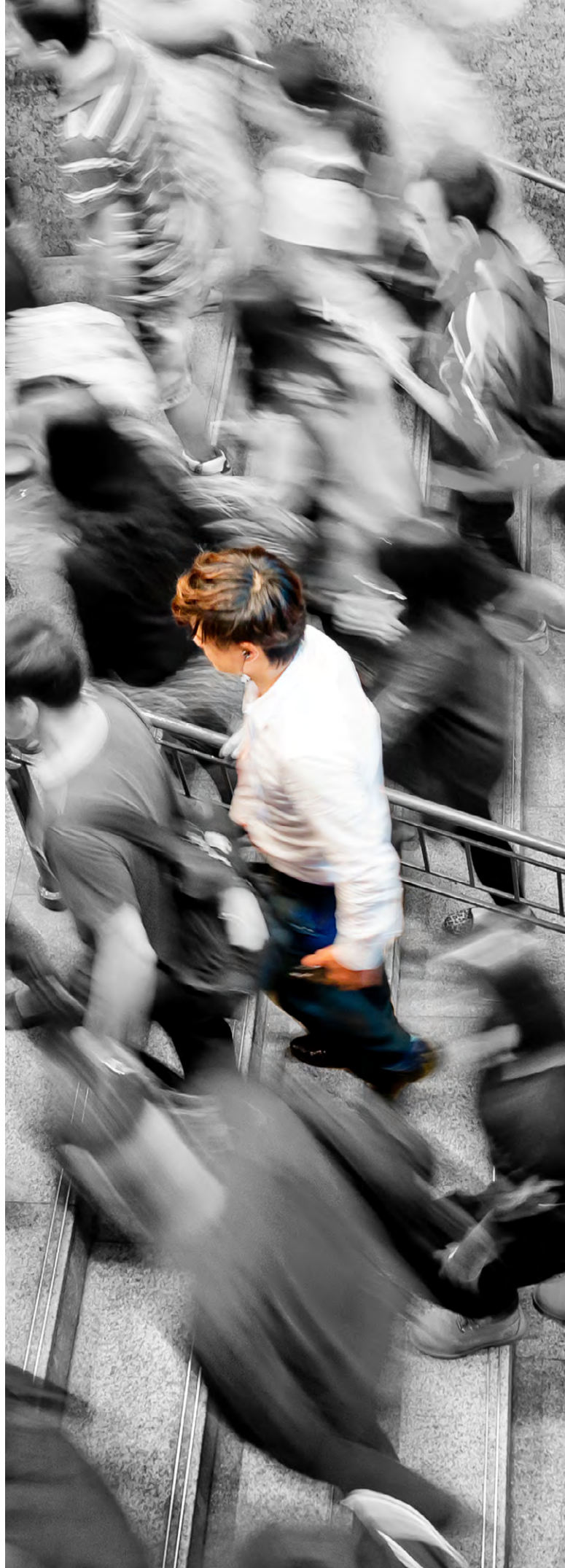
1. Specification structure – coherence and progression.
2. Specification content – clarity and relevance.
3. Citizenship actions - applying knowledge and understanding; developing skills; improving school and community.
4. Assessment – accessible, valid and reliable.
5. Citizenship skills and exam assessment.
6. Networking and resources.

The guide is designed to help teachers understand the specification's rationale and structure so that course planning can be just that little bit more straightforward.

The section on 'citizenship action' includes guidance on ensuring that campaigns and projects will be well-focused and effective.

Assessment is the guide's major focus. We consider the full range of question types across all three examinations. We outline teaching strategies to help learners understand exam expectations and tackle different types of question successfully.

In the guide's final section, we recommend a limited range of contacts and resources to support both specialist and non-specialist teachers in their quest to provide learners with an interesting, fulfilling and successful experience in citizenship.

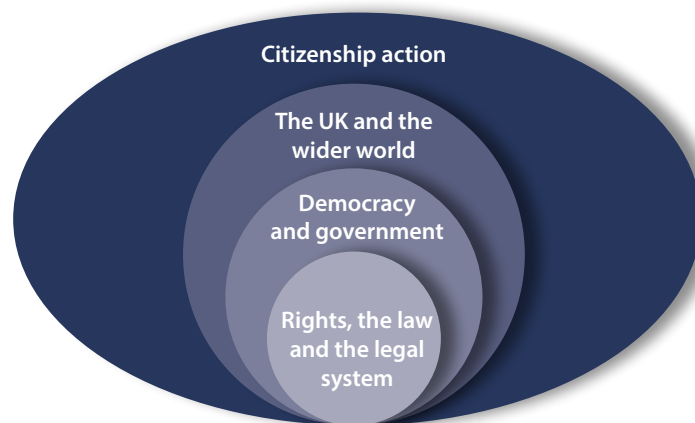


1. Specification structure – coherence and progression

OCR's GCSE in Citizenship has been designed to stimulate learners and support teachers. The specification builds upon the strengths of the Citizenship GCSE legacy specification and retains some of its most popular features.

OCR's approach to subject content enables students to learn with confidence from the start. Learners should find the specification's first section familiar and interesting. They begin by analysing their own experience of rights and responsibilities at school or college before moving on to an issues-based investigation of the law.

While studying this introductory theme, learners can develop their knowledge and understanding of those key concepts and terms they will encounter throughout the course. Learners are also introduced to a range of central citizenship issues linked to rights, responsibilities, equalities, law, decision-making and government. These issues are revisited and developed in the specification's two further themes.



OCR's specification encourages learners to develop their understanding from the familiar context of 'rights and the law' before moving beyond their immediate experience into the less well-known themes – 'democracy and government,' and 'the UK and the wider world'. Citizenship action underpins the whole specification content.

The specification's content builds on the familiar context of rights, responsibilities and the law, to the broader, and perhaps more challenging, theme of government and politics. Here learners have the opportunity to develop their knowledge, understanding and skills by:

- studying philosophical and policy differences between Britain's rival political parties
- exploring UK decision-making
- analysing the structures and processes government.

2. Specification content – clarity and relevance

Subject content has been carefully chosen to meet young people's learning needs and interests. Each part of the subject content is presented as a **clear statement of what learners should be able to do**. While teachers are free to plan their own route through the specification, the OCR approach provides a clear, coherent package with built-in progression and continuity. To help learners to organise their thinking, **each section of content is linked to key concepts and terminology**. These key concepts and terms feature in the end-of-course examinations.

Each part of the subject content is linked to Citizenship's national assessment objectives; as they work through the subject content, learners develop the key citizenship skills of:

- applying their knowledge and understanding in different contexts
- analysing information
- advocating and evaluating different viewpoints.

As a result, learners should be exceptionally well prepared for success in their examinations.

To help teachers interpret subject content, **each part of the specification has been linked to examples of learning activities**. (Teachers are, of course, free to choose their own examples and learners can refer to any suitable examples in their exams.)

Opportunities for citizenship action are signposted throughout the specification encouraging learners to engage in a series of 'mini actions' throughout their course. Through these 'mini actions', learners develop a wide range of practical citizenship skills. This enables them to tackle more substantial projects confidently.

The legal system (England and Wales)

Key concepts and terminology for this part: legal representative, tribunal, juror, judge, sanction, retribution, reform, rehabilitation.

Learners should be able to:	Examples (to inform teachers' planning):
<i>Know and understand</i> the operation of the justice system: the role and powers of the police; the role and powers of the judiciary; the role of legal representatives; the different types of criminal and civil courts and how they work; tribunals and other means of civil dispute resolution.	By tracking different cases through criminal courts, civil courts and tribunals; analysing the cases for key differences in process and outcome; and applying knowledge and understanding of the justice system
<i>Know and understand</i> about the operation of the youth justice system.	By tracking different cases through the youth justice system to apply knowledge and understanding.
<i>Know and understand</i> the responsibilities and roles of citizens in the legal system as a juror, magistrate, special constable, police commissioner and member of a tribunal hearing. <i>Evaluate</i> the effectiveness of citizens' roles in the legal system.	Through advocating a continued role for citizens <u>in the English legal system based on an understanding of that role and an appreciation*</u> of the challenges involved

* Citizenship action opportunity

3. Citizenship actions – applying knowledge and understanding; developing skills; improving school and community

Citizenship actions are carefully planned practical activities that address a citizenship issue or question of concern. They should aim to deliver a benefit or change for a particular community (including a school or college) or wider society.

Active citizens take part in voluntary work, involve themselves in community organisations, and engage in decision-making – perhaps by becoming active members of political parties or trade unions. Citizens may also become directly involved in their communities as special constables, magistrates and in a range of other roles within the legal and justice system. Learners can explore all these opportunities as they work through the specification content.

The specification provides opportunities for learners to understand that working for a public institution or employment in the public services gives citizens the chance to serve their community – often above and beyond the call of duty. Armed forces personnel, judges, doctors, nurses, teachers, care assistants, school employees and many more public sector employees play vital roles supporting other people and the wider community. Elected politicians serve the public too. Although frequently maligned, MPs could earn much more than their parliamentary salary in an alternative career.

Learners should be given the time to investigate ways of influencing decision-making in their school and community. Learners should: explore and use social media engaging in relevant on-line petitions or campaigns; consult with decision-makers in their school and meet with local politicians.

Look out for underlined sections in the specification content. These sections offer opportunities for such mini-actions. By engaging in frequent citizenship actions, learners will be able to build the necessary skills and confidence for a more substantial citizenship project or campaign.

Learners should work as part of a small team on their maxi-action. Their project or campaign should be focused on a specific audience or target group. The table below offers some examples.

Action	Audience
A. Researching and reporting on an issue	General public, opinion-formers, decision-makers
B. Raising awareness of an issue	General public, opinion-formers, decision-makers
C. Campaigning	Decision-makers
D. Organising an event (combine with B)	General public (targeting specific groups), opinion-formers
E. Supporting a campaigning organisation (combine with B and C)	General public, decision-makers

8 stages for successful action

Stage 1 Choose an issue that you and your team care about and that will bring a change or benefit to your school, community or wider society.

Stage 2 Seek help and information especially from decision-makers who can advise you.

Stage 3 Seek support from those who might benefit from or care about your project.

Stage 4 Find out more about your issue and research people's opinions.

Stage 5 Decide exactly what you hope to achieve from your project with the resources and time you have available.

- *What will a successful outcome look like?*
- *How will you get feedback from your group, your supporters and the wider community?*
- *How will you celebrate and publicise project outcomes?*

Stage 6 Decide the form your action will take.

At this stage think carefully about:

- Picking a decision-maker – choose an individual or organisation with the power and influence to help you achieve your goal
- Keeping all team members and supporters safe
- Staying within the law
- Asking for necessary permissions
- Safeguarding personal information and respecting privacy
- Using democratic processes to contact, inform and lobby decision-makers
- Protecting and promoting people's freedoms and equalities
- Communicating within the project team
- Communicating with supporters, decision-makers and the general public.

Stage 7

Agree an action plan:

- Break your project down into tasks.
- Sequence the tasks.
- Allocate responsibility and deadlines for each task.
- Build in regular team meetings to review progress and adjust your plans.

Stage 8

Evaluate your action in relation to the objective you agreed at Stage 5. Consider how you or others could extend or enlarge your project. For further information and guidance on citizenship action, see OCR's Topic exploration pack, *The active citizen*.

<http://www.ocr.org.uk/Images/300048-the-active-citizen-topic-exploration-pack.doc>

Summary for teachers

- ✓ Build several 'mini actions' and case studies of other people's action into the learning programme. (The specification highlights opportunities for such action in each content section.)
- ✓ Plan at least one 'maxi action' to engage learners and enable them to deliver a 'benefit or change'. Make sure learners follow the 8 stages for successful action above.
- ✓ Make sure that learners can apply their knowledge, understanding and personal experience of citizenship action to the examined tasks in Paper 2.

4. Assessment – accessible, valid and reliable

AO1 30% Demonstrate knowledge and understanding of citizenship concepts terms and issues	AO2 30% Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.	AO3 40% Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.
<ul style="list-style-type: none"> • Knowledge – what, how? (State, describe) 20% • Understanding – why? (Explain) 10% 	<ul style="list-style-type: none"> • To citizenship contents 15% • To citizenship actions 15% 	<ul style="list-style-type: none"> • Analyse – a range of evidence relating to citizenship issues, debates and actions 14% • Evaluate – a range of evidence relating to citizenship issues, debates and actions (including different viewpoints) to develop reasoned <u>coherent arguments</u> 12% • Evaluate – a range of evidence relating to citizenship issues, debates and actions (including different viewpoints) <u>to make substantiated judgements</u> 14%

Examinations reflect the thematic structure of the specification content and have been written to be accessible to all candidates while providing the most able with sufficient opportunities to demonstrate their advanced understanding and skills.

Advocacy

Evaluation

Exam component 1.

Citizenship in perspective (25% of the overall GCSE mark)

Arranged thematically in three sections to cover the whole course, this 50 minute paper assesses Assessment Objectives 1 and 2.

All questions are Objective Test Questions (OTQs). Candidates simply read the questions and select the correct responses from a list of options.

Advantages of using Objective Test Questions in paper 1

High content validity – a wide range of questions based on a broad sampling of the specification content.

High context validity – questions assess knowledge and understanding, and their application in citizenship contexts; learners' with limited communication skills are not disadvantaged; the variety of question types keeps learners stimulated and engaged; there are questions to stretch and challenge high-ability learners.

Tasks are clear

Marking is reliable

The OTQ paper provides a benchmark for performance on other papers

Some OTQs are 'traditional' multiple-choice, single response items similar to the one below which assesses candidates' knowledge from the theme democracy and government.

Other items are more demanding, such as this question targeted on Assessment Objective 2 (application of knowledge and understanding) and linked to the theme the *UK and the wider world*.

According to its charter, what action can the United Nations (UN) take when dealing with incidents of civil war?

- P Provide defensive weapons
 Q Send armed UN forces to create a safe zone for civilians
 R Provide food and tents for refugees

- A P, Q and R
 B Q and R
 C P and R
 D R only

Your answer

Exam component 2.

Citizenship in action (50% of the overall GCSE mark)

This paper is based on the specification's second theme *democracy and government* (incorporating citizenship action). Questions in the paper also assess candidates' knowledge and understanding of the other two themes, particularly *rights, the law and the legal system*. The paper assesses all three Assessment Objectives and candidates have one hour and forty five minutes to complete questions in its four thematic sections.

Section A – Short-answer items – some based on stimulus material.

Section B – Items based on the interpretation, analysis, and evaluation of source material and issues about democracy and government.

Section C – Extended-response synoptic item – evaluation of a viewpoint using knowledge and understanding from across the whole Citizenship course.

Section D – Short-answer and extended-response items based on citizenship action case studies and an extended-response item to evaluate of personal citizenship action.

Exam component 3.

Our rights, our society, our world (25% of the overall GCSE mark)

While this paper focuses on theme three, our rights, our society, our world, it also includes questions linked to the other sections, particularly rights, the law and the legal system. Candidates have an hour to complete the paper and it assesses Assessment Objectives 1 and 3.

The paper is divided into four thematic sections:

Section A – Short answer items based on stimulus material.

Section B – Short- answer items and an extended response item – advocacy of a viewpoint using stimulus material, and course knowledge and understanding .

Section C – Short- answer items and an extended response item – advocacy of a viewpoint using stimulus material, and course knowledge and understanding.

Section D – Short answer item and extended response item - evaluation of viewpoint using stimulus material, and course knowledge and understanding.

Summary of OCR's three exam components

	Assessment Objectives	Major themes	Items	Time (mins)	Marks
Component 1 <i>Citizenship in perspective</i>	AO1 72% AO2 28%	All three themes	Objective Test Questions	50	50
Component 2 <i>Citizenship in action</i>	AO1 18% AO2 46% AO3 36%	<i>Democracy and government</i> (incorporating citizenship action) with <i>rights, the law and the legal system</i>	Short answer and extended response questions	105	100
Component 3 <i>Our rights, our society, our world</i>	AO1 12% AO3 88%	<i>Our rights, our society, our world</i> with <i>rights, the law and the legal system</i>	Short answer and extended response questions	60	50

5. Citizenship skills and exam assessment

Success in the three examinations depends on:

- A. Using simple test management strategies for the Objective Test Questions in paper 1.
- B. Applying knowledge and understanding of citizenship to different contexts, especially in papers 1 and 2.
- C. Applying knowledge and understanding of citizenship actions to different scenarios, in paper 2.
- D. Describing and evaluating personal experience of citizenship action in paper 2.
- E. Analysing and interpreting information from a range of citizenship sources, in papers 2 and 3.
- F. Advocating particular viewpoints in paper 3.
- G. Evaluating viewpoints in papers 2 and 3.
- H. Drawing on knowledge and understanding from across the whole specification for a synoptic question in paper 2.

A. Test management strategies for success on paper 1

Most learners have experience of multiple-choice, single response questions but will need some practice tackling the range of question types used in paper 1. Some test management strategies are suggested below. Teachers may wish to set at least one OTQ as part of the plenary for each citizenship lesson.

Question type	Example	Test management tips
'Classic' multiple-choice, single response	<p>When would a democratic government usually restrict freedom of speech?</p> <p>A When the government is criticised.</p> <p>B When offence is caused.</p> <p>C When jokes are made about politicians and religious leaders.</p> <p>D When individuals are at risk of significant damage.</p>	<ol style="list-style-type: none"> 1. Read the 'stem' (the question being asked). 2. Read the options. 3. Read the 'stem' again for clarification. 4. Narrow down the options and eliminate the 'distractors' (incorrect options) to find the 'key' (correct option).
Multiple-choice, multiple-response	<p>Identify four features of European Union (EU) membership.</p> <p>A EU citizens have the right to work anywhere in the EU.</p> <p>B Political union.</p> <p>C All workers in the EU receive an agreed living wage.</p> <p>D Each national parliament's decisions are checked by the Council of Europe.</p> <p>E EU citizens have full voting rights in any EU country.</p> <p>F Free trade within the EU.</p> <p>G A shared legal system.</p> <p>H EU citizens have the right to health care anywhere in the EU.</p> <p>I Goods made in the EU meet agreed standards.</p> <p>J A single European currency.</p> <p>K An EU army representing all 28 countries.</p> <p>L common energy programme.</p>	<p>As above but also . . .</p> <ol style="list-style-type: none"> 1. Check how many keys you are looking for. 2. Select the 'definite' keys. 3. Reject the 'definite' distractors. 4. Consider the remaining options more carefully. <p>Read <u>all</u> the options even when you think the keys have been found.</p> <p>Avoid choosing an option just because it contains a word or phrase from the stem.</p>

Question type	Example	Test management tips															
Single response to paired options	<p>Which row in the table describes the Prime Minister's parliamentary and national responsibilities?</p> <table border="1" data-bbox="427 353 898 719"> <thead> <tr> <th></th> <th>Parliamentary responsibility</th> <th>National responsibility</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>leads the Government</td> <td>oversees the civil service</td> </tr> <tr> <td>B</td> <td>proposes new laws</td> <td>acts as Head of State</td> </tr> <tr> <td>C</td> <td>leads the Government</td> <td>acts as Head of State</td> </tr> <tr> <td>D</td> <td>proposes new laws</td> <td>oversees the civil service</td> </tr> </tbody> </table>		Parliamentary responsibility	National responsibility	A	leads the Government	oversees the civil service	B	proposes new laws	acts as Head of State	C	leads the Government	acts as Head of State	D	proposes new laws	oversees the civil service	<ol style="list-style-type: none"> 1. Read the 'stem' carefully and highlight key terms. 2. Identify the 'key' or 'distractor' in the first column. 3. Identify the 'key' or 'distractor' in the second column. 4. Identify the row in which two 'keys' appear (one in each column). 5. Check back to the 'stem' to make sure that the choice of option fits the question asked.
	Parliamentary responsibility	National responsibility															
A	leads the Government	oversees the civil service															
B	proposes new laws	acts as Head of State															
C	leads the Government	acts as Head of State															
D	proposes new laws	oversees the civil service															
Single responses incorporating multiple components	<p>Source 1 - Anytown Council cuts business rates</p> <p>The Government has decided to allow local authorities to cut business rates.</p> <p>A business group approaches Anytown Council. The group has evidence that a rate cut will encourage more start-up businesses in the town.</p> <p>Anytown Council cuts its business rate.</p> <p>Possible effects of financial decisions by local authorities:</p> <p>P increased spending on public services Q increased local economic growth R more jobs</p> <p>Using Source 1, what is likely to happen in this case?</p> <p>A P, Q and R B Q and R C P and R D R only</p>	<ol style="list-style-type: none"> 1. Read the source. Highlight key information. In this case – 'a rate cut will encourage more start-up businesses in the town' and 'Anytown Council cuts its business rate' 2. Read the options (P, Q and R) 3. Re-check the source 4. Find the 'stem' 'Using Source 1, what is likely to happen in this case?' 5. Go back to the options. Highlight those that are likely to happen as a consequence of a business rate cut. 6. Find the response (A, B, C or D) that matches your decision. 															
Dual statement questions (The statements will vary but the options [A, B, C and D] will always be the same)	<p>Study the two statements below. Which of options A, B, C or D are correct?</p> <p>First Statement The UN Security Council is required to support an independence movement in a country where basic rights have been violated.</p> <p>Second statement The Universal Declaration of Human Rights gives people the right to use all necessary means to achieve self-determination .</p> <table border="1" data-bbox="427 1753 938 2072"> <tbody> <tr> <td>A</td> <td>Both statements are true and the second statement is a correct explanation of the first.</td> </tr> <tr> <td>B</td> <td>Both statements are true but the second statement is not a correct explanation of the first.</td> </tr> <tr> <td>C</td> <td>The first statement is false but the second statement is true</td> </tr> <tr> <td>D</td> <td>Both statements are false.</td> </tr> </tbody> </table>	A	Both statements are true and the second statement is a correct explanation of the first.	B	Both statements are true but the second statement is not a correct explanation of the first.	C	The first statement is false but the second statement is true	D	Both statements are false.	<ol style="list-style-type: none"> 1. Study statement 1. Highlight key points. Decide whether it is correct or false. 2. Study statement 2. Highlight key points. Decide whether it is correct or false. (If one or both statements are false, then the key is C or D.) 3. If both statements are true, study statement two further. Decide whether or not it could be used to explain statement 1. (If so, A is the key. If not, B is the key.) 4. Check your understanding carefully before selecting the correct option – A, B, C or D. 							
A	Both statements are true and the second statement is a correct explanation of the first.																
B	Both statements are true but the second statement is not a correct explanation of the first.																
C	The first statement is false but the second statement is true																
D	Both statements are false.																

B. Applying knowledge and understanding of citizenship to different contexts

In papers 1 and 2, learners will be asked to apply citizenship knowledge and understanding to unfamiliar contexts.

The example below shows a scenario and two accompanying short answer questions from paper 2. Learners should be given regular opportunities to tackle such questions in class. This will enable learners to gain experience of applying their knowledge and understanding in different contexts.

Scenario 1

Alisha believes strongly that the UK Government should be committed to:

- low taxes linked to a national living wage
- equal opportunities
- public services provided by the private sector
- the union of England, Wales, Scotland and Northern Ireland
- membership of the European Union but with greater independence for the UK.

Alisha is 23. She is keen to find opportunities to promote her beliefs and to be an active campaigner for these beliefs in her community.

- i. State which **political party** Alisha is most likely to support based on her beliefs in **Scenario 1**. [1 mark]
- ii. Explain why Alisha is likely to join a political party **rather than a pressure group**. [4 marks]

A good response to question ii above would explain why Alisha joins a political party rather than a pressure group. The mark scheme extract below identifies criteria for a good answer and the importance of learners developing two related 'aspects' in their response.

Demonstrating knowledge and understanding of terminology (**Aspect 1**):

- Political party – seeks to get members elected to power on an agreed, broad programme of policies. Usually active locally with campaigns on community
- Pressure group – seeks to achieve influence to bring about change or preserve the *status quo* in the context of a single issue. Does this by lobbying or otherwise applying pressure to those with power.

Applying this knowledge to the scenario (**Aspect 2**) by referring to:

- Alisha's broad range of beliefs
- her aspiration to engage in local campaigns to promote these beliefs.

C. Applying knowledge and understanding of citizenship action to different scenarios

Questions designed to test candidates' application of their knowledge and understanding of citizenship action and evaluation their own actions, make up fifteen percent of the total GCSE mark. All of these questions are on paper 2.

In the example below, candidates are given a previously unseen scenario (Source 1) and asked to apply their knowledge and understanding to the scenario. Elsewhere on paper 2 candidates are given the opportunity to write a detailed description and evaluation of an aspect of their own citizenship action (see following section).

Example question – applying knowledge and understanding of citizenship action:

Source 1 Project to create a memorial garden in a local park for families who have lost a child.

Extracts from the project's social media page.

3rd August. In conjunction with the quiz night we will also be holding a cake sale! Cupcakes will be 65p and a slice of cake will be £1. Please make sure to attend our quiz night on August 15th to eat these sweet treats! All money raised will go towards The Magic Garden Project. (*Cupcake sale poster was included on the exam paper.*)

4th August. Please watch this video and donate via the link below! A massive thank you to Alfie Vaughan for helping us make this film! (*Video link attached to this post.*) If you cannot make it to our fundraising event but would still like to make a difference to The Magic Garden, please donate online at <http://www.gofundme.com/TheMagicGarden>.

Apply knowledge and understanding from your own citizenship action to explain why The Magic Garden team's social media posts in Source 1 worked well. [4 marks]

To do well on this question, candidates should explain in detail why the *Magic Garden* team's social media posts would have been effective. They should do this by taking appropriate evidence from the source and then using their own knowledge, understanding and experience of citizenship action to interpret the evidence. Their explanation should be grounded in a good understanding of the importance of engaging support for a citizenship project and of communicating well. To demonstrate this understanding, candidates should include two aspects in their response.

Aspect 1 Knowledge and understanding of the importance of engaging support and communicating information. The table below includes some of the points candidates could make.

Engaging support	Communicating information
increases chances of success by adding validity and weight to a campaign	maintains momentum
adds more expertise, experience and ideas	builds morale
adds human resources to practical projects and awareness raising	engages more potential supporters
	informs decision-makers
	validates and adds status to the project
	easy form of effective communication between team members

Aspect 2 Application of conceptual knowledge and understanding to the case study.

Good responses should use evidence from Source 1 to illustrate the effectiveness of the *Magic Garden* team's communication and engagement strategy. Points to mention could include:

- regular communication of information
- attractive and accessible format
- different formats used on page – text, image, video
- ease of use – link to donations site
- easy to receive feedback
- easy for information to be passed on
- social media likely to be a popular medium with most potential supporters and beneficiaries of this campaign.

D. Describing and evaluating personal experience of citizenship action in paper 2

Paper 2 also gives candidates an opportunity to describe and evaluate an aspect of their own action. In the example below, learners are asked to describe and evaluate their campaign or project aims. Such questions might focus on any of the eight stages for successful citizenship action described earlier in this guide.

The following question is taken from the sample assessment materials on the OCR website.

Using your experience of taking Citizenship Action, explain how you attempted to achieve your aims and explain other methods you could have taken to achieve success.

Your response should include the following:

- a description of what your aims were and how your project set out to deliver a benefit or change for a particular community or wider society
- what you did to achieve your aims
- using your knowledge and understanding of citizenship studies, with examples, suggest other methods that could be used to achieve your aims.

You should draw upon your studies of citizenship action from across your whole Citizenship course **and** from examples in your own school or college.

Three examples of candidate responses to this question are reproduced below together with a summary of the mark scheme and a commentary on each candidate's answer. These can be used to help learners understand how to tackle this type of extended response question.

Candidate A

Our group wanted to choose an issue that we cared about. We also knew that we would need to work hard to bring about some kind of positive change to our community or the wider society. Two members of our group had family or friends that had benefited from the expertise and help of a charity called *Young Minds*. *Young Minds* is committed to improving the emotional well-being and mental health of children and young people.

We decided that our project should have the main aim of raising awareness of mental health issues that affect young people and the work of the *Young Minds* charity. We wanted this to bring a real change in our school. Our second aim was to raise £500 for *Young Minds* to help them to achieve their aims. Our third aim was to stage an event that would engage most of the year group, including those at risk of isolation.

Young Minds operate a helpline for parents. Our research showed that conflict between parents and young people can often make young people's mental health problems much worse. Parents often just need advice about what to do for the best. Many are reluctant to ask their friends or their doctor because it still can be embarrassing or even a sign of 'parenting failure' to admit that a family member may have a mental health problem. Some parents are afraid to admit to themselves that a problem exists or think that the problem is just part of being a teenager. They wait – wasting crucial time – because they don't want to bother anyone. *Young Minds'* confidential helpline overcomes those barriers but we found that it was under the threat of closure because of funding issues. We also found out how valuable the service is. 95% of callers to the helpline reported that the advice was beneficial for them and their child. 30% even claimed that the helpline was a "lifesaver". In contrast, waiting times for specialist mental health help on the NHS can be six, seven, even nine months (and in some cases, almost two years). The helpline is immediate.

Mental health has been a neglected area within the health service for many years. During the 2015 general election, it became a 'headline issue' for all the main political parties. For example, the Conservatives promised to enforce improved access standards for people experiencing mental health issues, including children and young people. The Green Party also promised much faster response times and to pay special attention to mental health issues of children and young people. Labour were more creative promising training for teachers to help them identify problems early and lessons in social and emotional skills. The Conservatives won the 2015 election and just a few months later the Prime Minister made a special speech on mental health promising a billion pounds of investment to enhance mental health services across the country including waiting time targets for teenagers with eating disorders. This is all welcome but although government funding may increase, demand is growing, people are desperate for support and charities such as *Young Minds* have an increasingly important part to play alongside NHS provision. After all, the NHS has to face a range of competing priorities, especially with

an aging population, and government funding is likely to be limited for the foreseeable future.

We found that a donation of £50 to *Young Minds* would give a parent a 50 minute confidential consultation – enough time to make a real difference to the well-being of everyone in the family. Our aim was to raise enough funding for ten consultations. We hoped that our awareness-raising would also prompt others to make a contribution or, perhaps even more importantly, to use the helpline themselves.

One of the main causes of poor mental health among young people is loneliness. We decided to acknowledge this in a small way by organising a gig to which everyone in our year would be invited – and we would make a special effort to invite people who don't usually join in. So our third aim was to get people involved, and to take account of any special dietary or access needs so that everyone could be included.

We soon realised our aims were ambitious – especially the third one. We had chosen the idea of a gig because two of our groups were in quite good bands and we knew a couple more that would definitely be prepared to play. So arranging the music would be relatively easy but to get lots of young people along to an event in the school would depend on support from our teachers and permission from the principal. The gig would need to be supervised for health and safety reasons, and to reassure parents. We couldn't expect teachers to give up too much of their time and we would need to convince them that we (and they) were supporting a good cause.

To achieve this third aim, we went to our citizenship teacher for advice. She told us that the principal would be responsible if anything went wrong and that he would also need to pay the school caretakers for any work connected with the gig. We also found that we would need at least ten adults for supervision. We decided to try to get some of our parents to volunteer for this before seeing the principal and to plan the time for the gig so the hours might be seen to be reasonable. We also asked our head of year which teachers might be prepared to help and whether she would be prepared to come along. We knew that the principal would be more likely to agree if we had a proper plan and had thought about some of the possible problems. In the end we could show him that twelve adults, including five teachers a TA and our head of year had agreed to provide supervision.

The principal agreed that we could go ahead but he did say that the event must not be advertised on social media in case lots of people turned up who were not connected with the school. We had already started a blog to keep our team and supporters up to date with our project so we now had to be careful not to mention the gig. This was disappointing as we were using our blog to attract donations and this decision affected that. To make up the money we included a raffle and refreshment sale as part of the gig. In the end, we exceeded our target to make £654 and had a successful gig that everyone seemed to enjoy. Reviewing our project showed that we did well in raising money and held an event that engaged most of our year group – including many of those students who

don't usually join in. However, we certainly could have been more effective in raising awareness of mental health issues with parents and students in our year group.

Our use of social media was limited (see above) and this is where we had planned to get our message across. Arranging the gig was so time-consuming that raising awareness became a less urgent priority – even though we knew it was important. Other groups did better. For example, a team raising awareness of female genital mutilation (FGM) persuaded the principal to forward information to all parents and staff, as well as to place a special link on the school website. This had a considerable impact for relatively little effort – although they did need to research their case very well. Another team, decided to raise awareness of ways in which younger students can speak out against bullying without being aggressive and support bullied classmates. They used part of the school's existing assembly programme to raise the issue with younger year groups and then went into tutor groups with a role play. Their role play involved some of our best drama students, supported by the head of drama and was very effective. Both these teams spent more time than we did thinking of the best way to reach their target groups. So although we achieved two of our aims, we could learn from our experience to achieve all three next time.

Candidate B

We decided to raise money for *Young Minds*. Two of our team knew about it because their families had been helped when they needed it and one had found the parent helpline did actually help. Her parents changed their attitude totally after speaking to *Young Minds*. This helped her to cope much better and her parents were more supportive instead of constantly interrogating her about what the matter was. *Young Minds'* campaigns for better mental health for children and young people, and gives practical support to families where there are mental health issues.

I was very surprised that mental health support for young people was so bad and also surprised that the helpline was so good. It is obviously important for the parents who use it and, if they are helped, this knocks on to their children. Apparently 95% of callers to *Young Minds* think that the call has helped but the helpline is in trouble – there might not be enough money for it to carry on. That's when we decided that our main aim was to raise money. By raising £500, we could help 10 families and this might literally mean life or death to some of those.

Young Minds is a charity so it helps do what the NHS might not always have enough money to do because of all the other things it should be doing – like looking after more old people. We also wanted to raise awareness of mental health issues that affect young people. People sometimes find it difficult to talk of mental health. People admit to something like a broken leg but don't want to talk about something like eating disorders – even to their parents or close friends. We thought that people would find it OK to be open and even to ask for help by getting these issues talked about more in school. This has happened with issues like bullying and sexuality while I've been at the school – so why not mental health?

We decided to run a concert for our fund-raiser. We could include our own two bands and some more that our friends played in. Someone even offered to do solo singing as long as she could bring her own music. We thought that this would help raise awareness too if we used our blog properly and made sure people knew about it. We also wanted to be inclusive and to make sure that everyone with any protected characteristics would come. That meant making sure there was space for the two students in our year who use wheelchairs to get around – in fact we invited them along personally and both of them came.

Then we found that we needed to ask the principal to hold an event in school. Our citizenship teacher gave us some tips on how to get him to agree but we had to get a list of parent and teacher helpers first. This was for supervision. The caretaker also needed talking to but when I saw him, he said it would be alright as long there wasn't a parents' evening on the same night. After that I checked to school calendar too. Meeting the principal wasn't easy but he agreed. Then he told us that we couldn't advertise on our blog in case we were gatecrashed by people not from our school. This meant that not many people used our fund raising link after that and that our concert would have to raise all the money. We still made £654 which was more than we had hoped. Selling drinks and snacks helped us quite a lot here. We even had a raffle and our parents donated prizes too.

So we did achieve our aim of raising the money for something we thought was a good cause. (13 more families can be helped now.)

We could have used some other methods to raise money such as being sponsored or setting up some sort of business. For example, a team raising money for refugees set off a car cleaning business starting with teachers' cars and then getting parents to drive into school on a Saturday morning for a car wash. Well this was OK but they upset some people by not doing a good job. This just shows that you need a proper plan and everyone has to do what they've said. Or it can all go wrong. We asked for help early on and this helped us. We also made sure everyone knew what they were doing and reported back.

Afterwards we also decided that we hadn't raised enough awareness. People had heard of the concert but not about why it was on. We should have made sure they knew. We were just focusing on the event and the £500 target. We could have had someone with awareness as their main responsibility. It's like making sure young people can vote by looking at using phones but then not teaching them enough about who to vote for. It would have been easy to have used our blog more without mentioning the concert or just do an assembly or get people to use a link in tutor time and do a quiz.

One of our aims was over achieved but we needed to raise more awareness which was something we also wanted to do.

Candidate C

We wanted to raise £500 for *Young Minds* as two people in our team said it was a really good cause. Our fund-raiser was to organise a concert in school with bands that our team either knew or played in. We've had school concerts before but these have been held at lunchtime with people throwing 50p into a bucket for about 20 minutes music. We agreed that for £500,

we would need something bigger. But that was only £100 each and we thought we should be able to do it as we had been sponsored for £100 before.

Our head agreed to help – he had to arrange a few things and make sure there was no trouble. Luckily some teachers and a few of our parents agreed to help out. It was good idea to ask adults for their ideas before doing our plans as we could have gone wrong. There's a lot of detail to get through.

We really wanted to help the people that *Young Minds* help. We went to the website and they know all about mental health. There's nobody else doing this sort of thing and you can't get anything much on the NHS. One of our team told us they had had to wait months.

One problem was that we were told not to use our blog any more. This must have put people off giving money so we sold sweets and drinks instead. This worked well. It was all profit because we had some donations.

Everyone liked the concert and we raised £654 because lots of people bought tickets. People at Downsfield like one of the bands. Most of the girls came – so boys did too. We did have to sell hard though even if it was Valentines. We invited some people who never come to anything at school and even some of them came which was a result. You've got to have bands people want to see and we knew we would do well as soon as they said they would come. Getting Mr Barker to let us use the sound decks and amps was the hardest bit but I do music in school and told him that I would look after it at all times which is what I did. He was pleased the next day.

Other members of the team did different things and if I did this again, I would do the same. Or else some things just don't get done or people get angry because someone else has done their thing. We did better than some of the other groups who just couldn't their act together.

We could have used other methods to raise the money. We had thought of sponsorship but this can be boring – especially getting everyone to pay. Even using Just Giving can cause problems. We like music so we thought – why not get some bands involved and give people a good night. And we achieved our aim so job done.

Extracts from the mark scheme

Level 4 (10–12 marks)

Excellent knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's citizenship action.

Features must include:

- clear description of their action's aims and of the intended benefit or change for a particular community or wider society
- excellent application of knowledge and understanding to explain how they attempted to achieve their stated aims.

- an excellent explanation of other methods that could have been used, drawn from at least two examples of citizenship action in their school or college, or from the specification, to achieve their aims
- relevant examples used to validate points.

Level 3 (7–9 marks)

Good knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's citizenship action.

Features must include:

- clear description of their action's aims and of the intended benefit or change for a particular community or wider society
- good application of knowledge and understanding to explain how they attempted to achieve their stated aims
- a good explanation of other methods that could have been used, drawn from at least two examples of citizenship action in their school or college, or from the specification, to achieve their aims
- mostly relevant examples to validate points.

Level 2 (4–6 marks)

Basic knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's citizenship action.

Features must include:

- description of their action's aims
- a basic application of knowledge and understanding to explain how they attempted to achieve their stated aims
- a basic explanation of at least one other method that could have been used from examples of citizenship action in their school or college, or from the specification, to achieve their aims.

Level 1 (1–3 marks)

Limited knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate's citizenship action.

Features must include

- description of their action's aim
- limited application of unattributed knowledge and understanding to explain how they attempted to achieve their stated aims.

OR

a limited description of at least one other method that could have been used to achieve their aims.

Personal evaluations of citizenship action – review of marks

Candidate A

Level 4

Mark within level 12

Short explanation of your decision

The candidate has clearly engaged in a project *that addresses a citizenship issue or question of concern and aims to deliver a benefit or change for a particular community.*

However, aims linked to awareness raising and the inclusive gig were most likely to deliver a *benefit or change* to the school community. It appears from the candidate's response that the teacher should have intervened more readily to help students keep the project on track as citizenship action rather than to concentrate so heavily on fund raising.

This is an excellent performance from a GCSE candidate.

Citizenship concepts, terms and issues are referred to in context. For example, the candidate shows awareness of the political commitment to improving mental health but also understands the competing demands on the health service and the important role of the voluntary sector.

There is a very clear description of the action's aims and of the project's direct and indirect benefits. The candidate gives some useful detail on why a parents' helpline is important for young people and on its effectiveness.

The candidate understands the pre-conditions for a successful project – choosing an issue people feel some commitment to, seeking advice, consulting decision-makers, etc. Each of these stages is supported by examples from the project.

Two examples from other school-based projects are used to show what other methods could have been used to achieve project aims more effectively. The candidate focuses on awareness-raising as a project aim that had not been met. Alternative approaches are explored thoughtfully.

Relevant examples are used throughout.

Advice to candidate about how to improve

A common problem for enthusiastic and well-informed candidates is that their response can exceed the requirements of the mark scheme. There is a danger of this candidate running out of time. They might benefit from advice on concision so that there is time for them to cover all task requirements properly and to review previous responses to questions on the paper.

Candidate B

Level 3

Mark within level 7

Short explanation of your decision

The candidate has engaged in a project *that addresses a citizenship issue or question of concern and aims to deliver a benefit or change for a particular community* but this is not always clear from their response is focused heavily on fund raising. This candidate response shows even more clearly the importance of the teacher's role in helping students keep the project on track as citizenship action as defined by the specification.

This just 'scrapes in' as a good performance but is right on the borderline between level 2 and level 3. The candidate shows understanding of Young Minds' work and places it in a citizenship context showing knowledge of 'health care priorities' and the role of third sector organisations in supporting people's needs. This is on the borderline between 'basic' and 'good' but the candidate then establishes their credentials more firmly at level 3 by discussing the importance of awareness-raising in the context of mental health. They also show understanding of the concept 'inclusive' and of the term 'protected characteristics' within the context of their action. They also demonstrate knowledge of the prerequisites of a successful project with references to planning and consultation.

Their explanation of alternative methods of achieving their aims includes two examples and these are sufficiently well explained to be just 'good' rather than 'basic'.

Advice to candidate about how to improve

This has the makings of a strong answer and there is significant potential for the candidate to achieve better marks.

The candidate should use the **P**oint, **E**vidence, **E**xplanation model more consistently so that concise points are accompanied by evidence/examples and an explanation of why the point is relevant to the task.

There is also scope for the candidate to give more equal weight to the different sections of his/her response. For example, the section on other methods seems rather hurried and would benefit from more detailed descriptions of those aspects of other projects that provide 'lessons' for the future.

Candidate C

Level 1

Mark within level 2

Short explanation of your decision

The candidate has barely engaged in a project *that addresses a citizenship issue or question of concern and aims to deliver a **benefit or change** for a particular community*. He / she concentrates almost exclusively on fund raising and has not understood the full scope or potential of citizenship action,

There is insufficient detail here to satisfy the criteria for level 2. The candidate fails to demonstrate an understanding of the prerequisites for successful action or use examples to support the few points made. There is little explanation of why Young Minds' work is important or how that work fits into a wider citizenship context. The candidate describes their action by listing what they did without linking these actions to any citizenship context. There is a limited description of one other method – sponsorship – that could have been used to achieve the project's aim.

Advice to candidate about how to improve

This candidate has considerable scope to improve this response.

There are two basic requirements for this candidate:

- using the question prompts systematically to help organise a response
- using specific examples and avoiding vague generalisations.

As with Candidate B, this candidate would benefit from using the 'PEE' approach.

Above all the candidate should learn how to read and manage an extended response question, and analyse some model answers to see how they relate to the question's requirements.

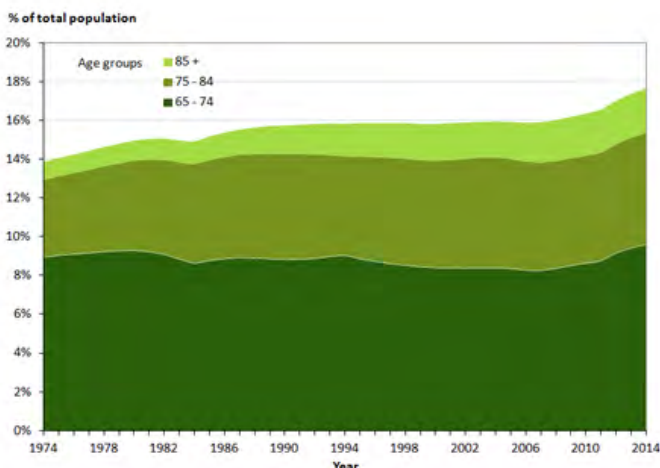
E. Analysing and interpreting information from a range of citizenship sources, in papers 2 and 3

Most learners will be familiar with 'analysis and interpretation' questions. It's important for them to realize that these types of question go beyond simple comprehension. It is no longer sufficient for candidates to identify information from a statistical diagram and then copy it as their answer to a usually quite straightforward question. Candidates are now required to use information from a source to help them respond to a wider question. The examples below (based on Sources 2 and 3) help to illustrate this point.

Source 2 Number of live births in the UK 2002 – 2014 (adapted from data collected by the Office for National Statistics).

Source 3 Proportion of people at older ages, UK population mid-1974 onwards and a commentary from the Office for National Statistics (ONS)

Year	Number of births (thousands)
2002	596
2004	640
2006	670
2008	709
2010	723
2012	730
2014	695



Commentary future trends (ageing)

During the last century, there were peaks in the numbers of births after both world wars and a longer baby boom during the 1960s.

The people born just after World War II, are now aged 70+ and the 1960s 'baby boomers' are currently aged around 55.

As these birth cohorts age further, they will add to the continuing ageing of the UK population.

Old style comprehension question

According to Source 2, in which two years were the number of live births highest?

New style analysis and interpretation questions

1. Explain how the data in **Source 2** will affect government plans for the provision of public services. [4 marks]
2. Explain why governments will be concerned about the population trends shown in **Source 3**. [4 marks]

Good answers to questions 1 and 2 above should include two 'aspects':

Aspect 1 Selecting appropriate evidence from the source that is relevant to the question asked.

Aspect 2 Analysing that evidence to address the issue convincingly.

For question 1 above, candidates could address the issue convincingly by: drawing on the statistical evidence in Source 2; using their knowledge of public service provision; and using their understanding of national budgeting. As a consequence, they might suggest that:

- parents will need more pre-natal services
- children will need more post-natal services
- children will need different services as they grow older e.g. dental services, school places (age 4 and 11), further and higher education, employment, housing, etc.
- government will need to plan for: funding, possible redirection of resources, staff recruitment, training, buildings, equipment, etc.

For question 2, candidates could address the issue convincingly by: drawing on the statistical and written evidence in Source 3; and recalling their knowledge of public service provision, taxation, benefits and government planning. They could then suggest the following areas of government concern:

- **public service provision** - examples include: pensions; social care; housing; leisure services; health; policing and justice; transport. How to deal with retired people 'running out of money'
- **revenues** - examples include: potential reduction in National Insurance and tax revenues (offset currently by larger numbers in work)
- **public policy** - examples include: need for new approaches to work, retirement and health / social care. Some of which will be potentially unpopular.

F. Advocating particular viewpoints in paper 3

Being able to advocate a viewpoint and using evidence to support it is an important citizenship skill and one that is assessed in OCR examinations. Advocates should be passionate, well-informed and convincing. Their case does not need to be balanced but they should understand and recognise other viewpoints. Advocacy skills can be nurtured through class *Question Time* sessions and formal debates with learners working in small teams to prepare their cases carefully in advance. The website <http://howtoadvocate.com/> offers some useful guidance on the development of advocacy skills.

Below are two examples of 'advocacy' questions. The first is a short answer question; the second requires an extended response.

Advocacy short answer question

State **four** different points that could be used as part of a reasoned case **against** the viewpoint below:

'It doesn't matter about judges' age, gender and ethnicity as long as they are trained and experienced.' [4 marks]

Advocacy extended response question based on a stimulus (see OCR's sample assessment materials for paper 3)

Write a reasoned case **supporting** the viewpoint below:

'International non-governmental organisations (NGOs), such as Save the Children and Oxfam, are more effective than national governments at responding to crises caused by war, natural disasters and famine.' [8 marks]

To gain full marks on this question, candidates would need to make a clear, coherent and convincing case following a sustained line of reasoning and directly substantiating the proposition that, 'International non-governmental organisations such as Save the Children and Oxfam are more effective than national governments at responding to crises caused by war, natural disasters and famine.'

A top mark answer should include:

- an excellent line of reasoning which is easy to follow and maintained throughout
- at least four convincing, accurate and relevant points to explain why NGOs can succeed when governments may fail and linked clearly to the case
- valid use of examples to substantiate at least two of the points made.

Other features of an outstanding response:

- further examples to substantiate more than two points
- a definition of 'effectiveness'
- some qualification of the viewpoint through the discussion of exceptions e.g. cases where government intervention can be better at providing strategic direction, co-ordination, logistic support or diplomatic/military pressure.

G. Evaluating viewpoints in papers 2 and 3

Using evidence to evaluate a viewpoint is another important citizenship skill. Extended response questions are used in papers 2 and 3 to assess 'evaluation'. Evaluations should be well-organised, well-informed, reasonably balanced and convincing. Candidates do not need to adopt a completely neutral position but they should explore the different 'sides' of the debate fairly. Learners usually produce a better answer if they develop a personal response and use a reasoned conclusion to summarise their views.

In the example below from Paper 3, candidates would first have had the chance to analyse some source material on the issue of EU membership. Candidates would also have had an opportunity to tackle some short answer questions designed to help them to interpret those sources.

Using information from **Sources 6 and 7**, and **evidence from your studies**, evaluate the following viewpoint:

'The United Kingdom (UK) would be better off leaving the European Union (EU). If we leave, we will be able to make our own laws again.'

You should consider:

- reasons for the UK staying in the EU
- reasons for the UK leaving the EU
- the effect of EU membership on law-making in the UK. [12 marks]

To gain top marks on this question, candidates should write a coherent, relevant, logically structured and substantiated personal response to the viewpoint reflecting the issue's complexity.

Such an answer should to include:

- an excellent **evaluation** of a range of evidence including the stimulus sources
- an understanding of the issue's complexity
- an excellent and accurate analysis of a range of evidence including both the stimulus sources
- specific and accurate references to **all** of the following:
 - Advantages of EU membership for the UK
 - Disadvantages of EU membership for the UK
- effects of leaving the UK on the powers of the legislature
- a substantiated conclusion.

H. Drawing on knowledge and understanding from across the whole specification for a synoptic question in paper 2

Successful learners are the ones who are able to address complex citizenship questions by synthesising knowledge and understanding from across the whole specification. Candidates have the opportunity to demonstrate such skills in Paper 2. Teachers can support learners by planning active revision sessions to encourage synopsis.

Possible contexts for synoptic revision lessons

- The Paris global summit on climate change 2015
- The world refugee crisis 2014-16
- Debates over assisted dying
- Issues linked to generational inequality in the UK

And questions such as:

- Should prisoners have rights?
- Should the UK police be armed?
- How far should immigration be controlled?

In this example of a synoptic examination question, candidates are asked to synthesise their knowledge and understanding of human rights and of the media from all three specification themes.

Use your knowledge and understanding from across the whole Citizenship course to evaluate the following viewpoint:

'Nobody does more to protect people's rights in the UK than those who own and work for media organisations.'

Your response should demonstrate knowledge, skills and understanding in relation to the following areas:

- i. Rights, the law and the legal system in England and Wales
- j. Democracy and government
- k. The UK and the wider world

A strong response to this question would be a relevant, coherent, logically structured and substantiated response to the viewpoint including:

- an accurate understanding of the concept 'rights' and the term 'media'
- an excellent evaluation of a range of evidence selected from across the whole specification
- an understanding of the issue's complexity using a sustained line of argument
- specific and accurate references to all of the following:
 - role of the media in protecting rights
 - criticism of the media's record on rights
 - differentiation between media owners and journalists
- wide ranging references to other ways in which rights are protected with all three sections of the specification used in addition to the role of the media
- specific examples used to validate points
- a substantiated conclusion.

Learners could select from the following content:

Media protection for human rights:

- media campaigns have often aimed to protect people's rights e.g. Daily Mail campaign to free British citizen from Guantanamo Bay
- the BBC is a public corporation and has a responsibility to protect people's rights
- other media organisations based on trust ownership such as The Guardian have similar safeguards
- media owned privately or organised as public companies are likely to have fewer safeguards
- there is concern about media ownership being concentrated in a few hands
- media has to comply with laws and regulation to safeguard rights but these safeguards have been criticised as being inadequate. Examples of phone hacking, campaign from pressure group Hacked Off, Leveson Report
- in non-democratic countries, access to world media acts as an important human rights safeguard.

Points candidates could make about other ways people's rights are protected include but are not limited to:

Section 1 – Rights, the law and the legal system in England and Wales:

- the law, legal rights, and the legal and justice system
- trade unions.

Section 2 – Democracy and government:

- democratic processes
- the separation of powers in the British Constitution
- pressure groups
- political parties
- citizenship participation in the UK.

Section 3 – The UK and the wider world:

- international law, international organisations (governmental and non-governmental)
- local communities / promotion of community cohesion.

6. Networking and resources

- Association for Citizenship Teaching (ACT) <http://www.teachingcitizenship.org.uk/>
- Citizenship Foundation <http://www.citizenshipfoundation.org.uk/>
- Access free OCR resources written specifically for the specification at:
<http://www.ocr.org.uk/qualifications/gcse-citizenship-studies-j270-from-2016/>

These free resources include the Topic Exploration Packs (TEPs) below:

Theme 1

- Rights in conflict
- Young people's rights and the 'age laws'
- The criminal justice system
- Citizens and civil law
- Representation and democracy - trade unions and other pressure groups

Theme 2

- Elections
- Media – rights, responsibilities, ownership, control and influence
- Politics beyond the UK – Switzerland
- Politics beyond the UK – China
- The active citizen

Theme 3

- British identity
- Climate Change – a challenge for human rights, democracy and international cooperation

Each TEP contains: an introduction to the topic; key questions and issues; teacher information and guidance; signposts to additional web-based resources; learner activities and learner resources.

- New OCR course book published by Hodder in May 2016 by Steve Johnson and Graeme Roffe
- *UK Parliament* website <http://www.parliament.uk/>
- *Judiciary* website <https://www.judiciary.gov.uk/>
- *Citizens Advice* website <https://www.citizensadvice.org.uk/>

... and for different perspectives on the day's news and world events try the following websites:

BBC <http://www.bbc.co.uk/>

Russia Today <https://www.rt.com/>

Guardian <http://www.theguardian.com/uk>

China Daily <http://www.chinadaily.com.cn/>

Telegraph <http://www.telegraph.co.uk/>

Al Jazeera <http://www.aljazeera.com/topics/regions/europe.html>

Mail <http://www.dailymail.co.uk/home/index.html>

Huffington Post UK <http://www.huffingtonpost.co.uk/>



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