



# Specification

**Edexcel GCSE in  
Citizenship Studies (2CS01)**

**Edexcel GCSE (Short Course)  
in Citizenship Studies (3CS01)**

**For first certification 2014**

**Issue 2**

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# Introduction

The Edexcel GCSE (Short Course) in Citizenship Studies and the Edexcel GCSE in Citizenship Studies are designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Edexcel.

## About this specification

The Edexcel GCSE (Short Course) and Edexcel GCSE in Citizenship Studies:

- meet the requirements of the Key Stage 4 Citizenship Programme of Study
- actively engage students in their community, enabling them to partake fully in citizenship activities
- develop students' understanding of the issues surrounding citizenship in the 21st century.

## Key subject aims

This Edexcel GCSE (Short Course) and GCSE in Citizenship Studies aim to enable students to:

- engage with topical citizenship issues and contribute to debates on challenges facing society involving a wide range of political, social and ethical ideas, issues and problems in different contexts (local to global)
- develop and apply understanding of key citizenship concepts (justice, democracy, rights and responsibilities, identities and diversity) to deepen their understanding of society and how communities change over time
- use an enquiring, critical approach to distinguish facts, opinion and bias, build arguments and make informed judgements
- develop the skills, knowledge and understanding needed to take action with others, in order to address citizenship issues in their communities.

## Rationale

The Edexcel GCSE (Short Course) in Citizenship Studies aims to cover the requirements of the Key Stage 4 Programme of Study including taking part in a citizenship activity in which students put the skills and processes of citizenship into practice. The Edexcel GCSE in Citizenship Studies enables students to develop their understanding of issues through selection of a specific topic which allows for a more detailed study of the individual, national and global features of the topic. In the Edexcel GCSE, students develop their skills of taking informed and responsible action and of advocacy and representation through the organisation of a campaign.

# Contents

	<b>Specification at a glance</b>	<b>4</b>
<b>A</b>	<b>Qualification content</b>	<b>6</b>
	List of unit contents	7
	Unit 1: Citizenship Today	8
	Overview	8
	Detailed unit content	9
	Unit 2: Participating in Society	14
	Overview	14
	Controlled conditions	16
	Assessment criteria	22
	Unit 3: Citizenship in Context	26
	Overview	26
	Option A: Environmental change and sustainable development	27
	Option B: Changing communities: social and cultural identities	29
	Option C: Influencing and changing decisions in society and government	32
	Unit 4: Citizenship Campaign	34
	Overview	34
	Controlled conditions	36
	Assessment criteria	41
<b>B</b>	<b>Assessment</b>	<b>44</b>
	Assessment summary	44
	Assessment Objectives and weightings	45
	Relationship of Assessment Objectives to units	46
	Entering your students for assessment	46
	Student entry	46
	Forbidden combinations and classification codes	47
	Access arrangements and special requirements	47
	Equality Act 2010	47
	Controlled assessment	48

# Contents

Summary of conditions for controlled assessment	48
Internal standardisation	49
Authentication	49
Further information	49
Assessing your students	50
Awarding and reporting	50
Unit results	51
Qualification results	52
Re-taking of qualifications	52
Language of assessment	53
Quality of written communication	53
Stretch and challenge	53
Malpractice and plagiarism	53
Student recruitment	54
Progression	54
Grade descriptions	54
<b>C Resources, support and training</b>	<b>56</b>
Edexcel resources	56
Edexcel publications	56
Endorsed resources	56
Edexcel support services	57
Training	58
<b>D Appendices</b>	<b>59</b>
Appendix 1 Key skills	60
Appendix 2 Wider curriculum	61
Appendix 3 Codes	62
Appendix 4 Controlled Assessment Record Sheet Unit 2	63
Appendix 5 Controlled Assessment Record Sheet Unit 4	64
Appendix 6 Mapping of Key Stage 4 Citizenship Programme of Study	65

# Specification at a glance

The Edexcel GCSE (Short Course) in Citizenship Studies comprises two units:

- Units 1 and 2.

Students may be entered for a short course at the end of Year 10 or Year 11, however it is no longer possible for students to 'top up' from a short course to the full GCSE.

The Edexcel GCSE in Citizenship Studies comprises four units:

- Units 1, 2, 3 and 4.

## Unit 1: Citizenship Today

\*Unit code 5CS01

- Externally assessed
- Availability: June series

40% of  
the total  
GCSE  
(Short  
Course)

20% of  
the total  
GCSE

### Overview of content

- Students study all three themes:
  - Theme 1: Rights and responsibilities
  - Theme 2: Power, politics and the media
  - Theme 3: The global community.

### Overview of assessment

- Students will be assessed through a single examination.
- The examination time is one hour and there are 50 marks available.
- Students answer questions on each theme.

## Unit 2: Participating in Society

\*Unit code 5CS02

- Internally assessed
- Availability: June series

60% of  
the total  
GCSE  
(Short  
Course)

30% of  
the total  
GCSE

### Overview of content

- Students choose a key issue to focus on from nine range and content areas, and an activity.

### Overview of assessment

- Students are assessed, under controlled conditions, through a single internally-assessed, externally-moderated assessment consisting of one structured task.
- There are 50 marks available for this assessment.

\*See *Appendix 3* for description of this code and all other codes relevant to this qualification

**Unit 3: Citizenship in Context****\*Unit code 5CS03**

- Externally assessed
- Availability: June series

**20% of  
the total  
GCSE****Overview of content**

- Students **select one** option from:
  - Option A: Environmental change and sustainable development
  - Option B: Changing communities: social and cultural identities
  - Option C: Influencing and changing decisions in society and government.

**Overview of assessment**

- Students enter for one option.
- Students will be assessed through a single examination.
- The examination time is 1 hour 15 minutes and there are 50 marks available.
- Questions will relate to up to six sources of information.

**Unit 4: Citizenship Campaign****\*Unit code 5CS04**

- Internally assessed
- Availability: June series

**30% of  
the total  
GCSE****Overview of content**

- Students select a key issue to focus on from nine range and content areas.

**Overview of assessment**

- Students are assessed, under controlled conditions, through a single internally-assessed externally-moderated assessment consisting of one structured task under controlled conditions.
- There are 50 marks available for this assessment.

\*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

# A Qualification content

The GCSE (Short Course) and GCSE in Citizenship Studies qualifications are part of Level 1 and 2 provision. This specification is based on the GCSE Subject Criteria for Citizenship which are prescribed by the regulatory authorities and are mandatory for all awarding bodies.

## Aims and learning outcomes

This GCSE (Short Course) and GCSE in Citizenship Studies encourages students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. This will enable students to gain the confidence and conviction to participate in decision making and play an active role as effective citizens in public life.

This enables students to:

- engage with topical citizenship issues and contribute to debates on challenges facing society involving a wide range of political, social and ethical ideas, issues and problems in different contexts (local to global)
- develop and apply understanding of key citizenship concepts (justice, democracy, rights and responsibilities, identities and diversity) to deepen their understanding of society and how communities change over time
- use an enquiring, critical approach to distinguish facts, opinions and bias, build arguments and make informed judgements
- develop the necessary skills, knowledge and understanding to take action with others to address citizenship issues in their communities.

## Subject content

- The content of this GCSE in Citizenship Studies reflects the learning outcomes.
- This GCSE in Citizenship Studies is a broad specification based on students' involvement in citizenship and consistent with the national curriculum Key Stage 4 programmes of study requirements in the orders for England.



<b>Unit 1:</b>	<b>Citizenship Today</b>	<b>8</b>
	Theme 1 Rights and responsibilities	9
	Theme 2 Power, politics and the media	10
	Theme 3 The global community	12
<b>Unit 2:</b>	<b>Participating in Society</b>	<b>14</b>
<b>Unit 3:</b>	<b>Citizenship in Context</b>	<b>26</b>
<b>Unit 4:</b>	<b>Citizenship Campaign</b>	<b>34</b>

## Unit 1: Citizenship Today

### Overview

#### Content overview

This unit gives students the underpinning knowledge and understanding required by the Key Stage 4 Citizenship Programme of Study (see *Appendix 6*). The unit is divided into three themes:

- rights and responsibilities
- power, politics and the media
- the global community.

The focus is on underpinning the key concepts of citizenship:

- rights and responsibilities
- democracy and justice
- identities and diversity.

Students are encouraged to develop an interest in topical and controversial issues, and ethical considerations. Students should engage in discussion and debate, have a firm grasp of the differences between facts and opinions and their significance, and be able to recognise bias. Critical engagement is central to this unit as active learning enables students to achieve deeper understanding and appreciation of concepts.

Each theme contains content bullet points. The content is clarified in the clarification statements below.

#### Assessment overview

- Students will be assessed through a single examination.
- The examination time is 1 hour and there are 50 marks available.
- Students answer questions on each theme.

## Detailed unit content

### Theme 1 Rights and responsibilities

#### Content

Students will need to understand:

- the origins and implications of diversity and the changing nature of society in the UK, including the perspectives and values that are shared or common, and the impact of migration and integration on identities, groups and communities
- political, legal and human rights and freedoms in a range of contexts, from local to global
- the development of, and struggle for, different kinds of rights and freedoms in the UK
- the rights and responsibilities of consumers, employers and employees.

#### Clarification

- Students should explore different kinds of rights, obligations and responsibilities – political, legal, human, social, civic and moral involving freedoms which include speech, opinion, privacy, association and the vote, how they were achieved and why they are important. Students should explore contested areas surrounding rights and responsibilities, including the checks and balances needed in relation to freedom of speech in the context of threats from extremism and terrorism.
- Students should understand the role of the United Nations Universal Declaration on Human Rights, the European Convention on Human Rights, the European Union and the 1998 Human Rights Act in the UK in defining the human rights and freedoms of UK citizens and how they are safeguarded on a local, national and global level.
- Students should understand how rights and responsibilities will differ between consumers, employers and employees.
- Students should recognise the origins and implications of diversity and that the UK is a constantly changing society to which groups from all over the world have migrated over the centuries. Students need to know about the historical contexts for some of these changes (and how some citizens come to have multiple identities) in order to better understand life in the UK today. Students should explore different kinds of communities living together in the UK, and issues surrounding community cohesion and integration.

**Theme 2** Power, politics and the media**Content**

Students will need to understand:

- how the media informs and influences public debate
- how information is used in public debate and policy formation, including information from the media and from pressure and interest groups
- the roles and operation of civil and criminal law and the justice system
- how laws are made and shaped by people and processes, including the work of parliament, government and the courts
- actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- the operation of parliamentary democracy within the UK and of other forms of government, both democratic and non-democratic, beyond the UK.

## Clarification

- Students should be able to identify facts, opinion and bias in different media sources including broadcast media, print media and ICT. They should examine the extent to which the media reflect, distort or create opinion; the use that politicians make of the media in communicating with the public; and the use of the media by other groups wishing to influence public opinion and those in power.
- In the context of criminal law, students should understand the role of the police, youth offending teams, the probation service, courts, lawyers, what prison is for, types of punishment and how the justice system deals with crime and antisocial behaviour. Students should briefly address issues such as the nature of offences, the detection and conviction of offenders and the rates and reasons for recidivism. They also need to understand how civil law (divorce, adoption of children, disputes over contracts, consumers', employees' and employers' rights) differs from criminal law.
- Students should understand the main elements of parliamentary democracy including the significance of voting and other forms of participation, the system of elections, the key features and activities of both pressure groups and political parties, the importance of consultation, the role of the voluntary sector and how actions contribute to policy proposals, public debates and subsequent outcomes; the force of public opinion, the main stages of a parliamentary bill becoming law, the roles of government and opposition, cabinet decision making and the relationship between constituents and their MP.
- Students should be fully aware of recent changes to democracy including the devolution of power to the Scottish Parliament, the national assemblies in Northern Ireland and Wales and their subsequent increases in power.
- Students should recognise the strengths and weaknesses of the 'first past the post' electoral system and other voting systems currently used in the UK and reasons for non-participation.
- Students should understand and be able to assess the effectiveness of other methods of participation such as demonstrations, referendums and petitions, and also forms of government other than parliamentary democracy operating in other countries, whether democratic or non-democratic.



**Theme 3** The global community**Content**

Students will need to understand:

- policies and practices for sustainable development and their impact on the environment
- the economy in relation to citizenship, including decisions about the collection and allocation of public money
- the impact and consequences of individual and collective actions on communities, including the work of the voluntary sector
- the UK's role in the world, including Europe, the European Union (EU), the Commonwealth and the United Nations (UN)
- the challenges facing the global community, including international disagreement and conflict, debates about inequality, sustainability and use of the world's resources
- the roles of the UN and the EU in securing human rights and that international humanitarian law aims to provide protection for victims of armed conflict and children caught up in fighting.

### Clarification

- Students should relate their studies not only to the key concepts, but also on ethical considerations in actions and policy making relating to the following: the UK's role in the world as a trading nation and in terms of global diplomacy; being a member of international organisations; opposing those who break international law, deny human rights or threaten the UK; acting as a peacekeeper and as a provider of debt relief and humanitarian aid.
- Students should understand the role of the voluntary sector in supporting communities at local, national and global level.
- Students should understand issues including global warming, climate change, the impact of renewable and non-renewable energy sources, waste disposal, recycling, transport policies and the impact of business practices on the environment including the role of councils (including the role and impact of Local Agenda 21), environmental groups and international efforts to combat global warming.
- To understand the economy in relation to citizenship, students need to consider the difficult decisions made by those in power when setting priorities and raising/spending public money, for example balancing funding of education, health and welfare for all with fair taxation. Students should consider the role of government in ensuring that business flourishes and citizens prosper in a free and fair economy. They should understand the impact of business on employment opportunities and consumer spending.
- Students should be able to outline the different aims, activities, membership and institutions of the EU including the work of Members of the European Parliament (MEPs) and the relationship between the EU and governments of member states. They should know about the role of the Commonwealth, its membership and purpose, and also the UN in pursuing its millennium goals, such as supporting human rights and addressing inequalities in the international community.
- Students should be aware of debates relating to membership of the EU, the Commonwealth of Nations and the UN.
- Students should recognise the challenges facing the global community such as population, diminishing resources, poverty, health, civil war, climate change and the relationships between More Economically Developed Countries (MEDC) and Less Economically Developed Countries (LEDC) in terms of trade and aid.

## Unit 2: Participating in Society

### Overview

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#### Content overview

In this unit students will develop the key processes within the Key Stage 4 Programme of Study.

The unit will enable students to show how they:

- enquire into a citizenship issue
- evaluate different ideas and viewpoints, presenting a convincing argument
- participate in action to address the citizenship issue
- evaluate the impact of their own action.

Students choose the issue to focus on from nine range and content areas. They also choose a type of activity that should be relevant and appropriate to their issue.

The controlled assessment for this unit must be a political, social or ethical issue or problem relating to one of the nine Range and Content areas below drawn from the Key Stage 4 Programme of Study.

### Content overview *continued*

**Edexcel will provide a generic task. Students must choose a title relevant to their interest and local circumstances which relates to one of the following.**

1. Political, legal and human rights and freedoms in a range of contexts from local to global.
2. Civil, criminal law and the justice system – police, youth offending teams, courts, lawyers, prisons and probation.
3. Democratic and electoral processes and the operation of parliamentary democracy.
4. The development of, and struggle for, different kinds of rights and freedoms both in the UK and abroad.
5. The media.
6. Policies and practices for sustainable development.
7. The economy in relation to citizenship and the relationship between employers and employees.
8. Origins and implications of diversity and the changing nature of society in the UK.
9. The European Union, the Commonwealth and the UN.

Within the task, students will need to complete an action/activity. The action/activity should be relevant and appropriate to the issue and locality, suggested actions/activities can be found within the Key Stage 4 programme of study.

Students will need guidance on:

- choosing a controlled assessment task
- understanding what an action is according to the Programme of Study
- understanding and applying the skills of advocacy, representation and addressing citizenship issues in action/activity
- methods of finding information
- how plan work in groups or as an individual
- how to use resources for recording evidence
- how to reflect on own actions.

Guidance should be provided as students progress with their task.

### Assessment overview

This unit is an internally assessed unit with controlled conditions. Students complete one assessment.

The task is marked out of a total of 50, across the following criteria related to the assessment objectives (AOs).

1. Enquiry into the citizenship issue. (AO1/AO2)
2. Application of skills of advocacy and representation. (AO1/AO3)
3. Participation in action to address the citizenship issue. (AO2)
4. Assessment of the impact of own action. (AO2/AO3)

The task will be marked by teachers and moderated by Edexcel.

## Controlled conditions

### Task setting

#### Task setting – high level of control

A *high level of control* means that Edexcel sets a generic task that students complete, and that the task will be reviewed every two years.

Edexcel requires students to choose a title for the task which must be related to one of the nine range and content areas above. The task should have a local context. This means that students need to collect evidence of views of their peers and those in positions of power, and participate in their action locally.

#### Group work

It is acceptable for groups of students to work together on their controlled assessment provided all students are able to produce an individual response to the task with evidence of individual contribution.

#### When will the task be available?

The generic task will be made available to centres at the start of the autumn term.



## Task taking

### ■ Task taking (research, planning and activity) – medium level of control

A *medium level of control* means that research, planning and activity should be conducted with informal supervision.

#### **1. Enquiry into the citizenship issue**

Centres must support students in choosing their task and with the action/activity they plan to undertake to complete the task. All students should have equal access to research methods.

#### **Evidence requirements**

Students need to produce evidence of their research for example documents, websites, recorded interviews and newspaper clippings.

#### **2. Application of skills of advocacy and representation.**

Students need to communicate with two people in positions of power and influence. These will be people who could have an impact on the issue. They could be, for example, local councillors, school governors or business people. Students should communicate with these people under limited supervision.

#### **Evidence requirements**

Evidence needs to show a student's use of citizenship skills and could include, for example, a witness statement or observation by the teacher or a video/DVD recording.

#### **Timing**

Approximately one third of the unit time, including teacher support, should be spent in enquiry, advocacy and representation.

### 3. Participate in action to address the citizenship issue

Students need to participate in action through which they can contribute to bringing about change or resisting unwanted change. Students need to manage their time and resources appropriately. Centres should ensure that actions/activities comply with health and safety policies.

#### Evidence requirements

Students need to produce evidence of their skills in participation. Evidence may entail video, witness testimony by the teacher or another adult participant in the issue or a teacher observation. Evidence must relate to skills. A written account by the student of what they have done is not sufficient. Therefore, at least one piece of evidence should be a video/DVD, a witness testimony or a teacher observation.

#### Timing

Approximately one third of the unit time, including teacher support, should be spent participating in action.

### 4. Evaluate impact of own action

Students will assess the impact of their actions on their community and the wider world. They need to reflect on their progress, evaluating what has been learned and how this has affected their viewpoint.

#### Timing

Approximately one third of the unit time, including teacher support, should be spent in analysis and evaluation.

## Evidence controls

Evidence will be generated throughout the unit and can be generated outside the centre environment. Once generated, evidence should be stored at the centre to enable student access but should not be taken home. Students should ensure that their evidence is suitably authenticated and that it is evidence of an individual response.

### Information technology and the media in task taking (research, planning and activity)

Students should interpret a wide range of media and use ICT in researching their enquiry as is required in the Key Stage 4 Programme of Study. If students use websites or other media sources, they should assess the effect of the medium on the source.

Students can use the internet to research their activity provided this is supervised and on centre premises.

### Health and safety

Attention is drawn to the need for safe practice when students are carrying out their action/activity. It is the responsibility of centres to carry out risk assessments for all actions/activities that they undertake with their students. In this internal assessment teachers will have limited control when students are participating in their activity. However, for health and safety reasons, actions/activities should still be carried out under supervision.

### Task taking (controlled assessment) – formal supervision

*Formal supervision* means that the attachment of evidence and the task writing must be conducted under supervision at all times. Students must not interact with other students but can be supported by the teacher in selecting evidence.

- Students should be supervised whilst they are writing responses and attaching evidence.
- Students should complete their controlled assessment responses individually without collaboration.
- Student work must be retained securely by centres between controlled assessment response writing sessions.
- Students must not take their controlled assessment response form out of the centre.

#### Evidence

Students should submit evidence that meets the requirements of the task. Evidence should be attached to the response form and submitted to Edexcel. Evidence requirements will be included within the student task. Evidence should provide evidence of the skills students have achieved.

**Students may not take in a pre-prepared draft of responses or evidence that cannot be authenticated into the controlled assessment writing session.**

#### Information and communication technology

Students may complete their controlled assessment using ICT but centres must ensure that student ICT equipment does not have internet access or any materials on the hard drive that may have been pre-prepared. Students must be able to attach their evidence to the controlled assessment record sheet printout.

#### Timing

Centres must allow no more than **three hours** to write up the task and attach evidence. This time may be distributed over several sittings at the centre's discretion. Students should be permitted a final review session to review their answers at the end of the task.

The task must be collected at the end of each session.

#### Authentication

Students' work must be authenticated.

### ■ Student response document

The pre-released generic task will be produced to enable students to write their responses and attach their evidence.

## Task marking

### ■ Task marking – medium level of control

- A *medium level of control* means that centres should mark the controlled assessment task using the mark schemes.
- Centres should ensure that marking is internally moderated with reference to Edexcel procedures.
- Edexcel will provide support material with guidance on how the mark schemes are applied.

### ■ Witness and observation statements

Witness and observation statements should refer to the skills that students have achieved in the controlled assessment tasks. Statements should not be graded and the teacher should retain overall responsibility for the assessment.

### ■ Quality of written communication

Quality of Written Communication (QWC) will be assessed in the task in Assessment Criterion 4. This will assess students on their ability to:

- present relevant information in a form that suits its purpose
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear
- use a suitable structure and style of writing
- use specialist vocabulary when appropriate.



## Assessment criteria

### Assessment criterion 1: Enquiry into the citizenship issue (AO1: 5 marks, AO3: 5 marks)

Mark range	Descriptor
0	<ul style="list-style-type: none"> <li>No evidence of enquiry.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>Student shows limited recall of knowledge and understanding. Evidence may show the values, ideas and viewpoints <b>either</b> locally <b>or</b> nationally, or limited evidence of both local and national. Links between the issue and citizenship themes lack development. Response shows little evidence of own view.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>Student shows some recall, selection and communication of knowledge and understanding of the issue. Evidence presented shows awareness of the values, ideas and viewpoints locally and nationally. Student makes some links between the issue and citizenship themes. Own view not fully supported.</li> </ul>
7-10	<ul style="list-style-type: none"> <li>Student recalls, selects and coherently communicates their knowledge and understanding of the issue. Evidence shows understanding of values, ideas and viewpoints both locally and nationally. Student makes links between the issue and citizenship themes and presents a coherent personal view.</li> </ul>

### Assessment criterion 2: Application of skills of advocacy and representation (AO2: 10 marks, AO3: 5 marks)

Mark range	Descriptor
0	<ul style="list-style-type: none"> <li>No evidence of application of skills of advocacy and representation.</li> </ul>
1-4	<ul style="list-style-type: none"> <li>Only a single viewpoint is presented, or two or more viewpoints are partially expressed in evidence. Lack of evidence of skill of communicating, influencing and persuading people in positions of power. Only one person communicated with, or two people partially communicated with, or people communicated with are not in positions of power. Own view is therefore not adequately referenced to other viewpoints and the argument presented is therefore limited.</li> <li>Evidence may not show skill of advocacy but may suggest that the skill has been used.</li> </ul>
5-8	<ul style="list-style-type: none"> <li>Two viewpoints in evidence. Partial use of skill of communicating, influencing and persuading one or two people in positions of power- which may not be informed because of a lack of clear expression of own view. Lack of adequate analysis in understanding why viewpoints are held.</li> <li>Evidence will show skills of advocacy, and may be an authenticated video or tape recording, a signed witness testimony or observation record.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>Two viewpoints clearly expressed in evidence gathered with some analysis of why views are held. Some use of skill of communicating, influencing and persuading two people in positions of power informed by ability to express own viewpoint.</li> <li>Evidence will directly show skills of advocacy, and can be an authenticated video or tape recording, a signed witness testimony or observation record.</li> </ul>
13-15	<ul style="list-style-type: none"> <li>At least two viewpoints presented in evidence coherently with analysis of why views are held. Student uses skill of communicating with people in positions of power to influence and persuade. Own viewpoint is well expressed with reference to the evidence and communication undertaken and a convincing argument for own view is presented.</li> <li>Evidence will directly show skills of advocacy, and may be an authenticated video or tape recording, a signed witness testimony or observation record.</li> </ul>

### Assessment criterion 3: Participation in action to address the citizenship issue (AO2: 15 marks)

Mark range	Descriptor
0	<ul style="list-style-type: none"> <li>• Student does not participate in action.</li> </ul>
1-4	<ul style="list-style-type: none"> <li>• Application of skills and understanding in addressing citizenship when participating in action is limited. Student has a limited or no understanding of own impact on the issue.</li> <li>• Limited evidence of consultation with others, representing the views of others or presenting a case for action. Limited evidence of action that contributes or relates to case presented.</li> <li>• Evidence may be unsuitable or occasionally appropriate and may suggest skills have been used. Evidence presented is insufficient in showing links between action and citizenship.</li> </ul>
5-8	<ul style="list-style-type: none"> <li>• Student shows some application of skills and understanding in addressing citizenship when participating in action. Student shows some understanding of own impact on the issue.</li> <li>• Student undertakes some consultation with others but this may not fully inform the case presented and the case for action may not be representative. Action has some relevance to the case presented but may be undermined by lack of consultation.</li> <li>• Suitable evidence is presented which shows application of a limited number of skills and some links between action and citizenship.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• Student shows good application of skills and understanding in addressing citizenship when participating in action. Student understands aspects of own impact on the issue.</li> <li>• Student undertakes consultation and this informs the case they present for action which may be representative of the views of others. Action undertaken is mostly relevant to the case presented.</li> <li>• Suitable evidence is presented which shows good application of skills and links between action and citizenship. Evidence presented makes frequent links between action and citizenship.</li> </ul>
13-15	<ul style="list-style-type: none"> <li>• Very good application of skills and understanding in addressing citizenship when participating in action. Student fully understands own impact on the issue.</li> <li>• Student undertakes comprehensive consultation that fully informs the case for action. Action undertaken is appropriate and relevant to the case presented.</li> <li>• Suitable evidence is presented which clearly shows very good application of skills and links between action and citizenship.</li> </ul>

**Assessment criterion 4: Assessment of the impact of own action**  
(AO2: 5 marks, AO3: 5 marks)

Mark range	Descriptor
0	<ul style="list-style-type: none"> <li>No assessment of the impact of own actions.</li> </ul>
1-3 QWC i-ii-iii	<ul style="list-style-type: none"> <li>Limited valid application of knowledge and understanding in assessing how action contributed to communities and the wider world.</li> <li>Student shows limited assessment of action and the consequent impact on own view. Limited conclusions drawn.</li> <li>There are many spelling and punctuation errors and negligible use of specialist vocabulary.</li> </ul>
4-6 QWC i-ii-iii	<ul style="list-style-type: none"> <li>Some valid application of knowledge and understanding in assessing how action contributed to communities and the wider world.</li> <li>Student assessment and evaluation of action lacks some detail but is mostly coherent. Student shows some analysis of the impact on own view. Some conclusions may be drawn.</li> <li>There are occasional spelling and punctuation errors. Specialist vocabulary may be used accurately but not sustained throughout.</li> </ul>
7-10 QWC i-ii-iii	<ul style="list-style-type: none"> <li>Good application of knowledge and understanding in assessing how action contributed to communities and the wider world.</li> <li>Student detailed and coherent assessment and evaluation of action and analysis of impact on own view. Reasoned conclusions drawn.</li> <li>Writing will be fluent and any errors will not detract from the overall performance. Use of specialist vocabulary will be assured and consistent throughout.</li> </ul>

## Unit 3: Citizenship in Context

### Overview

#### Content overview

This unit enables students to develop their understanding of the themes of Unit 1. Based primarily on sources of information, the focus of Unit 3 is to develop knowledge and understanding of the key concepts through any **one** specific context to be chosen from the **three** contexts set out below.

Whichever one of the three options students choose, they will examine the chosen topic from a set of different perspectives: individual, community, national, global, political, social and ethical. Such different perspectives will often prompt different opinions, perceptions and conclusions and, in part, the purpose of Unit 3 is for students to demonstrate how they reconcile such differences, find reasons to accept some ideas and reject others, and then go on to reach conclusions. One aspect of this unit concerns the issue of presentation of representations and bias. Students are required to develop an understanding of motivations behind sources of information.

Each option contains content bullet points. The content is clarified in the clarification statements below.

#### Assessment overview

Overview of assessment

- Students enter for one option.
- Students will be assessed through a single examination.
- The examination time is 1 hour 15 minutes and there are 50 marks available
- Questions will relate to up to six sources of information.

## Option A: Environmental change and sustainable development

### Individual

Students will need to understand:

- the ways in which individuals could make a difference and what can be achieved by group action
- the role of individuals to ensure that rights and obligations are balanced, supported and protected.

### Community

Students will need to understand:

- forms of local and global community action
- the role of organisations and governments to ensure that rights are balanced, supported and protected.

### National

Students will need to understand:

- national policies, the impact and accuracy of the media
- the significance of identities and diversities.

### Global

Students will need to understand:

- international relations, trade and aid in developed and developing countries
- different kinds of rights and responsibilities and how these affect both individuals and communities
- challenges facing the global community including international disagreements and conflict, and debates about inequalities, sustainability and use of the world's resources.

### Political

Students will need to understand:

- local, national and global green policies
- the impact of democracy and justice in different countries.

## Social

Students will need to understand:

- individual and community values, judgements and responsibilities.

## Ethical

Students will need to understand:

- the importance of environmental change
- judgements of what is fair and unfair in different situations
- recognising and investigating ways in which rights can compete and conflict, and understanding that there are hard decisions to be made to try to balance them.

## Clarification

Students need to be able to identify opinion and bias in sources of information and consider how it affects interpretation.

Students need to be aware of the following debates and the perspectives stated in the content above.

- The ethical aspects of environmental change and sustainable development.
- Whether global warming results from human activity and whether there is anything humanity can do about it.
- How individuals can make a difference.
- How far individuals and communities genuinely consent to national and global responses to problems of global warming and climate change
- Whether targets for reducing emissions in the future are worth setting and what the most realistic way of achieving them is.
- Local and national agendas, debates and goals and how local and national governments approach the problem.
- Whether it is fair to impose the same solutions (cutting greenhouse gases, etc) on developing, as well as developed, countries.
- Whether trade rather than aid is a better way of supporting a country so it can develop or become more sustainable more quickly.

## Option B: Changing communities: social and cultural identities

### Individual

Students will need to understand:

- how individuals and groups establish identities and deal with diversity; different perceptions of being a citizen in the UK including those gained from the media.

### Community

Students will need to understand:

- common, shared and diverse identities and what unifies and divides communities
- that communities are complex and can change over time
- community cohesion and the forces that bring about change in communities over time.

### National

Students will need to understand:

- national migration policies (arrivals and departures), the impact and accuracy of the media
- the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them
- the development and struggle for different rights and freedoms in the UK (speech, opinion, association and the vote).

### Global

Students will need to understand:

- international relations and reasons for migration; consequences for diversity
- the interconnections between groups in the UK and the rest of Europe and the wider world
- the UK's role in the world including its role in Europe, the EU, the Commonwealth and the UN
- challenges facing the global community including international disagreements and conflict, and debates about inequalities, sustainability and use of the world's resources.



### Political

Students will need to understand:

- policies and actions that address inequalities
- political, legal and human rights and freedoms in a range of contexts from local to global
- how information is used in public debate and policy formation, including information from the media and from pressure and interest groups
- the impact of democracy and justice in the UK and other countries.

### Social

Students will need to understand:

- the importance and extent of community cohesion and tolerance
- the balance between rights and responsibilities.

### Ethical

Students will need to understand:

- the importance of respect
- whether it is right to limit people's freedom.

## Clarification

Students need to be able to identify opinion and bias in sources of information and consider how this affects interpretation.

Students need to be aware of the following debates and the perspectives stated in the content above.

- The ethical aspects of social and cultural identity, including the issue of immigration.
- The reasons economic migrants and asylum seekers apply to settle in the UK.
- How political developments here and in Europe have changed the flow of those who migrate to and from our country.
- Why overseas citizens have decided to live and work in the UK and why Britons choose to settle overseas.
- Whether the UK is a genuinely multicultural society.
- The nature of diversity in the UK in terms of national, regional, ethnic and religious cultures, groups and communities.
- Whether discrimination on the grounds of age, race, gender or sexual orientation has ended.
- Why groups of people react in different ways to new arrivals from other countries.
- Why problems of community cohesion exist and how they could be resolved.

## Option C: Influencing and changing decisions in society and government

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### Individual

Students will need to understand:

- the ways in which individuals can participate in decision making whether personally or collectively in groups.

### Community

Students will need to understand:

- differences in decisions and the ways decisions are made in different communities
- the impact and consequence of individual and collective actions on communities, including the work of the voluntary sector
- the impact of identities and diversities.

### National

Students will need to understand:

- influences on public opinion and national decisions; the impact and accuracy of the media
- the development and struggle for different rights and freedoms in the UK (speech, opinion, association and the vote)
- the operation of parliamentary democracy within the UK.

### Global

Students will need to understand:

- influence of global events and moral considerations on decisions and the economy
- the operation of other forms of government, both democratic and non-democratic beyond the UK
- the impact of democracy and justice in the UK and other countries.

### Political

Students will need to understand:

- representation and accountability for decisions; Whose opinions matter most?

### Social

Students will need to understand:

- responsibility and redress for decisions
- the balance between rights and responsibilities.

### Ethical

Students will need to understand:

- fairness of resource allocation and distribution; reasons that affect people's contribution to society and government.

## Clarification

Students need to be able to identify opinion and bias in sources of information and consider how this affects interpretation.

Students need to be aware of the following debates and the perspectives stated in the content above.

- The ethical aspects of representation, and levels of benefit.
- What individuals and groups can do to influence change.
- How political parties or elections in the UK can make a difference.
- Whether changing the electoral system could change the way Britain (and, for example, the Home Countries) is governed.
- The changing patterns of crime and their impact on how society develops.
- Whether the UK sends enough or too many people to prison.
- The ways in which matters of civil law might be as important as or more important than cases involving criminal law.
- The debate surrounding reductions in privacy and civil liberties.
- How public opinion is formed and the influence it may have on decision making.
- Whether government is sufficiently responsive to public opinion.
- Whether individual countries such as the UK retain any control over their own economy now the global economy is so powerful.

## Unit 4: Citizenship Campaign

### Overview

#### Content overview

This unit enables students to progress the skills they have developed in Unit 2 by planning, implementing and evaluating a self-generated campaign. The campaign should be a series of actions advancing a citizenship issue and leading or aiming towards a specific end.

The campaign will require students to:

- develop a campaign strategy for an issue
- participate in the campaign
- evaluate the outcome of own actions in the campaign.

The campaign must be a political, social or ethical issue or problem derived from one of the following nine range and content areas drawn from the Key Stage 4 Programme of Study.

**Edexcel will provide a generic task. Students must choose a title relevant to their interest and locality which relates one of the following nine areas.**

**Students must ensure that their campaign is from a different range and content area to the task completed in Unit 2.**

1. Political, legal and human rights and freedoms in a range of contexts from local to global.
2. Civil, criminal law and the justice system – police, youth offending teams, courts, lawyers, prisons and probation.
3. Democratic and electoral processes and the operation of parliamentary democracy.
4. The development of, and struggle for, different kinds of rights and freedoms both in the UK and abroad.
5. The media.
6. Policies and practices for sustainable development.
7. The economy in relation to citizenship and the relationship between employers and employees.

8. Origins and implications of diversity and the changing nature of society in the UK.
9. The European Union, the Commonwealth and the UN.

In preparing and undertaking their campaigns, students will need guidance on:

- choosing the campaign issue
- planning time and resources
- the campaign methods they can use and how these can be tested
- understanding and applying the skills of taking action and negotiation.
- how to evaluate the campaign

The campaign material should be generated by the student and should not be predetermined by a charity, pressure group or other organisation.

### Assessment overview

This unit is an internally assessed unit with controlled conditions. Students complete one campaign.

The task is marked out of a total of 50 across the following areas.

- 1 Development of a campaign strategy for the issue. (AO2/AO3)
- 2 Participation in a campaign. (AO2)
- 3 Evaluation of the outcome of own actions in the campaign. (AO1/AO3)

The task response will be marked by teachers and moderated by Edexcel.

## Controlled conditions

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### Task setting

#### Task setting – high level of control

A *high level of control* means that Edexcel will set the generic campaign task that students complete, and that this will be reviewed every two years.

Edexcel requires students to choose a title for the task which must be related to one of the nine range and content areas above.

#### Group work

It is acceptable for students to work in groups on their campaign. Students may work individually provided all students receive equal levels of support. However, each student must be able to provide an individual response.

#### When will the task be available?

The generic campaign task will be made available for centres at the start of the autumn term.

## Task taking

### ■ Task taking (research, planning and activity) – medium level of control

*A medium level of control* means that research and planning should be conducted with informal supervision.

#### 1. Development of a campaign strategy for the issue

Students plan a campaign strategy to address a citizenship issue. Students need to be clear about the relationship of their campaign strategy to the chosen issue.

Students will need support on the types of methods they could use in their campaign and how these might relate to their intended outcomes.

#### Evidence requirements

Students should attach evidence of their planning, the method/s they chose, and a brief plan of the campaign which should be no more than a side of A4.

#### Timing

Students should spend 30 per cent of the time available in research and planning.

#### 2. Participation in a campaign

Students should participate under limited supervision. Centres should ensure that campaign activities comply with health and safety policies.

#### Evidence requirements

Students need to provide evidence of their participation and engagement in the campaigning showing how they influence others, bring about change or resist change and negotiate. A written account from the student will not be adequate evidence of skills and thus video/DVD, witness testimony, observation reports, and/or photographs should be used.

Questionnaires or tape recorder evidence could be used to collect the views of others on the campaign. Views should include those on the issue and the campaign strategy itself.

#### Timing

Students should spend 40 per cent of their time preparing to take action, in taking action and in collating evidence.



### 3. Evaluation of the outcome of own actions in the campaign

Students need to assess their own impact on the campaign and also their impact on the community and the wider world. Centres should be aware that if students are working in a group they need to assess their involvement as individuals.

#### Timing

Students should spend 30 per cent of their time on evaluation.

#### Evidence controls

Evidence will be generated throughout the unit and can be generated outside of the centre environment. Once generated, evidence should be stored at the centre to enable student access but should not be taken home by the students. Students should ensure that their evidence is suitably authenticated.

#### Information technology and the media in task taking (research, planning and activity)

Students should interpret a wide range of media and use ICT in developing their strategy. If students use websites or other media sources they should assess the effect of the medium on the source.

Students can use the internet for research provided they are supervised and on the centre premises.

#### Health and safety

Attention is drawn to the need for safe practice when students are carrying out their campaign. It is the responsibility of centres to carry out risk assessments for all campaign actions/activities that they undertake with their students. In this internal assessment teachers will have limited control when students are participating in their campaign. However, for health and safety reasons, campaigns should still be carried out under supervision.

## Task taking (controlled assessment) – formal supervision

*Formal supervision* means that the collation of evidence and task writing must be conducted in the direct sight of the supervisor at all times. Students must not interact with other students but can be supported by the teacher in selecting and collating evidence.

- Students should be supervised whilst they are writing responses and attaching evidence.
- Students should complete their controlled assessment responses individually without collaboration.
- Student work must be retained securely by centres between controlled assessment response writing sessions.
- Students must not take their controlled assessment response out of the centre.

### Evidence

Students should submit evidence that meets the requirements of the task. Evidence should be attached to the response form and submitted to Edexcel. Evidence requirements will be included within the student task but should provide evidence of the skills students have achieved.

**Students may not take in a pre-prepared draft of responses or evidence that cannot be authenticated into the controlled assessment writing session.**

### Information and communication technology

Students may complete their controlled assessment using IT but centres must ensure that student IT equipment does not have internet access or any materials on the hard drive that may have been prepared. Students must be able to attach their evidence to the controlled assessment record sheet printout.

### Time

Centres must allow no more than **three hours** to write up the task. This time may be distributed over several sittings at the centre's discretion. Students should be permitted a final review session to review their answers at the end of the task.

The task must be collected at the end of each session.

### Authentication

Students' work must be authenticated.

### ■ Student response document

The pre-released generic task will be produced to enable students to write their responses and attach their evidence.

## Task marking

### ■ Task marking – medium level of control

- A *medium level of control* means that centres should mark the controlled assessment task using the assessment criteria.
- Centres should ensure that marking is internally moderated with reference to Edexcel procedures
- Edexcel will provide support material with guidance on how the controlled assessment criteria are assessed.

### ■ Witness and observation statements

Witness and observation statements should refer to the skills that students have achieved in the controlled assessment tasks. They should not be graded and the teacher should retain overall responsibility for the assessment.

### ■ Quality of written communication

Quality of written communication (QWC) will be assessed in the task in Assessment Criterion 3. This will assess students on their ability to:

- present relevant information in a form that suits its purpose
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear
- use a suitable structure and style of writing
- use specialist vocabulary when appropriate.

## Assessment criteria

### Assessment criterion 1: Development of a campaign strategy for the issue (AO2: 10 marks, AO3: 5 marks)

Mark range	Descriptor
0	<ul style="list-style-type: none"> <li>No evidence of a campaign strategy.</li> </ul>
1-4	<ul style="list-style-type: none"> <li>Limited application of knowledge, skills and understanding when planning a citizenship campaign. Student makes insufficient links between the campaign plan, stated outcomes and citizenship issues and plan provided does not satisfactorily show management of time and resources.</li> <li>Methods chosen for campaigning show limited relevance to the issue and target responders.</li> <li>Conclusions lack coherence and relevance.</li> </ul>
5-8	<ul style="list-style-type: none"> <li>Some application of knowledge, skills and understanding when planning a citizenship campaign. Links between the campaign plan, stated outcomes and citizenship issues lack some coherence. A brief written plan is provided that shows some management of time and resources.</li> <li>Methods chosen for campaigning show some relevance to the issue and target responders.</li> <li>Conclusions have some relevance but are not sufficiently related to planning.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>Good application of knowledge, skills and understanding when planning a citizenship campaign. Some coherent links are made between the campaign plan, stated outcomes and citizenship issues. A brief written plan is provided that shows satisfactory management of time and resources.</li> <li>Methods chosen for campaigning are mostly relevant to the issue and target responders.</li> <li>Representative conclusions drawn that inform the planning to a limited extent.</li> </ul>
13-15	<ul style="list-style-type: none"> <li>Excellent application of knowledge, skills and understanding when planning a citizenship campaign. Coherent and relevant links are made between the campaign plan, stated outcomes and citizenship issues. Evidence includes a brief written plan that shows good management of time and resources.</li> <li>Methods chosen for campaigning are relevant to the issue and target responders.</li> <li>Representative conclusions are drawn that fully inform the planning.</li> </ul>

**Assessment criterion 2: Participate in the campaign (AO2: 20 marks)**

Mark range	Descriptor
0	<ul style="list-style-type: none"> <li>No evidence of participating in a campaign</li> </ul>
1-4	<ul style="list-style-type: none"> <li>Campaign method and execution shows may not support application of skills of taking action to influence others, bring about change or resist change if appropriate when taking part in a campaign. Evidence may be incomplete.</li> <li>Student does not adequately negotiate with those in positions of power and others, and is not able to influence people regarding the campaign aims.</li> <li>Student participation shows limited relevance to citizenship issues.</li> <li>The views and opinions of others, presented in the evidence, also suggest limited application of knowledge, skills and understanding by the student.</li> </ul>
5-8	<ul style="list-style-type: none"> <li>Campaign method and execution partially supports application of skill of taking action to influence others, bring about change or resist change if appropriate when taking part in a campaign in evidence.</li> <li>Student negotiates with people in positions of power and others with limited success in presenting the campaign aims and therefore little success in being persuasive.</li> <li>Student participation shows some relevance to citizenship issues.</li> <li>The views and opinions of others, presented in the evidence, suggest some application of knowledge, skills and understanding by the student.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>Campaign method and execution mostly supports skill of taking action to influence others, bring about change or resist change if appropriate when taking part in a campaign.</li> <li>Student negotiates with people in positions of power and others with some success in presenting the campaign aims and related success being persuasive.</li> <li>Student participation shows relevance to citizenship issues.</li> <li>The views and opinions of others, presented in the evidence, suggest adequate application of knowledge, skills and understanding by the student.</li> </ul>
13-16	<ul style="list-style-type: none"> <li>Some relevant application of skill of taking action to influence others, bring about change or resist change if appropriate when taking part in a campaign supported by evidence of testimony.</li> <li>Student negotiates well with people in positions of power and others with some success in presenting the campaign aims and is therefore able to be persuasive.</li> <li>Student participation shows some clear relevance to citizenship issues.</li> <li>The views and opinions of others, presented in the evidence, suggest good application of knowledge, skills and understanding by the student both in terms of the issue, and the strategy.</li> </ul>
17-20	<ul style="list-style-type: none"> <li>Comprehensive and relevant application of skills of taking action to influence others, bring about change or resist change if appropriate when taking part in a campaign and fully supported by method and execution of campaign.</li> <li>Student exhibits excellent negotiation skills with people in positions of power and others and is clearly persuasive and influential about the campaign aims.</li> <li>Student participation is clearly relevant to citizenship issues.</li> <li>The views and opinions of others, presented in the evidence, suggest excellent application of knowledge, skills and understanding by the student both in terms of the issue, and the strategy.</li> </ul>

**Assessment criterion 3: Evaluation of the outcome of own actions in the campaign  
(AO1: 5 marks, AO3: 10 marks)**

Mark range	Descriptor
0	<ul style="list-style-type: none"> <li>No evidence of evaluation of outcomes.</li> </ul>
1-4 QWC i-ii-iii	<ul style="list-style-type: none"> <li>Limited analysis of evidence to assess whether outcomes have been met. Little or no reference to evidence. Limited assessment of impact of campaign on communities and the wider world. Lack of reasoned argument and conclusions drawn.</li> <li>There is a high incidence of spelling and punctuation errors and negligible use of specialist vocabulary.</li> </ul>
5-8 QWC i-ii-iii	<ul style="list-style-type: none"> <li>Occasional analysis of evidence to assess whether outcomes have been met. Occasional reference to evidence. Some assessment of impact of campaign on communities and the wider world. Student makes some reasoned conclusions but these lack coherence.</li> <li>Command of English is limited with frequent spelling and punctuation errors and limited use of specialist vocabulary.</li> </ul>
9-12 QWC i-ii-iii	<ul style="list-style-type: none"> <li>Good application and analysis of evidence to assess whether outcomes have been met. Some valid references to evidence. Reasoned argument for impact of campaign on communities and the wider world with supporting evidence. Student makes some reasoned valid conclusions.</li> <li>There are only occasional spelling and punctuation errors. Specialist vocabulary will be used mainly accurately but not sustained throughout.</li> </ul>
13-15 QWC i-ii-iii	<ul style="list-style-type: none"> <li>Excellent analysis of evidence to assess whether outcomes have been met. Frequent valid references to evidence. Reasoned and sustained argument for impact of campaign on communities and the wider world with supporting evidence. Conclusions are valid, reasoned and coherent.</li> <li>Writing will be fluent and any errors will not detract from the overall performance. Use of specialist vocabulary will be assured and consistent throughout.</li> </ul>

# B Assessment

## Assessment summary

### GCSE (Short Course)

Unit 1 is externally assessed through a 1-hour paper

Unit 2 is an internally assessed unit

### GCSE

Unit 1 is externally assessed through a 1-hour paper

Unit 2 is an internally assessed unit

Unit 3 is externally assessed through a 1-hour and 15-minute paper

Unit 4 is an internally assessed unit

## Summary of table of assessment

### Unit 1: Citizenship Today

Unit code: 5CS01

Overview of assessment

- Students will be assessed through a single examination.
- Students answer questions on each theme.
- The examination time is one hour and there are 50 marks available.

### Unit 2: Participating in Society

Unit code: 5CS02

Overview of assessment

- Students are assessed, under controlled conditions, through a single-internally-assessed, externally-moderated assessment consisting of one structured task.
- There are 50 marks available for this assessment.

**Unit 3: Citizenship in Context**

**Unit code: 5CS03**

Overview of assessment

- Students will be assessed through a single examination.
- Students answer questions on each theme.
- The examination time is 1 hour and 15 minutes and there are 50 marks available.

**Unit 4: Citizenship Campaign**

**Unit code: 5CS04**

Overview of assessment

- Students are assessed, under controlled conditions, through a single internally-assessed, externally-moderated assessment consisting of one structured task.
- There are 50 marks available for this assessment.

## Assessment Objectives and weightings

	<b>% in GCSE (Short Course)</b>	<b>% in GCSE</b>
AO1: Recall, select and communicate their knowledge and understanding of citizenship concepts, issues and terminology.	26%	26%
AO2: Apply skills, knowledge and understanding when planning, taking and evaluating citizenship actions in a variety of contexts.	44%	44%
AO3: Analyse and evaluate issues and evidence including different viewpoints to construct reasoned arguments and draw conclusions.	30%	30%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>



## Relationship of Assessment Objectives to units

### GCSE (Short course)

Unit number	Assessment Objective			Total for AO1, AO2 and AO3
	AO1	AO2	AO3	
Unit 1	20%	8%	12%	40%
Unit 2	6%	36%	18%	60%
Total for GCSE (Short Course)	26%	44%	30%	100%

### GCSE

Unit number	Assessment Objective			Total for AO1, AO2 and AO3
	AO1	AO2	AO3	
Unit 1	10%	4%	6%	20%
Unit 2	3%	18%	9%	30%
Unit 3	10%	4%	6%	20%
Unit 4	3%	18%	9%	30%
Total for GCSE	26%	44%	30%	100%

## Entering your students for assessment

### Student entry

From summer 2014 onwards students will be required to sit all their examinations and submit controlled assessment work for moderation at the end of the course. Students may complete the controlled assessment task(s) at any appropriate point during the course.

Details of how to enter students for this qualification can be found in Edexcel's *UK Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: [www.edexcel.com](http://www.edexcel.com).

### Forbidden combinations and classification codes

Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

Students should be advised that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE specifications that have different classification codes but have significant overlap of content. Students who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

### Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE and Entry Level is designed to ensure equal access to qualifications for all students (in compliance with the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) for:

- The Joint Council for Qualifications (JCQ) policy Access Arrangements, Reasonable Adjustments and Special Consideration
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements  
Edexcel  
One90 High Holborn  
London WC1V 7BH

### Equality Act 2010

Please see the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) for information with regard to the Equality Act 2010.

## Controlled assessment

In controlled assessments, control levels are set for three linked processes: task setting, task taking and task marking. The control levels (high, medium or limited, dependent on the subject) are set for each process so that the overall level of control secures validity and reliability, provides good manageability for all involved and allows teachers to authenticate the student work confidently.

The summary of the controlled conditions for this specification are shown below.

## Summary of conditions for controlled assessment

Internal assessment with controlled conditions has levels of control for task setting, task taking and task marking.

### **Task setting – high level of control**

Edexcel will provide a generic task for Unit 2 and Unit 4 but students need to select an issue from one of nine range and content areas and need to contextualise it to meet local needs. The generic task will be reviewed by Edexcel every two years.

It is acceptable for students in a class to all complete the same activity/campaign provided they can produce individual evidence and responses. Students could complete different tasks provided all students receive equitable levels of support.

### **Task taking (research, planning and activity) – medium level of control**

Research, planning and activity will be carried out under limited supervision. Centres must be aware of the choices made by students and the activities they plan to undertake to complete the task. Students may work in groups with students and others for Unit 2 and Unit 4. All students should have equal access to research methods.

### **Task taking (controlled assessment) – formal supervision**

The completion of the response will take place under formal supervision. Work must be carried out individually by students and centres must be able to confirm that students have completed their own response. All student work must be authenticated.

### **Task marking – medium level of control**

The marking of the task, using the assessment criteria, will be carried out by teachers and moderated by Edexcel.

### Internal standardisation

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

### Authentication

All students must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any student unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark will be adjusted to zero.

### Further information

For more information on annotation, authentication, mark submission and moderation procedures, please refer to the *Edexcel GCSE (Short Course) and GCSE in Citizenship Studies: Instructions and administrative documentation for internally assessed units* document, which is available on the Edexcel website.

For up-to-date advice on teacher involvement, please refer to the JCQ Instructions for conducting coursework/portfolio document on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk). For up-to-date advice on malpractice and plagiarism, please refer to the JCQ *Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio* documents on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

## Assessing your students

The first assessment opportunity for all units of this qualification will take place in the June 2014 series and in each following June series for the lifetime of the specification.

### Your student assessment opportunities

Unit	June 2014	June 2015
Unit 1: Citizenship Today	✓	✓
Unit 2: Participating in Society	✓	✓
Unit 3: Citizenship in Context	✓	✓
Unit 4: Citizenship Campaign	✓	✓

### Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations (Ofqual). The GCSE qualification will be graded and certificated on an eight-grade scale from A\* to G. Individual unit results will be reported.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

**Unit results**

The minimum uniform marks required for each grade for each unit:

**Unit 1: Citizenship Today**

Unit grade	<b>*A</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Maximum uniform mark = 60	<b>54</b>	<b>48</b>	<b>42</b>	<b>36</b>	<b>30</b>	<b>24</b>	<b>18</b>	<b>12</b>

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–11.

**Unit 2: Participating in Society**

Unit grade	<b>*A</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Maximum uniform mark = 90	<b>81</b>	<b>72</b>	<b>63</b>	<b>54</b>	<b>45</b>	<b>36</b>	<b>27</b>	<b>18</b>

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–17.

**Unit 3: Citizenship in Context**

Unit grade	<b>*A</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Maximum uniform mark = 60	<b>54</b>	<b>48</b>	<b>42</b>	<b>36</b>	<b>30</b>	<b>24</b>	<b>18</b>	<b>12</b>

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–11.

**Unit 4: Citizenship Campaign**

Unit grade	<b>*A</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Maximum uniform mark = 90	<b>81</b>	<b>72</b>	<b>63</b>	<b>54</b>	<b>45</b>	<b>36</b>	<b>27</b>	<b>18</b>

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–17.

### Qualification results

The minimum uniform marks required for each grade:

#### GCSE (Short Course) in Citizenship Studies cash-in code 3CS01

Qualification grade	<b>*A</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Maximum uniform mark = 150	<b>135</b>	<b>120</b>	<b>105</b>	<b>90</b>	<b>75</b>	<b>60</b>	<b>45</b>	<b>30</b>

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–29

#### GCSE in Citizenship Studies cash-in code 2CS01

Qualification grade	<b>*A</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Maximum uniform mark = 300	<b>270</b>	<b>240</b>	<b>210</b>	<b>180</b>	<b>150</b>	<b>120</b>	<b>90</b>	<b>60</b>

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–59.

### Re-taking of qualifications

Students wishing to re-take a GCSE are required to re-take all the units in the qualification. Students will be permitted to carry forward the results from the controlled assessment unit(s) if they wish and only re-take the externally-assessed units.

### Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

### Quality of written communication

Students will be assessed on their ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

### Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- using a variety of stems in questions – for example analyse, explain, compare
- ensuring connectivity between sections of questions
- a requirement for extended writing
- use of a wider range of question types to address different skills – for example open-ended questions, sources etc.

### Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the JCQ *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website <http://www.jcq.org.uk/>



## Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## Progression

Students could progress to a programme of GCE Advanced level qualifications including Government and Politics. Also, students could progress to vocational qualifications focusing on work in the community.

## Grade descriptions

**A**

Candidates recall, select and communicate detailed knowledge of citizenship issues, and demonstrate a thorough understanding of the concepts of democracy, justice, rights and responsibilities, identities and diversity. They make perceptive observations about issues as they explore and analyse the impact their actions have on different communities. They use and explain citizenship terminology appropriately and accurately.

They apply their relevant knowledge and understanding as they take actions to address issues of concern. They select appropriate research methodologies and sources of information to develop responses to enquiry questions. They work purposefully with others to decide on, plan and carry out citizenship actions in different contexts. They make meaningful, timely and effective contributions to decision-making. They evaluate the success of the actions they have taken, drawing conclusions about the extent to which the aims were achieved and the course of action was appropriate.

They discuss, analyse and evaluate questions and issues, using a critical approach to distinguish facts, opinions and bias. They make reasoned and persuasive arguments to represent their own and other viewpoints and to substantiate conclusions, selecting a range of appropriate evidence. They discuss, interpret and evaluate different perspectives on issues, including those they may not agree with themselves.

<p><b>C</b></p>	<p>Candidates recall, select and communicate knowledge and understanding of concepts relating to democracy, justice, rights and responsibilities, identities and diversity. They describe the impact of issues on different communities. They explain these in relation to their own experience and those of other people. They use appropriate citizenship terminology.</p> <p>They apply their knowledge and understanding as they take actions to address issues of concern. They use different research methods and develop questions to investigate issues. They plan, carry out and explain the citizenship actions they take. They work with others to address issues of concern and make relevant contributions to decision making.</p> <p>They discuss and analyse issues. They demonstrate an appreciation of different points of view and draw their own conclusions, supporting them with evidence.</p>
<p><b>F</b></p>	<p>Candidates recall and communicate some relevant knowledge of issues to show some basic understanding of democracy, justice, rights and responsibilities, identities and diversity. They describe citizenship issues in relation to their own and other people’s lives, and make some comments about the impact on different communities. They use everyday language to explain their answers with some references to citizenship terminology.</p> <p>They use their knowledge when they participate in citizenship action to address issues of concern. They undertake research to explore questions on the issues they are investigating. They work with others to plan and make decisions, and begin to contribute suggestions and ideas to influence the type of actions they and others take.</p> <p>They discuss issues and express opinions based on what they know. They recognise that there are different points of view and begin to draw conclusions, supporting them with some simple reasons.</p>

# C Resources, support and training

## Edexcel resources

Edexcel aims to provide the most comprehensive support for our qualifications.

### Teacher and student support

The new resources from Edexcel will provide you and your students with comprehensive support for our GCSE Citizenship Studies qualifications. These materials have been developed by subject experts and ensure that you and your department have appropriate resources to deliver the specification from Edexcel.

## Edexcel publications

You can order further copies of the Specification, Sample Assessment Materials, (SAMs) and Teacher's Guide documents from:

Edexcel Publications  
Adamsway  
Mansfield  
Nottinghamshire NG18 4FN

Telephone: 01623 467467  
Fax: 01623 450481  
Email: [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)  
Website: [www.edexcel.com](http://www.edexcel.com)

## Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit [www.edexcel.com/endorsed](http://www.edexcel.com/endorsed)

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

## Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

**ResultsPlus** — ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus)

**Ask the Expert** — To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide.

We're always looking to improve the quantity and quality of information in our FAQ database, so you'll be able to find answers to many questions you might have by searching before you submit the question to us. You can access this service at [www.edexcel.com/ask](http://www.edexcel.com/ask).

### Support for Students

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

- Understand subject specifications
- Access past papers and mark schemes
- Find out how to get exams remarked
- Learn about other students' experiences at university, on their travels and entering the workplace

We're committed to regularly updating and improving our online services for students. The most valuable service we can provide is helping schools and colleges unlock the potential of their learners.

[www.edexcel.com/students](http://www.edexcel.com/students)

### Training

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A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel  
Edexcel  
One90 High Holborn  
London WC1V 7BH

Telephone: 0844 576 0027  
Email: [trainingbookings@edexcel.com](mailto:trainingbookings@edexcel.com)  
Website: [www.edexcel.com](http://www.edexcel.com)

## D Appendices

Appendix 1	Key skills	60
Appendix 2	Wider curriculum	61
Appendix 3	Codes	62
Appendix 4	Controlled Assessment Record Sheet Unit 2	63
Appendix 5	Controlled Assessment Record Sheet Unit 4	64
Appendix 6	Mapping of Key Stage 4 Citizenship Programme of Study	65

## Appendix 1 Key skills

### Signposting

Key skills (Level 2)	Unit 1	Unit 2	Unit 3	Unit 4
<b>Application of number</b>				
N2.3		✓		✓
<b>Communication</b>				
C2.1a	✓	✓	✓	✓
C2.1b	✓	✓	✓	✓
C2.2	✓	✓	✓	✓
<b>Information and communication technology</b>				
ICT2.1	✓	✓	✓	✓
ICT2.3		✓		✓
<b>Improving own learning and performance</b>				
LP2.1		✓		✓
LP2.2		✓		✓
LP2.3		✓		✓
<b>Problem solving</b>				
PS2.1		✓		✓
PS2.2		✓		✓
PS2.3		✓		✓
<b>Working with others</b>				
WO2.1		✓		✓
WO2.2		✓		✓

### Development suggestions

Please refer to the Edexcel website for key skills development suggestions.

## Appendix 2 Wider curriculum

### Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual	✓	✓	✓	✓
Moral	✓	✓	✓	✓
Ethical	✓	✓	✓	✓
Social	✓	✓	✓	✓
Cultural	✓	✓	✓	✓
Citizenship	✓	✓	✓	✓
Environmental	✓	✓	✓	✓
European initiatives	✓	✓	✓	✓
Health and safety	✓	✓	✓	✓

### Development suggestions

Issue	Unit	Opportunities for development or internal assessment
Spiritual	All units	The specification as a whole gives opportunities to explore spiritual issues, eg multi-cultural Britain, individual rights.
Moral	All units	The specification as a whole gives opportunities to explore moral issues, eg the law, human rights, freedom.
Ethical	All units	The specification as a whole gives opportunities to explore ethical issues, eg sustainability, the law, globalisation and interdependence.
Social	All units	The specification as a whole gives opportunities to explore social issues, eg individual responsibility, community responsibility and global responsibility, social justice, integration.
Cultural	All units	The specification as a whole gives opportunities to explore cultural issues, eg multi-cultural Britain, democracy.
Citizenship	All units	The specification as a whole gives opportunities to explore citizenship, eg social justice, human rights, community cohesion.
Environmental	All units	The specification as a whole gives opportunities to explore environmental issues, eg sustainability, migration.
European initiatives	All units	The specification as a whole gives opportunities to explore European initiatives, eg the law, migration, integration.
Health and safety	All units	The specification as a whole gives opportunities to explore health and safety, eg employment rights and responsibilities.



## Appendix 3 Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	4910
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code.  The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.	The QNs for the qualifications in this publication are:  GCSE (Short Course) – 500/4592/1  GCSE – 500/4551/9
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 – 5CS01 Unit 2 – 5CS02 Unit 3 – 5CS03 Unit 4 – 5CS04
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCSE (Short Course) – 3CS01  GCSE – 2CS01
Entry codes	The entry codes are used to: <ul style="list-style-type: none"> <li>• enter a student for the assessment of a unit</li> <li>• aggregate the student's unit scores to obtain the overall grade for the qualification.</li> </ul>	Please refer to the <i>Edexcel UK Information Manual</i> , available on the Edexcel website.

## Appendix 4 Controlled assessment record sheet Unit 2



### GCSE (Short Course) in Citizenship Studies or GCSE in Citizenship Studies Unit 2: Participation in Society (5CS02)

	<b>Examination year:</b>
<b>Centre name:</b>	<b>Centre number:</b>
<b>Candidate name:</b>	<b>Candidate number:</b>

<b>Description of citizenship activity:</b> Describe how you participated in a school- or community-based activity			
a. Describe the activity			
b. Describe your role			
Assessment criterion 1:	Assessment criterion 2:	Assessment criterion 3:	Assessment criterion 4:
/10	/15	/15	/10
			<b>TOTAL MARK:</b>
			<b>/50</b>

Signed (candidate): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (teacher): \_\_\_\_\_ Name of teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 5 Controlled assessment record sheet Unit 4



### GCSE in Citizenship Studies Unit 4: Citizenship Campaign (5CS04)

	<b>Examination year:</b>
<b>Centre name:</b>	<b>Centre number:</b>
<b>Candidate name:</b>	<b>Candidate number:</b>

<b>Description of citizenship activity:</b> Describe how you participated in a school- or community-based activity		
a. Describe the activity		
b. Describe your role		
Assessment criterion 1:	Assessment criterion 2:	Assessment criterion 3:
/15	/20	/15
		<b>TOTAL MARK:</b>
		<b>/50</b>

Signed (candidate): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (teacher): \_\_\_\_\_ Name of teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 6 Mapping of Key Stage 4 Citizenship Programme of Study

The Edexcel GCSE (Short Course) in Citizenship Studies and the Edexcel GCSE in Citizenship Studies meet the requirements of the Key Stage 4 Programme of Study. The requirements are met in the Edexcel GCSE Units 1 and 2.

Key Stage 4 Programme of Study	Specification reference
<b>1 Key concepts</b>	
<b>1.1 Democracy and justice</b>	
a Participating actively in different kinds of decision making and voting in order to influence public life	Unit 2 assessment criterion 3
b Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict	Unit 1 theme 3
c Considering how democracy, justice, diversity, tolerance, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society	Unit 1 theme 1
d Understanding and exploring the roles of citizens and parliament in holding government and those in power to account	Unit 1 theme 2
<b>1.2 Rights and responsibilities</b>	
a Exploring different kinds of rights and obligations and how these affect both individuals and communities	Unit 1 theme 3
b Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected	Unit 1 theme 3
c Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these	Unit 1 theme 2
<b>1.3 Identities and diversity: living together in the UK</b>	
a Appreciating that identities are complex, can change over time and are informed by different understandings of what is meant by a citizen in the UK	Unit 1 theme 1
b Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them	Unit 1 theme 1
c Considering the interconnections between the UK and the rest of Europe and the wider world	Unit 1 theme 3
d Exploring community cohesion and the different forces that bring about change in the communities over time	Unit 1 theme 1

Key Stage 4 Programme of Study	Specification reference
<b>2 Key processes</b>	
<b>2.1 Critical thinking and enquiry</b>	
a Question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems	Unit 2 assessment criterion 1
b Research, plan and undertake enquiries into issues and problems, using a range of information, sources and methods	Unit 2 assessment criterion 1
c Interpret and analyse critically sources used, identifying different values, ideas and viewpoints and recognising bias	Unit 2 assessment criteria 1 and 2
d Evaluate different viewpoints, exploring connections and relationships between viewpoints and actions in different contexts (from local to global)	Unit 2 assessment criterion 1
<b>2.2 Advocacy and representation</b>	
a Evaluate critically different ideas and viewpoints including those with which they do not necessarily agree	Unit 2 assessment criterion 2
b Explain their viewpoint, drawing conclusions from what they have learnt through research, discussion and actions, including formal debates and votes	Unit 2 assessment criteria 2 and 4
c Present a convincing argument that takes account of, and represents, different viewpoints, to try to persuade others to think again, change or support them	Unit 2 assessment criterion 4
<b>2.3 Taking informed and responsible action</b>	
a Explore creative approaches to taking action on problems and issues to achieve intended purposes	Unit 2 assessment criterion 3
b Research, initiate and plan actions to address citizenship issues, working individually and with others	Unit 2 assessment criterion 3
c Negotiate, decide on and take action to try to influence others, bring about change or resist unwanted change, managing time and resources appropriately	Unit 2 assessment criterion 3
d Assess critically the impact of their actions on communities and the wider world, now and in the future, and make recommendations to others for further action	Unit 2 assessment criterion 4
e Reflect on the progress they have made, evaluating what they have learnt from the intended and unintended consequences of action, and the contributions of others as well as themselves	Unit 2 assessment criterion 4

Key Stage 4 Programme of Study	Specification reference
<b>3 Range and content</b>	
a Political, legal and human rights and freedoms in a range of contexts from local to global	Unit 1 theme 1
b The roles and operation of civil and criminal law and the justice system	Unit 1 theme 2
c How laws are made and shaped by people and processes, including the work of parliament, government and the courts	Unit 1 theme 2
d Actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond	Unit 1 theme 1
e The operation of parliamentary democracy within the UK and other forms of government, both democratic and non-democratic, beyond the UK	Unit 1 theme 2
f The development of, and struggle for, different kinds of rights and freedoms (speech, opinion, association and the vote) in the UK	Unit 1 theme 1
g How information is used in public debate and policy formation, including information from the media and from pressure and interest groups	Unit 1 theme 2
h The impact and consequences of individual and collective actions on communities, including the work of the voluntary sector	Unit 1 theme 3
i Policies and practices for sustainable development and their impact on the environment	Unit 1 theme 3
j The economy in relation to citizenship, including decisions about the collection and allocation of public money	Unit 1 theme 3
k The rights and responsibilities of consumers, employers and employees	Unit 1 theme 3
l The origins and implications of diversity and the changing nature of society in the UK, including the perspectives and values that are shared or common, and the impact of migration and integration on identities, groups and communities	Unit 1 theme 1
m The UK's role in the world, including in Europe, the European Union, the Commonwealth and the United Nations	Unit 1 theme 3
n The challenges facing the global community, including international disagreements and conflict, and debates about inequalities, sustainability and use of the world's resources	Unit 1 theme 3



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International customers: [intpublication.orders@edexcel.com](mailto:intpublication.orders@edexcel.com)

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