

# Summer 2022 CITIZENSHIP

## Paper 1

Section A			Revision pages
Theme A Living together in the UK	How have communities developed in the UK?	<b>Respect and understanding</b> <ul style="list-style-type: none"> <li>• What is meant by mutual respect?</li> <li>• Why is mutual respect needed?</li> <li>• the effects of inequality and discrimination on individuals, groups and communities,</li> <li>• The Equality Act 2010</li> <li>• How mutual understanding is encouraged in schools and the wider community.</li> <li>• the concepts of diversity, integration and community cohesion that underpin democratic society.</li> </ul>	Page 4 and 5
	What is Identity?	<b>Identity</b> <ul style="list-style-type: none"> <li>• Defining identify (e.g ethnic, religious, gender, age, social, cultural, national, local, regional);</li> <li>• What is a multiple identity?</li> <li>• The impact on identity debates of the UK being comprised of England, Northern Ireland, Wales and Scotland.</li> </ul>	Page 6 and 7
	What are democratic values and where do they come from?	<b>Rights, duties and values</b> <ul style="list-style-type: none"> <li>• Types of rights. Human, Moral, Legal, Political</li> <li>• What are the duties of citizens</li> <li>• Legal rights – employment and consumer law</li> <li>• When rights come into conflict and how we can balance rights</li> <li>• Situations in life and work where there is inequality or unfairness.</li> <li>• The three principles of the rule of law</li> <li>• Human rights checks and balances (examples of how rights and freedoms need to be limited) the right to privacy, freedom of speech, terrorism threats.</li> </ul>	Page 8, 9, 10 and 11
Section B			
Theme B – Democracy at work	Who runs the country?	<b>Forming and organising the work of the government</b> <ul style="list-style-type: none"> <li>• The role of the monarch</li> <li>• What happens when no single party can form a government and a coalition government is formed?</li> <li>• What is a confidence and supply agreement?</li> <li>• What is a ministerial department?</li> <li>• What are the roles of the civil service and senior civil servants?</li> </ul>	Page 28 & 29
	How does Parliament work?	<b>The Westminster Parliament</b> <ul style="list-style-type: none"> <li>• The distinction between executive, legislature, judiciary and monarchy and the roles of each.</li> <li>• The roles of the Houses of Commons and Lords and the relationship between them;</li> </ul>	Page 30, 31 and 32

		<ul style="list-style-type: none"> <li>• The roles of prime minister, cabinet and ministers, the opposition, speaker, whips, front bench and backbench MPs</li> <li>• The role of the black rod</li> <li>• The role of an MP in representing constituents' interests.</li> </ul>	
	<b>How is power shared between Westminster and the devolved administration?</b>	<b>Devolution</b> <ul style="list-style-type: none"> <li>• What is devolution?</li> <li>• The powers of devolved bodies in Scotland, Wales and Northern Ireland.</li> <li>• How relations are changing between England, Scotland, Wales and Northern Ireland, including views on devolution and independence.</li> </ul>	Page 37 & 38
<b>Section C</b>			
<b>Theme C – Law and Justice</b>	<b>What is the law and how does it affect us?</b>	<b>The role of law in everyday life</b> <ul style="list-style-type: none"> <li>• Why do we need laws?</li> <li>• Why we need laws in society: to protect the public, settle disputes, ensure that people are treated fairly (including preventing discrimination),</li> <li>• How laws can change behaviour, deterrence, retribution and rehabilitation</li> <li>• How Laws need to respond to new situations in society (including scientific and technological developments and changing values).</li> <li>• The age we become legally responsible for our actions (drive, marry, vote, work, join the armed forces) and the age of criminal responsibility and how legal age limits are designed to protect young people.</li> </ul>	Page 48
	<b>How does the justice system work?</b>	<b>Justice System</b> <ul style="list-style-type: none"> <li>• The roles and powers of the police, judges and magistrates, and legal representatives.</li> <li>• The responsibilities and roles of citizens in the legal system including as jurors, magistrates, special constables, members of a tribunal hearing.</li> <li>• Principles of law</li> <li>• Rights of arrest including, to know the reason for arrest, inform someone of their arrest and to see a solicitor.</li> </ul>	Page 54, 55, 56, 57

## Paper 2

### Section A

<b>Theme E</b>	<b>Citizenship in Action</b>	<b>Questions to practice</b> <ul style="list-style-type: none"> <li>• Identifying your action</li> <li>• Forming a team – benefits of teamwork and challenges</li> <li>• Choosing your methods of action – justifying your methods</li> <li>• Primary research – types and how you used them</li> <li>• Secondary research – types and how you used them</li> <li>• Qualitative and Quantitative methods and how they are useful</li> <li>• How did you judge the success of your action</li> <li>• Explain how you negotiated with others</li> <li>• Which aspect was most useful when planning your action – Primary research/ Secondary research/ careful planning / clear goals/ teamwork?</li> </ul>	Page 114 - 126
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### Synopsis Section

<b>Theme C</b>	<b>The role of Law in dealing with everyday complex problems.</b>	<b>The role of law in everyday life</b> <ul style="list-style-type: none"> <li>• Why do we need laws?</li> <li>• Why we need laws in society: to protect the public, settle disputes, ensure that people are treated fairly (including preventing discrimination),</li> <li>• How laws can change behaviour, deterrence, retribution and rehabilitation</li> <li>• How Laws need to respond to new situations in society (including scientific and technological developments and changing values).</li> <li>• The age we become legally responsible for our actions (drive, marry, vote, work, join the armed forces) and the age of criminal responsibility and how legal age limits are designed to protect young people.</li> </ul>	Page 48
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### Theme D

<b>Theme D – Power and Influence</b>	<b>What power can citizens have in society and democracy?</b>	<b>Citizen’s participation in democracy</b> <ul style="list-style-type: none"> <li>• Opportunities for Participation in democracy</li> <li>• Barriers to participation</li> <li>• Direct V Indirect action</li> <li>• Contributing to wider society (volunteering)</li> <li>• Methods to improve voter engagement including digital democracy</li> <li>• Key differences in how citizens can and cannot participate in politics in political systems outside the UK: one democratic and one non-democratic</li> </ul>	Page 81 & 82
	<b>The role of groups and organisations in a democratic society.</b>	<b>The role different organisations. What are they and what do they do?</b> <ul style="list-style-type: none"> <li>• Public institution</li> <li>• Charities and volunteer groups</li> <li>• Interest and pressure groups</li> <li>• Trade unions</li> </ul>	Page 84

	<p><b>Two different examples of how citizens working together or through groups attempt to change or improve their communities:</b></p> <ul style="list-style-type: none"> <li>• National campaign: Open Britain</li> <li>• Local campaign: Hands off HRI</li> </ul> <p><b>Trade Unions</b></p> <ul style="list-style-type: none"> <li>• Origins</li> <li>• How trade unions work today</li> <li>• Rights in the workplace</li> <li>• How trade unions support workers</li> </ul>	<p>Page 85</p> <p>Page 86</p>
<p><b>What role should the media have?</b></p>	<p><b>The role of the media and free press</b> Why a free press is important in a democracy?</p> <ul style="list-style-type: none"> <li>• The role of the media in</li> <li>• Investigating and scrutinising</li> <li>• Influencing and reporting</li> <li>• Holding others to account</li> </ul>	<p>Page 87</p>
	<p><b>Rights and responsibilities of the media</b></p> <ul style="list-style-type: none"> <li>• The right of the media</li> <li>• Accuracy and respect in reporting</li> <li>• The role of the press regulator in the UK</li> <li>• Reasons why press censorship may occur</li> </ul>	<p>Page 88</p>
	<p><b>The use of the media for influence</b></p> <ul style="list-style-type: none"> <li>• What is public opinion</li> <li>• How groups or individuals and those in power use the media try to influence public opinion.</li> <li>• How the government use the media</li> </ul>	<p>Page 89</p>
<p><b>The UK influence in the wider world.</b></p>	<p><b>The UK's role in the rest of the world</b> <b>The role of each of these organisations, the benefits and commitments to each.</b></p> <ul style="list-style-type: none"> <li>• United Nations</li> <li>• NATO</li> <li>• The Commonwealth, The</li> <li>• World Trade Organisation;</li> </ul>	<p>Page 93</p>
	<p><b>Rights and responsibilities in a changing world</b></p> <p><b>What is the responsibility of the UK in global issues?</b></p> <ul style="list-style-type: none"> <li>• Human rights/ conflict/ humanitarian issues</li> </ul> <p><b>The role of international law</b></p> <ul style="list-style-type: none"> <li>• The Geneva Convention</li> <li>• International humanitarian law</li> <li>• International criminal court (ICC)</li> <li>• International court of justice (ICU)</li> </ul> <p><b>Non-governmental organisations</b></p> <ul style="list-style-type: none"> <li>• What is the role of a NGO?</li> <li>• What do NGO's do?</li> </ul>	<p>Page 95</p> <p>Page 96</p> <p>Page 97</p>

		<ul style="list-style-type: none"><li>• UK's role in an international conflict-</li><li>• Mediation</li><li>• Sanction</li><li>• Force</li><li>• Example case study: Sierra Leone.</li></ul>	
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