

PROVISIONAL

DELIVERY GUIDE

Theme: What is Citizenship?

February 2015

GCSE (9–1)

Citizenship Studies



We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website (www.ocr.org.uk) and this may differ from printed versions.

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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

KEY



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Curriculum Content

Studying citizenship enables learners to understand and appreciate their rights and responsibilities at home, in school and as young citizens in their wider community. Students will learn more about the benefits and challenges of living in a modern, culturally diverse, tolerant and democratic society while, at the same time, developing a growing understanding of people's interdependence locally and globally.

Citizenship helps learners to understand the importance of the values underpinning our society – mutual respect and tolerance, democracy, the rule of law and individual liberty – and apply these values to their everyday lives.

As students develop their knowledge and understanding of the United Kingdom's role in an increasingly complex world, students will be given the opportunity to analyse and evaluate some of the most significant political issues of our time.

Citizenship is the perfect vehicle for developing a variety of skills, ranging from leadership, team-work, research, literacy, advocacy and debate. Students can develop the skills necessary an active, knowledgeable and considerate participation in their society.

Citizenship encourages learners to make positive contributions to their school, college and wider community through links with senior school/college leaders and representatives of: community organisations; political parties; pressure groups; charities; the police; legal services and the media.

Citizenship offers students an important opportunity to contribute to a positive school/college ethos and to help their school/college play a valued role in the local community amongst others.



Thinking Conceptually

Approaches to teaching the content

The section on *Identities and diversity in UK society* develops concepts and raises issues central to the whole specification. However it may be prudent with a new class to avoid teaching this as an introductory section. By choosing a less controversial and arguably more accessible section such as *Rights, the law and the legal system in England and Wales*, teachers will become more familiar with their students' identities, personal values and attitudes. Such familiarity is likely to be an important pre-requisite for successful teaching of *Identities and Diversity in UK Society*.

This section aims to develop students' knowledge and understanding of the nature, importance and complexity of personal identity, and the significance of such influences as: family; friendship group; education; workplace; culture; religion; neighbourhood; region and nation on identity. Students should learn that most people can be said to have multiple identities that are often complex and contain elements that may be contradictory.

There is an overview of the United Kingdom's cultural diversity, and a focus on how migration has affected the composition of different communities as well as on migration's benefits and challenges. This should be underpinned by a broad historical study of migration patterns including movement within the

UK and emigration from the UK, as well as immigration to the UK. (Students' collective knowledge of migration within families will show that, over time, migration within a UK or in wider global context has been a normal experience for British families over the last three or four generations.)

That mutual respect and tolerance are essential for citizens' well-being and success in a diverse society should be a theme permeating this section. There must also be a clear focus throughout on the importance of the other fundamental values underpinning UK society – democracy, the rule of law and individual liberty – and the ways in which these contribute towards ensuring that the UK is a cohesive, peaceful and fulfilling place to live.

Students' own life histories, identities and attitudes, as well as those of family members and acquaintances, should add interest and topicality to this section.

Issues connected with 'Britishness', community cohesion, tolerance and migration are frequently 'in the news' and subject to often heated debate in the media and between political parties. Statistical information, personal accounts, political statements and news stories are easy to find, and can be used to stimulate further research by students and classroom discussion.



Thinking Conceptually

The section can also provide a context for informed citizenship action. Students should have the opportunity to apply their knowledge, understanding and skills to address a citizenship issue or question linked to identity and diversity. For example, students could contribute towards a newsletter for parents with articles to celebrate diversity in their school or college, or to evaluate some common 'myths' about migration against some more reliable evidence.

Learners should be encouraged to use key concepts to help organise their own thinking and sharpen their communication skills. Some of the most important are listed below:

- Asylum
Protection given to a person seeking refuge in a foreign country so as to escape persecution in their home country.
- Community cohesion
People sharing a sense of belonging to their community and affinity with the people who live there.
- Culture
The customs, achievements and identities shared by a particular group of people.
- Democracy
A system of government in which decisions are taken by the population directly or by their elected representatives.

- Diversity
Difference and variety within a community or population.
- Emigration
Moving away (usually with reference to leaving a country).
- Identity and multiple identity
How people see themselves – includes: personal history; personality; feelings about their position in their community and society; and opinions.
- Immigration
Moving in (usually with reference to moving in to a country).
- Individual liberty/personal freedom
Being free to: benefit from your own hard work; travel freely; and say and write what you like as long as it doesn't harm others.
- Migration
Moving from one place to another.
- Pull factors (contributing towards migration)
Those things that might attract a person to a particular place such as: jobs; a good standard of living; legal protection for human rights; tolerance and favourable climate.
- Push factors (contributing towards migration)
Those things that might encourage a person to leave a particular place such as: war; famine; poverty; discrimination; political repression and lack of opportunity.



Thinking Conceptually

- Rule of law
The law applies to everyone, even politicians, judges, the police and the very wealthy.
- Tolerance
Accepting people with different characteristics to yourself, including people of different religious faiths and cultural traditions.
- United Kingdom
A state based on the alliance of England, Wales, Scotland and Northern Ireland in which there is a common government responsible for a range of strategic decisions.

Common misconceptions or difficulties students may have

Students may find it difficult to describe their own, their family's or their acquaintances' experience of migration either through lack of information or fear of others' judgements. Explain how important it is for everybody to respect confidentiality in the classroom and that nobody has an obligation to share their story with others. To break the ice, describe your own family experience or pick students who you already know to be confident in sharing information with others. Many students will be willing to discuss experiences with a small group of trusted friends. Some may then have confidence to share more widely.

Students are likely to have strong opinions about issues connected with identity and migration. Many will share the general tendency to over-estimate the number of ethnic minority citizens in the UK at around 30% (14% in 2011, according to the national census). A significant proportion of students are also likely to believe that: there are no controls on immigration to the UK; 'benefit tourism' is the main reason people wish to move to the UK or there are no advantages for the UK of free movement of labour within the European Union. It is essential to recognise these likely misconceptions and enable students to evaluate them through the use of reliable evidence such as data available from the Home Office, Office for National Statistics, the pressure group Migration Watch or the BBC.

Some students will be sceptical about the extent to which UK law is applied fairly to everyone. It will be useful for all students to analyse a range of examples to evaluate the *Rule of Law* in practice.

It is possible but not likely that young people will make racist or other unacceptable comments while in class. It is important to confront such attitudes firmly and explicitly to signal your own disapproval to the whole class. Deal with the matter according to the school/college behaviour policy but also address any misconceptions with the student(s) concerned.



Thinking Conceptually

Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course

Key concepts developed in *Identities and diversity in UK society* – democracy, individual liberty, tolerance and the *Rule of Law* – will underpin students' understanding throughout the specification.

Sections on *Democracy and politics and Rights, the law and the legal system in England and Wales* have particularly strong conceptual links with *Identities and diversity in UK society*. Schemes of work will be more effective in promoting students' learning when the key concepts identified below are reinforced and frequently exemplified. For example, work on the legal system should be underpinned through the development of students understanding of individual liberty and the *Rule of Law*.

Concepts from this section link to other sections as follows:

Specification section	Concepts introduced or developed in <i>Identities and diversity in UK society</i>
Democracy and politics	Democracy Free press (as an aspect of individual liberty)
Citizen participation in democracy and society	Democracy
Rights, the law and the legal system in England and Wales	Individual liberty <i>The Rule of Law</i>
The UK and its relations with the wider world	Democracy Tolerance Migration
The economy, finance and money	Democracy Migration



ACTIVITIES

When selecting the contexts through which conceptual learning will take place, teachers must ensure that students are also able to develop the full range of citizenship skills reflected by the specification's assessment objectives (AOs).

- Apply knowledge & understanding of citizenship concepts, terms and issues to citizenship contexts and actions. (AO2)
- Analyse a range of evidence about citizenship issues, debates and actions (including different viewpoints) to develop reasoned, coherent arguments. (AO3)
- Evaluate evidence relating to citizenship issues, debates and actions, making reasoned judgements. (AO3)

These skills (application, analysis and evaluation) will be tested in the final examinations.

The three activities below illustrate how these skills might be developed within the section *Identities and diversity in UK society*.



Thinking Contextually

Activities	Resources
<p>Activity 1 – Applying knowledge & understanding of citizenship concepts, terms and issues to citizenship contexts and actions</p> <p>Context / Key Question: Why do people migrate from one place to another?</p> <p>Concepts: Migration, immigration, emigration, pull factors, push factors</p> <p>Method:</p> <ol style="list-style-type: none">1. Ask students to study the ‘family tree’ (Learner Resource 1.1) and complete the introductory tasks.2. Through discussion begin to identify reasons for migration based on the information in Learner Resource 1.1. Develop the concepts of immigration and emigration and ask students to find examples from the ‘family tree’. (Point out that these concepts are usually used with reference to migration from one country to another.)3. Ask students to work in pairs or small groups to classify the reasons for migration as ‘push’ or ‘pull’ factors and to use Learner Resource 1.1 to record their thinking. Share findings and ensure that each student has time to amend their notes accordingly.4. Assess students by asking them to apply their conceptual knowledge and understanding to the life history of someone they know or have heard of. Use the outcomes of this brief formative assessment to reinforce concepts as appropriate when introducing the homework task below.5. For homework, ask students to research their own family or a family that they know to:<ul style="list-style-type: none">• Research where grandparents, uncles, aunts and cousins live now and where they were born.• Research reasons for migration.Students can use Learner Resource 1.2 to record their findings.6. Ask students to share their homework findings with friends in the class. Ask each group to report back on interesting features of their research or common themes linked to reasons for migration. (Cover reasons why people may leave the UK as well as reasons why they may come here.)7. Discuss and begin to evaluate the viewpoint that, “Migration is a common experience for families in the UK”. Ask students what types of evidence they could collect and analyse in order to develop a reasoned argument on this issue. (This could link with Activity 2, below.)	



Thinking Contextually

Activities	Resources
<p>Action opportunities:</p> <p>The specification requires that students carry out at least one in-depth, critical investigation leading to a planned course of informed action to address a citizenship issue or question of concern.</p> <p>In order to prepare for such activity, it is important that students have other manageable and time-limited opportunities to take action. The section on <i>Identities and diversity in UK society</i> offers good opportunities for such action. Action opportunities leading on from the activity above could include:</p> <ul style="list-style-type: none">• Planning and delivering an assembly on cultural diversity or migration based on findings from the activity.• Making an entry for the school/college website or newsletter.• Using the information gained from the activity to write a series of short illustrated stories or a slide show for younger students to show families' migration experiences.	



Thinking Contextually

Activities	Resources
<p>Activity 2 – Analysing a range of evidence about citizenship issues, debates and actions (including different viewpoints) to develop reasoned, coherent arguments</p> <p>Context / Key Question: Is migration is a common experience for families in the UK?</p> <p>Concepts: <u>Reinforce:</u> migration, immigration, emigration, pull factors, push factors. <u>Introduce:</u> tolerance, asylum, quantitative and qualitative data; reliability, validity.</p> <p>Method:</p> <ol style="list-style-type: none">1. Build on the final part of Activity 1 to confirm with students the type of evidence they could collect to determine how far migration is a common experience for families in the UK.2. Build on students' responses to point 1 (above) to introduce the difference between quantitative and qualitative data. Point out that the class's own research on migration patterns would count as qualitative data. Qualitative data is often valid but is not always reliable. (Explain the difference between validity and reliability.)3. Select quantitative migration data from the sources below. Students can work in groups to analyse different sets of data using Learner Resource 2.1 to record their findings.4. Ask students to discuss the results of their analyses and to select evidence that supports or opposes the viewpoint that migration is a common experience for families in the UK. (At this point, some students should realise that the question is drawn too widely and that most quantitative data only relates to migration between the UK and other countries. Develop this important point with the class.)5. Design a writing frame that helps students to plan a reasoned and coherent argument based on evidence. (Include referencing advice to show students how to use evidence appropriately in their writing.) Ask students to work in pairs or small groups with the writing frame to plan a response to the lesson's key question.6. For homework, students could add further evidence of their own and write individual responses to the question adding further evidence of their own to support their argument. A good follow up in class would be show students how to assess their response and those of others using a teacher-produced mark scheme. For this to represent good formative assessment, students should then be given time, with teacher guidance, to amend their work.	



Thinking Contextually

Activities	Resources
<p>Data sources (Teachers should select from these sources and / or adapt the information to suit students' needs. It is important for all students to gain experience in analysing primary data rather than relying on commentary.)</p> <ul style="list-style-type: none">• Internal Migration, England and Wales, Year Ending June 2013 (Office for National Statistics, UK) http://www.ons.gov.uk/ons/rel/migration1/internal-migration-by-local-authorities-in-england-and-wales/year-ending-june-2013/stb---internal-migration-june-2013.html This includes a simple summary of migration within England and Wales and information on emigration to and immigration from Scotland and Northern Ireland. There is interesting data on who is most likely to move home and commentary on some of the most likely reasons for these moves.• Emigration from the UK, 2012 (Home Office – UK Government) https://www.gov.uk/government/publications/emigration-from-the-uk--8 This interesting and detailed report includes a summary at the beginning and a graph of population outflows and inflows on page 6. There are sections on who leaves and reasons for emigration.• Net migration into UK increases – Office for National Statistics, 2013 (BBC News) http://www.bbc.co.uk/news/uk-25135418 A relatively simple summary of migration trends between 2001 and 2013 with commentary and analysis.• Immigration statistics, April to June 2014 chapter 3 on work- related immigration (UK government) https://www.gov.uk/government/publications/immigration-statistics-april-to-june-2014/immigration-statistics-april-to-june-2014 This detailed chapter provides data and commentary on work-related immigration trends from 2005. Note that the data do not include immigrants from the European Union as they do not require visas.• Immigration statistics, April to June 2014 chapter 8 on asylum (UK government) https://www.gov.uk/government/publications/immigration-statistics-april-to-june-2014/immigration-statistics-april-to-june-2014 This short, accessible chapter provides data and commentary on asylum trends from 2001.	



Thinking Contextually

Activities	Resources
<ul style="list-style-type: none">• International Migrant Populations by Country of Origin and Destination (Migration Policy Institute – USA) http://www.migrationpolicy.org/programs/data-hub/charts/international-migrant-population-country-origin-and-destination The Migration Policy Institute is an independent, research organisation based in Washington, DC and dedicated to analysis of the movement of people worldwide. A sister organisation, the Brussels-based Migration Policy Institute Europe analyses migration patterns in Europe. The website link above is to an interactive world map to show international migration. Settings can be adjusted to show emigration from the UK and immigration to the UK.• Immigration to EU countries by country of birth, 2012. (European Union) http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/File:Immigration_by_country_of_birth_2012_YB14_II.png This is a more complex table, note that the 'native born' columns show the number of people returning to their country of birth following residence overseas. The 'total' column then shows the numbers of immigrants after the native born returnees have been subtracted.• Share of non-nationals in the populations of EU countries, 2013 (European Union) http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Share_of_non-nationals_in_the_resident_population_1_January_2013_(%25)_YB14_II.png This relatively straightforward chart shows the proportion of each EU member country's population that is composed of citizens from other countries within and outside the EU.	



Thinking Contextually

Activities	Resources
<p>Activity 3 – Evaluate evidence relating to citizenship issues, debates and actions, making reasoned judgements</p> <p>Context / Key Question: Evaluate the viewpoint that free movement of people across the European Union is bad for the UK?</p> <p>Concepts: <u>Reinforce:</u> migration, immigration, emigration, tolerance. <u>Introduce:</u> free movement of labour, individual liberty, taxes, welfare</p> <p>Method:</p> <ol style="list-style-type: none">1. Introduce free movement and residence as a right of European Citizenship. Students should analyse the information provided by the European Union at http://ec.europa.eu/justice/citizen/ and also find out more about the right of movement and residence at http://ec.europa.eu/justice/citizen/move-live/index_en.htm. Ask students to work in small groups to identify and note possible advantages and disadvantages of this right for the UK and its citizens. Groups to compare findings and add points as necessary to their own notes.2. Ask students to rank, in order of importance, the advantages of free movement of labour described by John Cridland, Head of the Confederation of British Industry (CBI). To get students started, play a short interview with Cridland by CNBC at http://video.cnbc.com/gallery/?video=3000328815. A Daily Telegraph article (October 2014) gives a sufficiently detailed coverage at http://www.telegraph.co.uk/finance/11187887/EU-migration-is-essential-for-a-healthy-economy-says-CBIs-John-Cridland.html. Able students might also try Professor Adrian Favell's blog at http://blogs.lse.ac.uk/europpblog/2014/07/01/the-uk-has-been-one-of-the-main-beneficiaries-from-free-movement-of-labour-in-the-eu/	



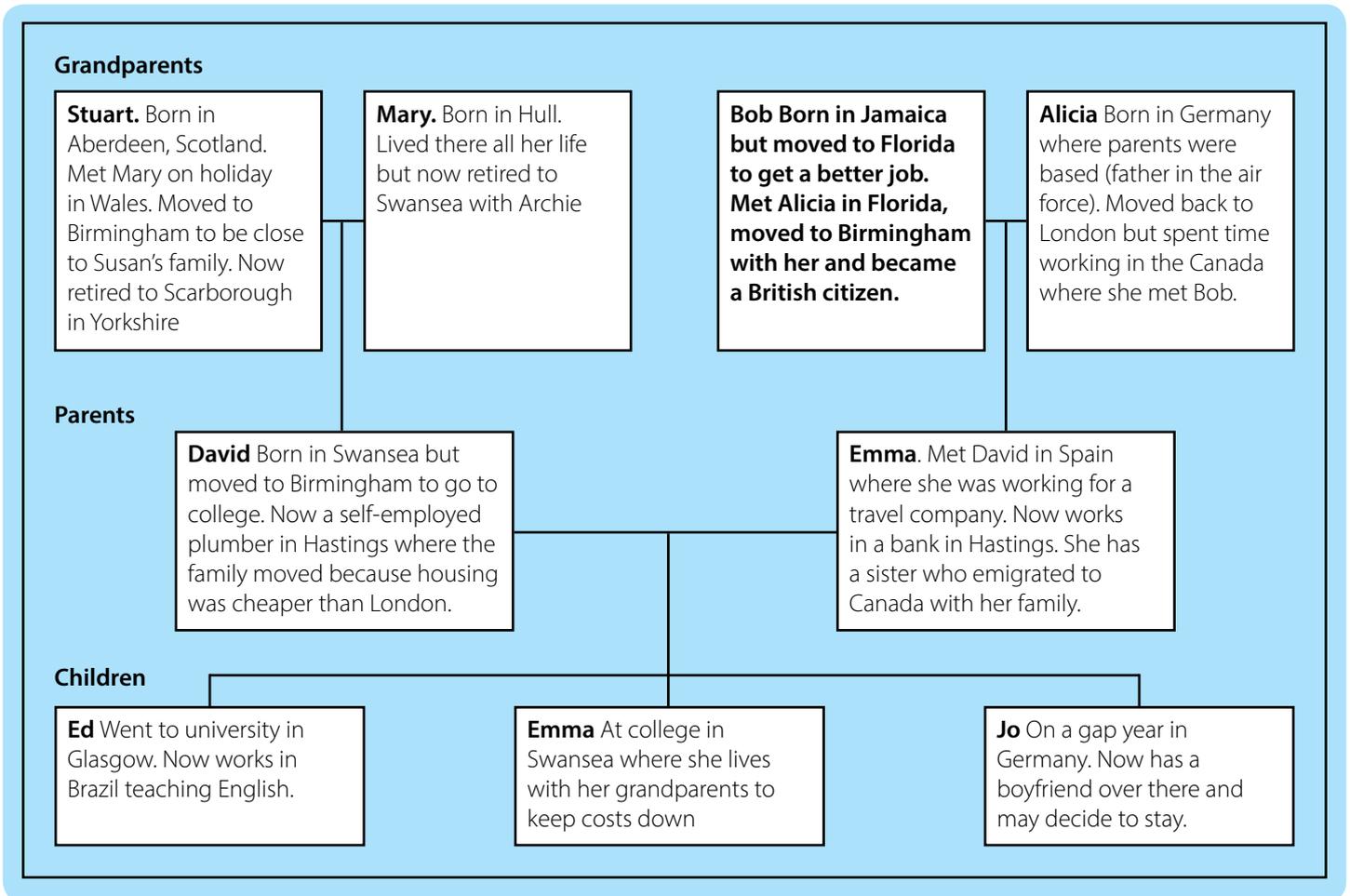
Thinking Contextually

Activities	Resources
<p>3. Ask students to rank, in order of importance, the disadvantages of free movement of labour. To get students started, play the United Kingdom Independence Party (UKIP) Party Election Broadcast, spring 2013. http://www.bing.com/videos/search?q=UKIP+party+election+broadcast+European+Election&docid=608001476328685759&mid=0688D8FC643E35217A7F0688D8FC643E35217A7F&view=detail&FORM=VIRE2#view=detail&mid=0688D8FC643E35217A7F0688D8FC643E35217A7F</p> <p>Students should then go on to note the points against free movement of labour on the Migration Watch website. http://www.migrationwatchuk.org/what-is-the-problem.php</p> <p>(This article will need editing for students in advance in accordance with their educational needs.)</p> <p>4. Discuss students' findings and take the opportunity to formatively assess their understanding. If it is necessary to further support and clarify students' understanding, try coverage of this issue on the BBC News website http://www.bbc.co.uk/news/uk-politics-25678829</p> <p>5. Introduce students a sample examination question on this issue (Learner Resource 3.1). Ask them the plan a response to the question in pairs or small groups. Emphasise the need to use evidence to support their arguments and show them how best to do this. Give students time to collect further relevant evidence of their own.*</p> <p>6. Students can write the essay either in class or at home. To make this a formative assessment exercise allocate time to: enable peer assessment; allow a discussion of outcomes and approaches; and enable students to improve their essays.</p> <p>* please note, the sample question provided is not necessarily indicative of finalised question types.</p>	



Learner Resource 1.1 – Migration, one family's experience

Many people move (migrate) from one place to another. The diagram below helps to tell one family's story.



Complete the table to show why each person has migrated from one place to another. (You may need to give more than one reason for some members of the family.)

Stuart	
Bob, Alicia and Emma	
David	
Ed	
Jo	



Learner Resource 1.1 – Migration, one family's experience

People decide to migrate for a range of different reasons.

Complete the table at the bottom of this page to show:

PUSH FACTORS – reasons why people might emigrate (leave their home)

PULL FACTORS – reasons why people might come to a particular place (immigration)

Include the factors below in your table. Arrange them with the most important factors in the top of the columns of your table.

Factors

- Fear for their lives (war or terrorism)
- Other members of your family or ethnic group live there
- No work or poorly paid work
- Good record of human rights
- Lack of educational opportunities
- Famine
- Peaceful place
- Good health care and education
- High cost of living
- Disease or pollution
- Employment available
- High standard of living
- Fear for their lives (natural disasters)
- Discrimination
- Employment available

PUSH FACTORS – reasons why people might emigrate (leave their home)	PULL FACTORS – reasons why people might come to a particular place (immigration)



Learner Resource 1.2 – Migration, personal research

Research your own family or a family that you know.

- Find out where people such as grandparents, uncles, aunts and cousins live now.
- Find out where they were born.
- Record reasons for their migration

Position in the family e.g. grandfather, cousin, aunt	Where they live now	Where they were born	Why they moved



Learner Resource 3.1 – Migration, specimen examination question



Evaluate the following viewpoint using evidence to support your answer:

“Free movement of people across the European Union is bad for the UK”

In your answer you should:

- Explain why free movement of people became one of the freedoms for European citizens.
- Describe the advantages of free movement of people within the European Union.
- Describe the disadvantages of free movement of people within the European Union.
- Evaluate how far you agree with the viewpoint above.

12 marks*

* please note, the sample question provided is not necessarily indicative of finalised question types.

Assessment criteria

Level 4. 10-12 marks

- An informed and well-argued personal response to the viewpoint based on a thorough analysis and evaluation of a range of evidence.
- A very good understanding of what free movement of people is and of why it is important within the European Union.
- Specific and accurate references to ways in which the free movement of people has benefits and problems for the UK.
- A range of examples / evidence are well organised to support the evaluation.
- Some valid research by the student has taken place that goes beyond the materials referred to in class.
- A good and convincing summary of the case in response to the viewpoint.
- Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.

Level 3. 7-9 marks

- Some valid evaluation of the viewpoint
- Sound understanding of what free movement of people means
- Sound description of the benefits and problems of free movement of people for the UK.
- Appropriate examples evidence are selected appropriately from the materials referred to in class.
- A reasoned conclusion
- Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.

Level 2. 4-6 marks

- Limited evaluation of the viewpoint
- Limited understanding of what free movement of people means
- Sound description of the benefits or problems of free movement of people for the UK.
- There are mistakes in spelling, grammar and punctuation; however, meaning is still communicated clearly for most of the answer.

Level 1. 1-3 marks

- Personal opinion on the viewpoint
- Some limited but valid points or examples about free movement of people.
- Information is organised at a simple level to aid communication but frequent mistakes in spelling, grammar and punctuation sometimes makes meaning unclear.





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