



PROVISIONAL

TEACHER GUIDE

Introduction to the new
Citizenship GCSE

June 2015



GCSE (9–1) Citizenship Studies

OCR
Oxford Cambridge and RSA

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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This resource is an exemplar of the types of materials that will be provided to assist in the teaching of the new qualifications being developed for first teaching in 2016. It can be used to teach existing qualifications but may be updated in the future to reflect changes in the new qualifications. Please check the OCR website for updates and additional resources being released. We would welcome your feedback so please get in touch.

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Please note – the content and direction stated in this resource is to be considered as draft and subject to accreditation by the regulator.



INTRODUCTION

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

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

An issues-based investigation of the law is a key feature of the OCR specification

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

Each part of the subject content builds carefully on students' previous learning. OCR's specification has been organised so that learners will quickly become familiar with key citizenship concepts and eager to apply their knowledge and understanding to unfamiliar contexts, issues and debates.

OCR has made sure that each part of the content is linked with those specific requirements that are integral to the national assessment objectives for Citizenship. As a result, learners should be exceptionally well prepared for success in their examinations.

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



An issues-based investigation of the law is a key feature of the OCR specification.

All specification content shows clearly what learners should be able to do

Subject content is linked to examined assessment objectives

1.1.1 Rights and responsibilities	
Learners should be able to:	Example:
<i>Know</i> the age of criminal responsibility and other legal ages when young people become legally responsible for their actions such as drive, marry, vote or join the armed forces.	By researching the age of criminal responsibility internationally.
<i>Understand</i> the justifications for such age laws.	Through evaluating the viewpoint that the age of criminal responsibility should be increased in England and Wales.
<i>Evaluate</i> such justifications.	

Examples are included to help teachers with their interpretation of the specification content



SUPPORTING LEARNERS

OCR is determined to encourage effective and stimulating learning. Our main aim has been to design a specification that encourages young people to become informed, interested and active citizens able to promote new ideas, challenge injustice and protect their own rights.

With this in mind, OCR's specification seeks to:

- Consolidate and extend learners' knowledge and understanding of their rights and responsibilities in our increasingly complex society and the wider world.
- Stimulate interest in the law, justice and the legal system so that all learners engage confidently in legal processes when necessary.
- Encourage involvement in political processes built on a solid foundation of knowledge and understanding linked to decision-making locally, nationally and globally.

- Promote community engagement based on British values: the rule of law; personal freedom; equal opportunity, and tolerance and respect for diversity.
- Encourage an informed understanding of some of the challenging issues facing us nationally and globally.
- Promote rigorous enquiry and debate based on careful analysis of evidence and an informed understanding of different viewpoints.

.... and last but not least

- Provide end-of-course exams that are fair, accessible and based on best practice in examining.



OCR's specification encourages stimulating learning



SUPPORTING TEACHERS

Teachers need the confidence to be able to deliver the OCR qualification with enthusiasm, and the minimum of fuss. The OCR specification seeks to build confidence for specialist and non-specialist teachers alike.

We've done our best to meet teachers' needs by:

- Sequencing content to provide a manageable, coherent and stimulating platform for teacher planning.
- Integrating content and skills to assist teachers' planning and to make sure learners aren't caught out when the exams come round.
- Specifying, for each section of the course, the key concepts and terminology that will feature in the examinations.
- Providing examples to clarify specification content and to help teachers keep on track.

- Linking each exam to particular sections of course content so that preparing learners for final assessment is straightforward.
- Ensuring that exam outcomes are a true reflection of each learner's knowledge, understanding and skills. OCR assessments reflect best practice in examining, and are designed to be valid, reliable and fair for learners across the ability range.
- Providing a range of Delivery Guides to help teachers to plan, deliver and resource stimulating learning experiences linked closely to the OCR specification.

We're also working in partnership with *Hodder Education* to produce new paper-based and electronic resources written specifically to support the OCR specification.



OCR's specification helps teachers to plan by highlighting key concepts and examples



BENEFITS FOR YOUR SCHOOL OR COLLEGE

Adopting the OCR GCSE (9–1) Citizenship Studies course will have major benefits for your school or college and the wider community.

- The OCR (9–1) GCSE Citizenship Studies course will make a major contribution to the school's obligation to promote British values and community cohesion.
- Learners will understand more about the value of living in a culturally diverse society and to appreciate the interdependence of people locally and globally. Promoting such understanding should be at the heart of a school or college curriculum.
- The course provides the perfect vehicle for promoting Student Voice and encouraging information literacy and oral literacy.
- Learners will become more knowledgeable and confident about their rights and responsibilities at home, in school or college and as young citizens, so contributing to a positive school and community ethos.
- The course enables and encourages teachers and learners to make positive links with school or college Governors or Directors, community organisations, local politicians, the police, legal support services, local magistrates, pressure groups, political parties, and many other groups and organisations that can help to give the school an enhanced position in the local community.



The OCR specification meets OFSTED's requirement for the teaching of British values

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)



THE 'FULL COURSE'

The 'Full Course' is divided into three themes.

Theme 1. Our rights, responsibilities and the law

The full course starts with an opportunity for learners to build upon their existing knowledge and understanding of rights and responsibilities.

This leads them to consider the origins of our rights, the ways in which human rights have been extended and safeguarded, and the difficulties that occur when different rights conflict.

In the second part of the theme, learners explore the nature of laws and rules, and the ways in which the law is administered and enforced.

Theme 2. Citizenship in action

In Theme 2, learners consider the ways in which decision-making takes place in the UK's representative democracy.

Learners go on to develop an understanding of the links between politics and the economy through studying issues linked to taxation, welfare, the health service and education.

Learners have the opportunity to compare decision-making in the UK with practice in two other countries and to evaluate the most effective ways in which citizens can get their voices heard.

They apply the knowledge and understanding developed during the theme to engage in their own informed action to address a citizenship issue of concern and to bring about benefit or change for a particular community or wider society.

Theme 3. Our society and our links with the wider world

Theme 3 encourages learners to explore their own sense of identity and that of other UK citizens in our increasingly complex society. They consider the importance of tolerance and respect for diversity as well as ways to promote greater community cohesion.

After studying the main reasons for migration to and from the UK, learners assess the benefits and challenges of immigration and evaluate different viewpoints on this controversial issue.

Turning their attention to the wider world, learners consider the UK's international role to assess the effectiveness of the UK's interventions in global crises, disagreements and conflicts, and go on to evaluate our partnerships and alliances with other countries as these change through time.



Is it ever justified to limit free speech?

Learners will consider challenging and controversial issues.



Learners have opportunities to evaluate the most effective way for citizens to get their voices heard



Tolerance and respect for diversity is a key strand throughout the OCR course



Each theme is assessed through an end-of-course examination. The themes are further sub-divided into sections.

Learners following OCR's specification will make good progress by being able to build on familiar personal or local contexts to acquire the knowledge, understanding and skills to tackle more challenging ideas, issues and debates.

Paper 1 (25%)	<p>Theme 1</p> <p>Our rights, responsibilities and the law</p> <ul style="list-style-type: none"> • Rights, the law and the legal system in England and Wales • Rights and responsibilities • The law • The legal system
Paper 2 (50%)	<p>Theme 2</p> <p>Citizenship in action</p> <ul style="list-style-type: none"> • Democracy, governance and the economy • Democracy, elections and voting in the UK • National, local, regional and devolved government • British Constitution • The economy, finance and money • The role of the media and free press • Citizen participation in democracy and society • Citizenship participation in the UK • Politics beyond the UK
Paper 3 (25%)	<p>Theme 3</p> <p>Our society and our links with the wider world</p> <ul style="list-style-type: none"> • Identities and diversity in UK society • The UK and its relations with the wider world

Themes and sections have been designed to maximise coherence, progression and continuity across the whole specification.



Assessing the ‘Full Course’

OCR’s specification reflects the national Assessment Objectives for Citizenship.

Assessment Objective	Description	Weighting
AO1	Demonstrate knowledge and understanding of citizenship concepts, terms, and issues.	30%
AO2	Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.	30%
AO3	Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgments.	40%

Learners’ achievements are assessed through three end-of-course examinations. Each exam is linked to particular sections of the specification. This helps make exam preparation and revision simple and straightforward for learners and their teachers.

Examination theme	Exam design
Our rights, responsibilities and the law	This is a new type of learner-friendly exam. Learners select their answers from a list of options but the paper’s design is very different from a traditional multiple choice exam.
Citizenship in action	Learners’ own citizenship action is our major focus in this paper. Learners apply knowledge and understanding from their own citizenship action to different contexts and actions. Learners also evaluate issues and debates from content across the whole theme ‘Citizenship in action’. These evaluations are based on an analysis of accessible text-based and visual secondary source materials provided in the exam. The paper contains questions that require written answers. Learners are given guidance about how best to structure their longer answers.
Our society and our links with the wider world	In this final paper, learners analyse and evaluate different viewpoints to refine and justify their own judgements on issues and debates connected to the whole theme. The paper also contains questions that require written answers. As with Paper 2, learners receive guidance about the organisation of their essays.



ACTIVE CITIZENSHIP

Active citizenship is a key feature of OCR's specification. By following OCR's specification, learners will develop a much greater understanding of the legal, political and economic aspects of their lives.

Our specification provides a clear framework for learners to become more interested in citizenship issues by: exploring topical controversial issues and problems; analysing evidence and different viewpoints, taking action to try to influence others and participating actively in decision-making.

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

Opportunities for active citizenship are highlighted across the whole of the specification content and in the OCR Delivery Guides.

In line with national guidelines, it is a requirement of the 'Full Course' that all students should participate in action "in a real out-of-classroom" context. National guidelines require that centres must provide OCR with a signed statement verifying that all students entered for the 'Full Course' qualification have engaged in citizenship action.

Actions could include:

- initiating or contributing to campaigns on local, national or international issues;

Example - a group campaign aimed at the local authority to improve lighting on a footpath to school

Students campaign for a safer route to school

<http://www.dailypost.co.uk/news/local-news/alltami-1000-support-school-pupils-7257187>

- raising awareness of local, national or international issues or debates;

Example - planning, delivering and evaluating a multi-media school presentation to publicise Comic Relief day

Students can raise awareness of international human rights issues

<http://www.amnesty.org.uk/issues/Secondary-and-further-education>

- lobbying decision-makers in the school or college, local authority, interest group or national government to protect or extend citizens' rights or opportunities;

Example – meeting Governors to discuss ways in which to engage groups of students in particular aspects of the school's sporting or extra-curricular programme

Students lobbying Parliament as part of a libraries campaign

<http://www.windsorexpress.co.uk/News/Areas/Ascot/Pupils-lobby-at-Westminster-to-support-school-libraries-01112012.htm>

- organising or contributing to an event, project or programme to address a community need.

Example – organising an inter-generational event in partnership with the school's PTA or a local residential care home

Inter-generational events are easy for enterprising young people to organise

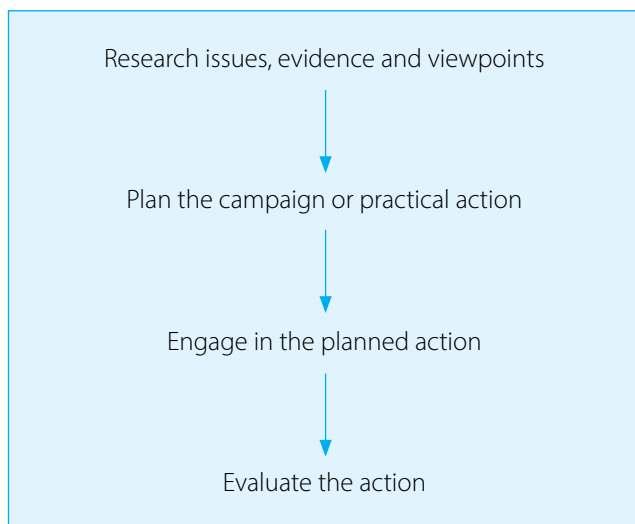
<http://www.gosforthacademy.org.uk/main-school/gallery/senior-citizens-party-december-2014>



Through their action, learners should practise a range of citizenship skills including: research and enquiry, interpretation of evidence*, planning, collaboration, problem solving, advocacy, campaigning and evaluation.

*Evidence should include 'primary' evidence gathered through learners' own research and 'secondary' evidence produced by others such as surveys by government, local authorities or interest groups.

Citizens in action – the process



Learners will be assessed on their knowledge and understanding of citizenship action in the final exam.

Learners should:

- understand the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions;
- present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts;
- critically evaluate the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected;
- formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates;
- plan practical citizenship actions aimed at delivering a benefit or change for a particular community or wider society.





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