

# GCSE (9-1) Citizenship Studies

## Specification

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Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Citizenship Studies (1CS0)

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*First teaching from September 2016*

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*First certification from 2018*

Issue 1



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# 1 Introduction

## Why choose Edexcel GCSE Citizenship Studies?

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We've listened to feedback from all parts of the citizenship subject community, including teachers, subject associations and higher education. We've used this opportunity of curriculum change to redesign a qualification that equips students to take responsible citizenship actions and play a positive role in public and democratic life as informed and active citizens – a qualification that enables your students to apply themselves and gives them the skills to succeed in their chosen pathway.

- **A new specification with a familiar approach:** we have worked hard to build on our current course with new and engaging content while providing continuity through our topic areas and source-based approach to assessment to cater for the full ability range and teacher and student needs.
- **Clear and coherent structure:** our specification has a straightforward structure with five engaging topics, assessed through two externally examined papers. Comprehensive coverage of each topic and citizenship action provides clarity of the new teaching and learning requirements.
- **Supports continuous progression:** our 'local to global approach' means students build on Key Stage 3 study and are introduced to core concepts and how citizenship impacts on their lives before building on this with the introduction of theory and the 'bigger picture' as they progress through the course.
- **Developing active citizens:** students and centres have free choice of citizenship action, so students can engage with topics close to their hearts while they develop skills in research and investigation, problem solving, advocacy and campaigning.
- **Reflects current issues, questions and debates:** students develop knowledge and understanding of the role of citizenship in relation to current issues that impact on modern society, engaging them with what it means to be an active citizen and preparing them for their next steps in today's global world.
- **Accessible assessment for students of all abilities:** exams that are easy to navigate, with clear and simple instructional text and engaging source material so all students are motivated to succeed.

# Supporting you in planning and implementing this qualification

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## Planning

- Our **Getting Started guide** gives you an overview of the new GCSE qualifications to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you an **editable course planner** and **scheme of work** that you can adapt to suit your department.
- Our **mapping documents** highlight key differences between the new and 2009 qualifications.

## Teaching and learning

There will be free teaching and learning support to help you deliver the new qualifications, including those to help you build citizenship action throughout the course.

## Preparing for exams

We will also provide resources to help you prepare your students for the assessments.

## ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

## Get help and support

Our subject support line and Ask the Expert service will ensure you receive help and guidance from us and that you can share ideas and information with other teachers.

The Citizenship Team can be contacted by email: [TeachingCitizenship@pearson.com](mailto:TeachingCitizenship@pearson.com) and by telephone on 0844 463 2823.

Learn more at [qualifications.pearson.com](http://qualifications.pearson.com)

## Qualification at a glance

### Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Citizenship Studies consists of two externally examined papers.

Students must complete all assessment in May/June in any single year.

<b>Paper 1</b>	<b>(*Paper code: 1CS0/01)</b>
<b>Written examination: 1 hour and 45 minutes</b> <b>50% of the qualification</b> <b>80 marks</b>	
<b>Assessment overview</b> <b>Section A</b> Questions are focused on specification <i>Theme A: Living together in the UK</i> . <b>Section B</b> Questions are focused on specification <i>Theme B: Democracy at work in the UK</i> . <b>Section C</b> Questions are focused on specification <i>Theme C: Law and justice</i> . <b>Section D</b> Extended-response questions related to two or more of specification Themes A–C.	

<b>Paper 2</b>	<b>(*Paper code: 1CS0/02)</b>
<b>Written examination: 1 hour and 45 minutes</b> <b>50% of the qualification</b> <b>80 marks</b>	
<b>Assessment overview</b> <b>Section A</b> Questions relate to the students' own citizenship action, as specified in specification <i>Theme E: Taking citizenship action</i> . <b>Section B</b> Questions require students to comment on others' actions and relate to specification <i>Theme D: Power and influence</i> . <b>Section C</b> Questions are focused on specification <i>Theme D: Power and influence</i> . One question will also link to content in one of Themes A–C.	

\*See *Appendix 4: Codes* for a description of this code and all other codes relevant to this qualification.

## 2 Subject content

Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally.

Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. They will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts. They will experience taking citizenship action and learn from trying to make a difference themselves.

### Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- know and understand what democracy is, how parliamentary democracy operates within the constituent parts of the UK, how government works and how democratic and non-democratic systems of government are different beyond the UK
- know and understand the relationship between the state and citizens, the rights, responsibilities and duties of citizens living and working in the UK and how people participate in democracy
- know and understand the role of the law in society, how laws are shaped and enforced and how the justice system works in England and Wales
- know and understand how taxes are raised and spent by governments, and how national economic and financial policies and decisions relate to individuals
- use and apply knowledge and understanding of key citizenship ideas and concepts, including democracy, government, justice, equality, rights, responsibilities, participation, community, identity and diversity, to think deeply and critically about a wide range of political, social, economic and ethical issues and questions facing society in local to global contexts
- use and apply knowledge and understanding as they formulate citizenship enquiries, explore and research citizenship issues and actions, analyse and evaluate information and interpret sources of evidence
- use and apply citizenship knowledge and understanding to contribute to debates, show understanding of different viewpoints, make persuasive and reasoned arguments, and justify and substantiate their conclusions
- use and apply citizenship knowledge, understanding and skills in order to participate in responsible actions to address citizenship issues aimed at improving society and positively contributing to democracy and public life, as individuals and in collaboration with others

## Citizenship skills, processes and methods

This qualification will require students to demonstrate the ability to:

- form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions when appropriate
- 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
- formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates
- select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving reasons and justifying conclusions drawn
- present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts
- plan practical citizenship actions aimed at delivering a benefit or change for others in society
- critically evaluate the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected
- show knowledge and understanding of the relationships between the different citizenship aspects studied, using the concepts to make connections, identify and compare similarities and differences in a range of situations from local to global.



## Content themes

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### Overview

The course content is divided into five themes:

- A: Living together in the UK
- B: Democracy at work in the UK
- C: Law and justice
- D: Power and influence
- E: Taking citizenship action

Themes are sequenced in a logical order, but there is no requirement for teachers to follow this order. Teachers will need to consider the needs, interests and motivations of their students when planning their teaching. The content addressed in each theme is introduced and opportunities for developing citizenship skills and taking action are indicated as examples. *Theme D: Power and influence* builds on and deepens student knowledge and understanding of some of the citizenship concepts addressed in Themes A to C.

*Theme E: Taking citizenship action* can be addressed at any point in the course and students should be clear about how the action they take relates to the citizenship concepts and issues they are studying.

## Theme A: Living together in the UK

### Introduction

Students are introduced to the idea that the UK is a diverse society of many different communities and groups who live together. They explore the nature of identity and multiple identities as well as how and why communities are changing. They consider the democratic rights, freedoms and values that we share, including human rights and the challenge of balancing competing rights.

Opportunities for developing citizenship skills include: to debate and explore identities, rights, values and democracy, and to gain a practical understanding of being an active citizen through contributing to local democracy and taking citizenship action to resolve problems, tackle inequality and improve justice.

Key questions explored:

- How have communities developed in the UK?
- What is identity?
- What are democratic values and where do they come from?
- How does local democracy work?

### How have communities developed in the UK?

<b>1 The changing UK population</b>	<ul style="list-style-type: none"> <li>• The changing composition of the UK population in terms of age, ethnicity, religion and disability.</li> </ul>
<b>2 Migration and its impact</b>	<ul style="list-style-type: none"> <li>• The social, economic and other effects of immigration to the UK, including why it has been seen as a benefit and a challenge. Types of migrants coming to the UK (economic migrants, refugees, asylum seeker) and the reasons why people migrate.</li> <li>• Sources of migration from 1945 to the present, including Commonwealth countries and Europe.</li> </ul>
<b>3 Respect and understanding</b>	<ul style="list-style-type: none"> <li>• What mutual respect means in practice and why it is necessary in a diverse society: the effects of inequality and discrimination on individuals, groups and communities, and the role of the Equality Act 2010 in preventing discrimination.</li> <li>• How mutual understanding is encouraged in schools and the wider community; the concepts of diversity, integration and community cohesion that underpin democratic society.</li> </ul>

### What is identity?

<b>4 Identity</b>	<ul style="list-style-type: none"> <li>• That people's identities can be defined in various ways (e.g. ethnic, religious, gender, age, social, cultural, national, local, regional); the concept of multiple identities.</li> <li>• The impact on identity debates of the UK being comprised of England, Northern Ireland, Wales and Scotland.</li> </ul>
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## What are democratic values and where do they come from?

<b>5 Rights, duties and values that underpin democracy</b>	<ul style="list-style-type: none"> <li>• Human, moral, legal and political rights and freedoms in the UK, including: to equality and representation; to freedom of speech, opinion and association; to tolerance and respect; and to privacy.</li> <li>• The duties of citizens to respect the rights and freedoms of others, and to obey the law.</li> <li>• That rights of different people or groups (nationally and locally) can come into conflict and need to be balanced in different situations in life and work where there is inequality or unfairness.</li> <li>• Why the rule of law is necessary in a democracy. The checks and balances needed in relation to rights and freedoms, including debates about freedom of speech, privacy and the threat from terrorism.</li> </ul>
<b>6 Development of human rights</b>	<ul style="list-style-type: none"> <li>• Magna Carta as a first step against arbitrary rule and a guarantee of justice.</li> <li>• The rights and freedoms protected by the:               <ul style="list-style-type: none"> <li>o UN Universal Declaration on Human Rights</li> <li>o European Convention on Human Rights</li> <li>o United Nations Convention on the Rights of the Child</li> <li>o Human Rights Act 1998.</li> </ul> </li> </ul>

## How does local democracy work?

<b>7 Citizens and local government</b>	<ul style="list-style-type: none"> <li>• The distinction between councillors and officers. The role of local councils in representing the community and the services that they typically provide.</li> </ul>
<b>8 Paying for local services</b>	<ul style="list-style-type: none"> <li>• How councils are funded through council tax, business rates, government grants and income from charges.</li> </ul>

## Theme B: Democracy at work in the UK

### Introduction

Students explore the idea of representative, parliamentary democracy in the UK including the voting and electoral system, the roles and responsibilities of MPs and how government is organised and kept in check. They will also consider the role of parliament in making and shaping law; the government's role in managing public money; and how power is organised across the constituent parts of the UK.

Opportunities for developing citizenship skills and taking action include: participation in decision making forums and 'mock' or real school elections, researching and debating the effectiveness of democracy in the UK, the extension of voting rights to 16 and 17 year olds or further devolution of power versus independence for Scotland, Northern Ireland and Wales.

Key questions explored:

- Who runs the country?
- How does Parliament work?
- How is power shared between Westminster and the devolved administrations?
- How does government manage public money?

### Who runs the country?

<b>1 Parties and candidates</b>	<ul style="list-style-type: none"> <li>• The key philosophical differences between the major political parties standing in UK general elections.</li> <li>• How candidates are selected to stand for a constituency.</li> </ul>
<b>2 Elections and voting systems</b>	<ul style="list-style-type: none"> <li>• The concept of democracy; representative democracy (democracy via elections) and direct democracy (democracy via referendums) and the strengths and weaknesses of each.</li> <li>• How the Westminster-first-past-the-post system operates; who can and cannot vote in general elections and why; debates about extending the franchise. The frequency of general elections.</li> <li>• How the regional list system for European Parliament elections operates; the impact of this on which parties are represented compared with UK general elections.</li> <li>• The strengths and weaknesses of the first-past-the-post voting system compared with proportional representation.</li> </ul>
<b>3 Forming and organising the work of government</b>	<ul style="list-style-type: none"> <li>• The process of forming a government, including the role of the monarch in appointing a government. What happens when no single party can form a government and a coalition government is formed.</li> <li>• The organisation of government administration into departments, ministries and agencies staffed by civil servants.</li> </ul>

How does Parliament work?	
<b>4 The Westminster Parliament</b>	<ul style="list-style-type: none"> <li>• The distinction between executive, legislature, judiciary and monarchy.</li> <li>• The roles of the Houses of Commons and Lords and the relationship between them; the process of parliamentary debate and deliberation of public issues as part of the process of making and shaping policy and legislation.</li> <li>• The roles of prime minister, cabinet and ministers, the opposition, speaker, whips, front bench and backbench MPs and the ceremonial role of Black Rod; the role of an MP in representing constituents' interests.</li> </ul>
<b>5 Making and shaping law</b>	<ul style="list-style-type: none"> <li>• How a bill becomes law: debate in the House of Commons and the House of Lords; scrutiny by committees; royal assent.</li> </ul>
<b>6 The Constitution</b>	<ul style="list-style-type: none"> <li>• The institutions of the British constitution: the power of government, the prime minister and cabinet; the roles of the legislature, the Opposition, political parties, the monarch, citizens, the judiciary, the police and the civil service.</li> <li>• That the UK has an uncodified constitution and examples of how this is changing, including as a result of devolution and membership of the EU.</li> <li>• The concept of parliamentary sovereignty; checks and balances, including the role of judicial review; how Parliament holds government to account through oversight and scrutiny.</li> </ul>
How is power shared between Westminster and the devolved administrations?	
<b>7 Government in constituent parts of the UK</b>	<ul style="list-style-type: none"> <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>
How does government manage public money?	
<b>8 Taxation and government spending</b>	<ul style="list-style-type: none"> <li>• How direct and indirect taxes are raised by central government.</li> <li>• The role of the Chancellor of the Exchequer in budgeting for income, expenditure and debts, managing risks and making decisions about the allocation of public funding.</li> <li>• Different views and debates about how governments and other service providers make provision for welfare, health, the care of the elderly and education.</li> </ul>

## Theme C: Law and justice

### Introduction

Students explore why we need laws and how law affects us in our everyday lives. They consider how the justice system in England and Wales works in practice including the roles and power of the police and the courts. They also learn about the distinctive features of the criminal, civil and youth justice systems and some of the different approaches to settling disputes, addressing inequality, changing behaviour and tackling crime in society.

Opportunities for developing citizenship skills and taking action include: investigating different legal cases, participation in 'mock' trials and sentencing decision-making activities, debating whether it is ever right to break the law or whether the justice system treats everyone fairly. Students could undertake citizenship action or campaigns to address inequality or an injustice.

Key questions explored:

- What is the law for and how does it affect us?
- How does the justice system work?
- Is crime increasing in society?

### What is the law for and how does it affect us?

<b>1 The role of law in everyday life in dealing with complex problems</b>	<ul style="list-style-type: none"><li>• What law is and how the law affects our everyday lives.</li><li>• Why we need laws in society: to protect the public, settle disputes, ensure that people are treated fairly (including preventing discrimination), change behaviour, and 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>
<b>2 Principles and sources of law</b>	<ul style="list-style-type: none"><li>• Fundamental principles of law to uphold rights and freedoms: the rule of law; the presumption of innocence; equality before the law; access to justice.</li><li>• That England and Wales have a different legal system from Northern Ireland and Scotland.</li><li>• The main sources of law: common law (case law or precedent), legislation and the EU.</li></ul>

### How does the justice system work?

<b>3 Civil and criminal law</b>	<ul style="list-style-type: none"> <li>• The purposes of criminal law: used to protect the public from harm such as in cases where crimes are committed against a person or property.</li> <li>• The purposes of civil law: to settle civil disputes, such as debt, personal injury, and family matters.</li> </ul>
<b>4 The justice system in England and Wales</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>• Fundamental principles of the law in practice: the rights of citizens on arrest to know the reason for arrest, inform someone of their arrest and to see a solicitor.</li> </ul>
<b>5 Courts and tribunals</b>	<ul style="list-style-type: none"> <li>• Types of criminal courts, key differences between how they operate and the types of case they are used for: <ul style="list-style-type: none"> <li>o magistrates court</li> <li>o crown court</li> </ul> </li> <li>• Types of civil courts and what they are used for: <ul style="list-style-type: none"> <li>o county court</li> <li>o high court.</li> </ul> </li> <li>• The use of tribunals and other means of civil dispute resolution, such as mediation, to settle disputes.</li> </ul>
<b>6 Youth justice</b>	<ul style="list-style-type: none"> <li>• The operation of the youth justice system and how and why youth courts differ to other courts.</li> </ul>

### Is crime increasing in society?

<b>7 Crime and society</b>	<ul style="list-style-type: none"> <li>• Factors affecting crime rates in society, including issues around the recording of crime and reasons for re-offending.</li> <li>• Strategies to reduce crime, including through prevention, protection and punishment.</li> </ul>
<b>8 Sentences and punishment</b>	<ul style="list-style-type: none"> <li>• Types of sentence and punishment, including prison, community payback and restorative justice; how these are determined for different offences; debates about the purpose and impact of different types of punishment.</li> </ul>

## Theme D: Power and influence

### Introduction

In this section students revisit key ideas about democracy, rights and responsibilities in Themes A–C as they explore ideas about power. In particular they consider power in relation to the ways in which citizens, governments and the media exercise power and influence in a range of local to global situations. They contrast representative democracy in the UK with a non-democratic political system and the limits this places on the rights and freedoms of citizens.

Opportunities to develop citizenship skills include: examining ways in which citizens co-operate to try and improve society and democracy through different kinds of political and citizen actions; practical experiences of taking citizenship action themselves to address issues; debating the relationship of the UK with Europe; and investigating global issues and problems facing society from the environment to humanitarian and conflict situations.

Key questions explored:

- What power and influence can citizens have?
- What role and influence should the media have?
- Does the UK have power and influence in the wider world?

### What power and influence can citizens have?

<b>1 Citizen participation in politics and society</b>	<ul style="list-style-type: none"> <li>• The opportunities, and barriers to citizen participation in democracy and politics in the UK.</li> <li>• Ways in which citizens can contribute through direct and indirect action to democracy and hold those in power to account and contribute to wider public life, including by voting, joining an interest group or political party, standing for election, campaigning, advocacy, lobbying, petitions, joining a demonstration and volunteering.</li> <li>• How digital democracy, social media and other measures are being developed as a means to improve voter engagement and political participation.</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>
<b>2 The role of groups and organisations in democratic society</b>	<ul style="list-style-type: none"> <li>• The role different organisations play in providing a voice and support for different groups in society including public institutions, public services, interest and pressure groups, trade unions, charities and voluntary groups.</li> <li>• Two different examples of how citizens working together or through groups attempt to change or improve their communities through actions to address public policy, challenge injustice or resolve a local community issue.</li> <li>• The role, and origins of, trade unions as associations of workers with the aim of maintaining or improving the conditions of employment through collective action.</li> <li>• Rights of people in the workplace and ways people at work are protected and supported, including trade unions, staff associations and tribunals.</li> </ul>



### What role and influence should the media have?

<b>3 The role of the media and a free press</b>	<ul style="list-style-type: none"> <li>Why a free press is important in a democracy and the role of the media in: influencing and informing the public; reporting news accurately; investigating issues and exposing problems in the public interest; and scrutinising the government and others in power and holding them to account for their actions.</li> </ul>
<b>4 Rights and responsibilities of the media</b>	<ul style="list-style-type: none"> <li>The right of the media to investigate and report on issues of public interest, subject to the need for accuracy and respect for people's privacy and dignity.</li> <li>The role of the press regulator in the UK; reasons why press censorship may occur.</li> </ul>
<b>5 The use of the media for influence</b>	<ul style="list-style-type: none"> <li>How groups or individuals and those in power use the media try to influence public opinion.</li> </ul>

### Does the UK have power and influence in the wider world?

<b>6 The UK's role and relations with the rest of Europe</b>	<ul style="list-style-type: none"> <li>The difference between the European Union and the Council of Europe.</li> <li>Benefits (including free trade, financial support for infrastructure, being part of a large market), and obligations (including to comply with legislation and policies) of the UK's membership of the EU.</li> <li>Examples of EU decisions that impact on the UK such as setting standards for consumer rights, protecting the environment, the free movement of citizens to live and work in the EU.</li> </ul>
<b>7 The UK's role in the rest of the world</b>	<ul style="list-style-type: none"> <li>The role of the United Nations and its agencies, NATO, the Commonwealth, and the World Trade Organisation; the UK's relations with these organisations in terms of the benefits and commitments arising from membership.</li> </ul>
<b>8 Rights and responsibilities in challenging global situations</b>	<ul style="list-style-type: none"> <li>Global issues and human rights: balancing rights and responsibilities in conflict situations.</li> <li>The role of international law in conflict situations to limit the effects of armed conflict on civilians and how international humanitarian law establishes the rules of war.</li> <li>The role of non-governmental organisations (NGOs) in different situations, including examples of NGOs providing relief to protect people at risk and in supporting development.</li> <li>An example where the UK has played a role in an international disagreement or conflict and the methods used: mediation, sanctions or force.</li> </ul>

## Theme E: Taking citizenship action

### Introduction

Citizenship action may be defined as a planned course of informed action to address a citizenship issue or question of concern and aimed at delivering a benefit or change for a particular community or wider society. Taking citizenship action in a real out-of-classroom context allows students to apply citizenship knowledge, understanding and skills, and to gain different citizenship insights and appreciate different perspectives on how we live together and make decisions in society. It requires them to practise a range of citizenship skills including: research and enquiry, interpretation of evidence, including primary and secondary sources, planning, collaboration, problem solving, advocacy, campaigning and evaluation.

### Taking citizenship action – course requirements

Students must carry out an in-depth, critical investigation leading to citizenship action as described above. The investigation and action can be based on any aspect or issue arising from the course content and should be designed to have an impact locally, nationally or globally. There are many types of investigation and action that students can take that use different methods and citizenship skills. The choice of action will depend on the issue or challenge they are addressing and what they intend their action to achieve.

In considering the focus of their citizenship activity, students will need to be realistic about the likelihood of their aims being wholly or partially met. However, students will not be penalised where an action did not go as planned.

Students will be assessed on the investigation and action they have undertaken through a series of examination questions in Paper 2 that comprise 15% of the total marks. In the examination, students will also be required to provide, in no more than 20 words, the title of their citizenship action.

### Authentication of the citizenship action

Centres must provide written confirmation that students entered for the qualification have completed their own in-depth investigation and citizenship action. A form is available for this purpose – see *Appendix 1*.

Pearson will publish the final deadline date for submission of this form through our website each year. Failure to submit this form in accordance with published deadlines will be treated as malpractice (see page 23).

### Stages of the citizenship action

Students must follow the stages below.

Stage	Related tasks
<b>1 Identify an issue, form a team and carry out initial research</b>	<ul style="list-style-type: none"><li>• Identify an issue, problem, cause of social need that relates to citizenship concepts and issues studied as part of the course.</li><li>• Understand the range of methods and approaches relevant to citizenship actions that can be used by governments, organisations, groups and individuals to address citizenship issues in society.</li><li>• Form a team<sup>[1]</sup> and start to research possible elements of the activity.</li><li>• Carry out secondary research<sup>[2]</sup> to investigate a citizenship issue and prepare for carrying out primary research.</li></ul>

<sup>[1]</sup> A team comprises at least two people.

<sup>[2]</sup> This may include one or more of the following: published sources of data; findings and official reports from public bodies; reports in the news and media; NGOs, groups and other organisations; opinion polls, statistics, videos and other sources relevant to their study.

Stage	Related tasks
<b>2 Undertake primary research</b>	<ul style="list-style-type: none"> <li>Identify and sequence research questions relating to the issue, problem, cause or social need.</li> <li>Carry out primary research<sup>[1]</sup> to answer research questions.</li> <li>Analyse answers to research questions to identify evidence which assists the team in deciding the activity they wish to undertake.</li> </ul>
<b>3 Represent their own and different points of view</b>	<ul style="list-style-type: none"> <li>Show understanding of the issue including their own opinions and the views and perspectives of different people.</li> <li>Review the evidence and research undertaken and the different viewpoints expressed, and consider why some evidence or viewpoints may be more compelling or persuasive than others.</li> <li>Consider the different viewpoints and make the case for what the team think should happen.</li> </ul>
<b>4 Plan the action</b>	<ul style="list-style-type: none"> <li>Identify who the action will target, setting goals for the proposed activity and identify criteria for judging success.</li> <li>Consider possible methods and approaches to use during the activity to form a clear plan of action (including key steps, sequence and priorities), taking account of the time and resources available.</li> <li>Allocate roles and tasks to each team member, anticipating any possible difficulties and how to overcome them; establish a simple system for recording decision-making and progress.</li> </ul>
<b>5 Apply skills of collaboration, negotiation and influence as they deliver the activity</b>	<ul style="list-style-type: none"> <li>Demonstrate team work and role-awareness in delivering their activity, showing the importance of collaboration, negotiation and influence in carrying out the action.</li> </ul> <p><b>And either</b></p> <ul style="list-style-type: none"> <li>Organise and deliver an event, meeting or campaign to advocate for the selected issue, problem, cause or social need and that aims to argue the case, raising awareness and commitment by informing, influencing and persuading the target audience.</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>Organise and deliver a social action project, social enterprise or undertake another form of community action that aims to raise awareness and commitment and create a social benefit (resources, support, advice or service) to benefit others.</li> </ul>
<b>6 Critically evaluate their learning and the impact of the action</b>	<ul style="list-style-type: none"> <li>Consider how and why their action did, or didn't, achieve its intended effect, assessing the success of the activity in relation to their goals.</li> <li>Assess how well the method they selected worked in practice and what they might do differently in a future course of citizenship action.</li> <li>Consider the impact the action had on their own citizenship learning, including learning from any mistakes.</li> </ul>

<sup>[1]</sup> This may include one or more of the following: data and findings from observations; discussions with members of the community; qualitative and quantitative interview data; recordings, results of polls, votes and surveys.

### 3 Assessment information

Paper 1	(Paper code: 1CS0/01)
<ul style="list-style-type: none"> <li>• First assessment: May/June 2018.</li> <li>• The assessment lasts 1 hour and 45 minutes.</li> <li>• The assessment is out of 80 marks.</li> <li>• It comprises four sections: A, B, C and D and will include a separate source booklet relating to section D.</li> </ul>	
<p><b>Section A: Living together in the UK</b></p> <ul style="list-style-type: none"> <li>• This part is worth 10% of the total qualification.</li> <li>• It is marked out of 16.</li> <li>• It comprises two questions divided into a number of separate parts. These tasks will include multiple choice and short responses, and will end with a 6-mark task.</li> <li>• One source will be included in the question paper with a task that relates to the source context (AO2)*; others will target knowledge and understanding that does not draw on information in the source (AO1)*.</li> <li>• The assessment and source context relate to Theme A of the specification content, but tasks may draw upon knowledge and understanding from other themes.</li> </ul>	
<p><b>Section B: Democracy at work in the UK</b></p> <p>The assessment approach is identical to that for Section A, except that it relates to Theme B of the specification and is marked out of 17.</p>	
<p><b>Section C: Law and justice</b></p> <p>The assessment approach is identical to that for Section A, except that it relates to Theme C of the specification.</p>	
<p><b>Section D: Citizenship issues and debates</b></p> <ul style="list-style-type: none"> <li>• This part is worth approximately 21% of the total qualification.</li> <li>• It is marked out of 31.</li> <li>• Students answer two questions (Q7 and Q8), targeting AO3.</li> <li>• Question 7 is marked out of 16: it is divided into a number of parts and requires students to analyse and evaluate views contained in a source (in the source booklet); the last part will be worth 12 marks.</li> <li>• Question 8 is marked out of 15 and will link two of Themes A–C.</li> </ul>	

\* For information about the assessment objectives, see page 20.

**Paper 2****(Paper code: 1CS0/02)**

- First assessment: May/June 2018.
- The assessment lasts 1 hour and 45 minutes.
- The assessment is out of 80 marks.
- It comprises three sections: A, B and C and will include a separate source booklet.

**Section A: Own citizenship action**

- This part is worth 15% of the total qualification.
- It is marked out of 24.
- It comprises one question divided into a number of separate parts. Tasks will require short- and medium-responses (targeting AO2), and will end with a 12-mark task targeting AO2 and AO3.
- Students must base all of their answers on the knowledge and understanding that they have gained while carrying out their own citizenship action (see Theme E of the specification content).

**Section B: Power and influence: others' actions**

- This part is worth approximately 9% of the total qualification.
- It is marked out of 14.
- It comprises one question (Question 2) split into a number of parts. These may include multiple choice and short responses, and will end with a 6-mark task.
- The tasks will relate directly to a source which focuses on citizenship actions carried out by other people, requiring student to understand, comment on, and suggest actions (AO2 and AO3).
- The assessment will relate to Theme D of the specification content (in terms of actions that people can take), but the source contexts in which the actions are situated may relate to any situation where citizenship action may be relevant.

**Section C: Power and influence**

- This part is worth approximately 26% of the total qualification.
- It is marked out of 42.
- It starts with a number of questions that target AO1.
- The final two questions target AO3 and are worth 10 and 15 marks, respectively; the last of these will link content from Theme D with one of Themes A–C.

## Assessment Objectives

Students must:		% in GCSE
<b>AO1</b>	Demonstrate knowledge and understanding of citizenship concepts, terms and issues.	30
<b>AO2</b>	Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.	30
<b>AO3</b>	Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.	40
<b>Total</b>		<b>100%</b>

## Breakdown of Assessment Objectives

Paper	Assessment Objectives*			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1	19	11	19	50
Paper 2	11	19	21	50
<b>Total for GCSE</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

\* Totals have been rounded either up or down.

## Synoptic assessment

All GCSEs must require students to demonstrate their ability to draw together different areas of knowledge, skills and/or understanding from across a full course of study for that qualification. In this qualification, questions that cross themes meet this requirement: this is evident in the last question in Paper 1 and Paper 2.

## Sample assessment materials

Sample papers and mark schemes can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Citizenship Studies Sample Assessment Materials (SAMs)* document.

## 4 Administration and general information

### Entries

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Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

### Forbidden combinations and discount code

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the School and College Performance Tables (please see *Appendix 4: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: [www.education.gov.uk](http://www.education.gov.uk)

Students should be advised that, if they take two GCSEs with the same discount code, schools and colleges to which they wish to progress 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 or other Level 2 qualifications that have different discount codes but which have significant overlap of content. Students or their advisers 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, reasonable adjustments, special consideration and malpractice

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Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

### Language of assessment

Assessment of this qualification will be available in English. All student work must be in English.

### Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

## **Reasonable adjustments**

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## **Special consideration**

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

## **Further information**

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).



## Malpractice

### Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ M1 Form* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

### Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ M2(a) Form* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice).

## Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded.

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

The first certification opportunity for this qualification will be 2018.

## Student recruitment and progression

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Pearson follows the JCQ policy concerning recruitment to our qualifications in 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.

## Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

## Progression

Students can progress from this qualification to AS and A Levels in other subjects. This includes subjects that build upon aspects of content studied, particularly Government and Politics; but the skills students acquire in GCSE Citizenship are transferable to other AS and A Levels and Level 3 vocational qualifications, such as BTEC Nationals.

# Appendices

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## Appendix 1: Taking Citizenship Action form

To comply with paragraph 9 of the Department for Education's GCSE subject content for Citizenship Studies, centres must confirm that each student has conducted an in-depth, critical investigation leading to citizenship action. This citizenship action must fulfil the DfE's definition set out below.

*'Citizenship action is a planned course of informed action to address a citizenship issue or question of concern and aimed at delivering a benefit or change for a particular community or wider society. Taking citizenship action in a real out-of-classroom context allows students to apply citizenship knowledge, understanding and skills, and to gain different citizenship insights and appreciate different perspectives on how we live together and make decisions in society. It requires them to practise a range of citizenship skills including: research and enquiry, interpretation of evidence, including primary and secondary sources, planning, collaboration, problem solving, advocacy, campaigning and evaluation.'*

### Teacher<sup>[1]</sup> declaration

I declare that each student listed below is entered for the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Citizenship Studies and has carried out an in-depth, critical investigation leading to citizenship action, as defined above.

Centre name:			
Centre number:			
Teacher name:			
Teacher signature:		Date:	

The candidates entered for the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Citizenship Studies are as follows:

Candidate name (surname, first name)	Candidate number
(Add more rows as necessary)	

<sup>[1]</sup> 'Teacher' here refers to the teacher with the primary responsibility for teaching the course.

## Appendix 2: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles<sup>[1]</sup> and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including the Association for Citizenship Teaching, higher-education academics and teachers to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1) Qualification Level Conditions and Requirements* and *GCSE Subject Level Conditions and Requirements for Citizenship Studies*.

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<sup>[1]</sup> Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 3*.

## From Pearson's Expert Panel for World Class Qualifications

" The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- Extensive international comparability of subject content against the highest-performing jurisdictions in the world
- Benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- Establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- Subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice. "

### **Sir Michael Barber (Chair)**

Chief Education Advisor, Pearson plc

### **Professor Sing Kong Lee**

Director, National Institute of Education, Singapore

### **Bahram Bekhradnia**

President, Higher Education Policy Institute

### **Professor Jonathan Osborne**

Stanford University

### **Dame Sally Coates**

Principal, Burlington Danes Academy

### **Professor Dr Ursula Renold**

Federal Institute of Technology, Switzerland

### **Professor Robin Coningham**

Pro-Vice Chancellor, University of Durham

### **Professor Bob Schwartz**

Harvard Graduate School of Education

### **Dr Peter Hill**

Former Chief Executive ACARA

## Appendix 3: Transferable skills

### The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'<sup>[1]</sup>

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves:<sup>[2]</sup>

### Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate.<sup>[3]</sup>

### Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

### Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

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<sup>[1]</sup> OECD (2012), Better Skills, Better Jobs, Better Lives (2012):  
<http://skills.oecd.org/documents/OECDSkillsStrategyFINALENG.pdf>

<sup>[2]</sup> Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop*, National Research Council

<sup>[3]</sup> PISA (2011) The PISA Framework for Assessment of ICT Literacy, PISA



## Appendix 4: Codes

Type of code	Use of code	Code
Discount codes	Every qualification is assigned to a discount code indicating the subject area to which it belongs. This code may change. See our website ( <a href="http://qualifications.pearson.com">qualifications.pearson.com</a> ) for details of any changes.	EE31
National Qualifications Framework (NQF) codes	Each qualification title is allocated an Ofqual National Qualifications Framework (NQF) code.  The 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 will appear on students' final certification documentation.	The QN for this qualification is: 601/8244/1
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	1CS0
Paper codes	These codes are provided for reference purposes. Students do not need to be entered for individual papers.	Paper 1: 1CS0/01 Paper 2: 1CS0/02



### **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at [www.edexcel.com](http://www.edexcel.com), [www.btec.co.uk](http://www.btec.co.uk) or [www.lcci.org.uk](http://www.lcci.org.uk). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

### **About Pearson**

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

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