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# CITIZENSHIP SUBJECT HANDBOOK

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**Al-Khair Secondary School**



**Academic Year 2021 – 2022**

# Literacy & Numeracy Links

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*"We should not, must not, dare not, be complacent about the health and future of British democracy. Unless we become a nation of engaged citizens, our democracy is not secure."* Lord Chancellor, 1998.

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## The Citizenship Department

**Citizenship Teacher:** Ms Afsha Mohamed

The Citizenship teacher works very closely with both the PSHE Teacher (Ms Zainab Bukhari) and the RE teacher (Ms Nazia Gani) along with various other subjects. There are often opportunities for connections and cross-curricular learning with other subject leads. The Citizenship teacher is also the schools' Enrichment Co-ordinator and provides whole school and form time opportunities to increase participation in Citizenship related themes. Please refer to Appendix A for the whole school Citizenship journey from Year 7 to 11.

## Qualification aims and objectives

**Citizenship equips pupils to take responsible citizenship actions and play a positive role in public and democratic life as informed and active citizens. Pupils will develop their knowledge and understanding of the current issues that impact on modern society, engaging with them with that it means to be an active citizen and preparing them for their next steps in today's global world**

The aims and objectives of the Citizenship GCSE qualification is to enable pupils to:

1. know and understand what democracy is, how parliamentary democracy operates within the constituent parts of the UK, how government works and how democratic and nondemocratic systems of government are different beyond the UK
2. 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
3. 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
4. know and understand how taxes are raised and spent by governments, and how national economic and financial policies and decisions relate to individuals
5. 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

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wide range of political, social, economic and ethical issues and questions facing society in local to global contexts

6. 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
7. 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
8. 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.

### Implementation

The course is separated into the 5 themes that the exam covers. Each theme will cover the in-depth questions needed to take the exam. Where possible active learning will take place through questioning and debating with current active local news and topics.

Pupils will be fully supported throughout the choosing of topics for their Citizenship Action project and the undertaking of it. Whilst pupils will be encouraged to carry out their own citizenship action as independently as possible there will be support put in place for those who struggle to organise their thoughts.

Different learning styles are supported throughout the lessons in order to support pupils' engagement and focus: for example, using worksheets, text books, PowerPoint, discussion and poster work. As well as having many methods of research available to them.

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## Two Year Citizenship Syllabus

### Content

The GCSE Citizenship course is split into 5 themes

1. Living together in the UK
2. Democracy at work in the UK
3. Law and justice
4. Power and influence
5. Taking citizenship action.

The 5 themes are designed to give pupils a well-rounded idea of how to act like a good citizen in the UK, including rights and steps that you can take to become an active citizen.

Class	Year	Half-Term	Autumn	Spring	Summer
2021/ 22	Yr 10				
		2	1. Living together in the UK  <b>End of Term Exam - 1.</b> Living together in the UK.	2. Democracy at Work in UK. 3. How the Law Works  <b>End of Term Exam -</b> Democracy	3. How the Law Works  <b>End of Term Exam</b> – Paper 1 <b>Revision Flash Cards/Notes;</b> <b>Living Together, Democracy, How the Law Works.</b>
	Yr 11				

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		2	4. Taking Citizenship Action  End of Term – Citizenship Action Write up	Revision Paper 1. Revision Paper 2.	Study Leave  9-1 GCSE Finals. P1 & 2.
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## GCSE Breakdown for Key Stage 4

Pupils study for 2 exam papers with their Own Citizenship Action

Paper 1	The assessment lasts 1 hour and 45 minutes and it comprises four sections lining to themes A, B, C, with the fourth section which will include a separate source booklet focussing on debates.
Paper 2	The assessment lasts 1 hour and 45 minutes. It comprises three sections where pupils will be asked to comment on their Own Citizen Action as well as other actions pulled from sources
Own Citizenship Action	This must be completed by the date given. This is completed in class and assessed through section A questioning in exam paper 2

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<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.	

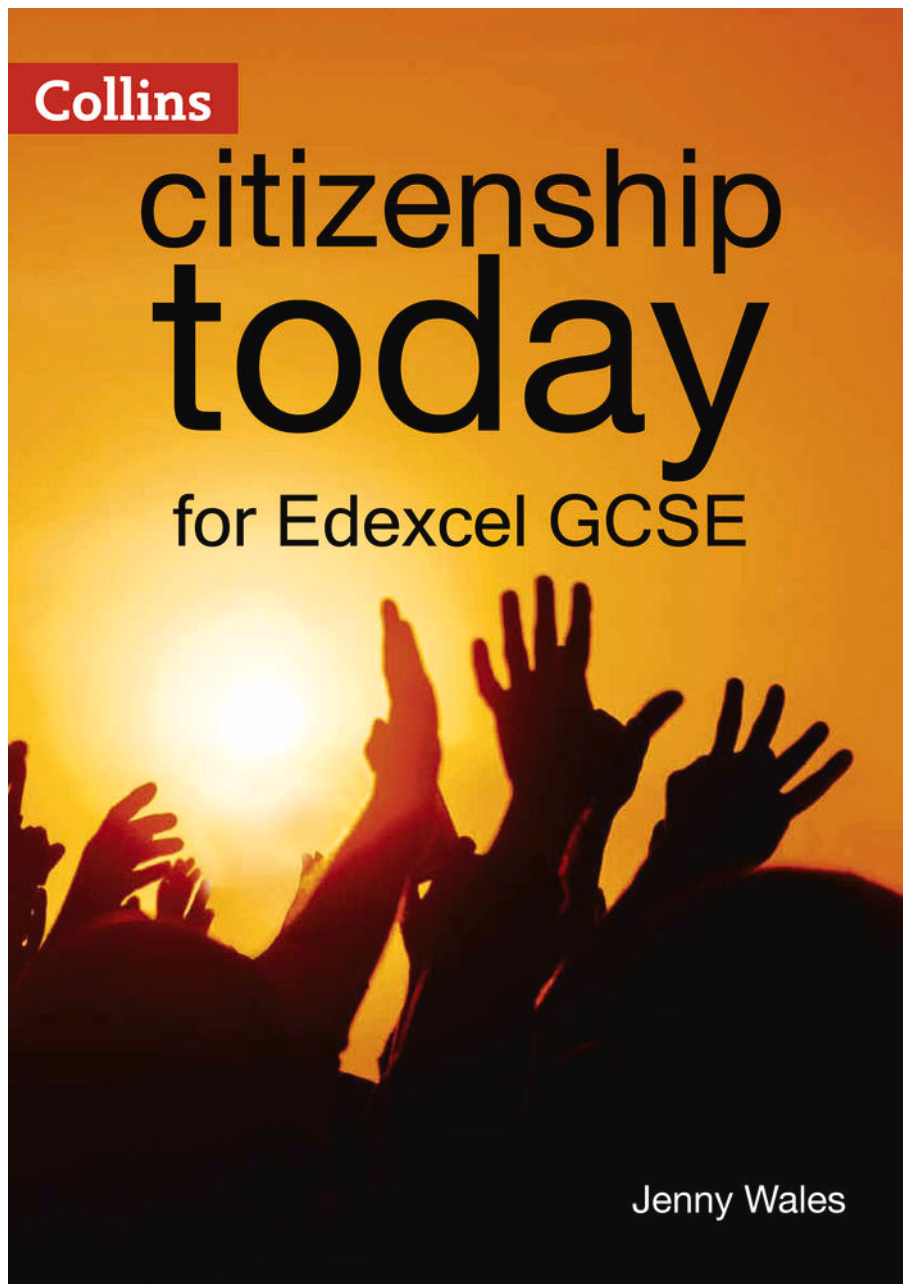
\*See *Appendix 4: Codes* for a description of this code and all other codes relevant to this

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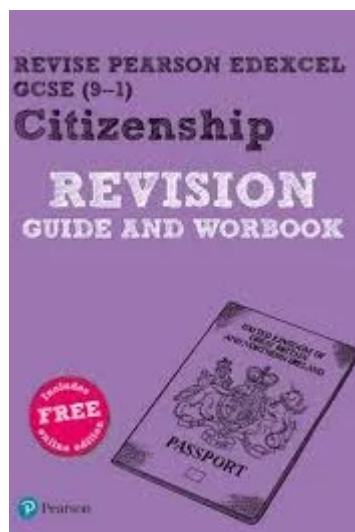
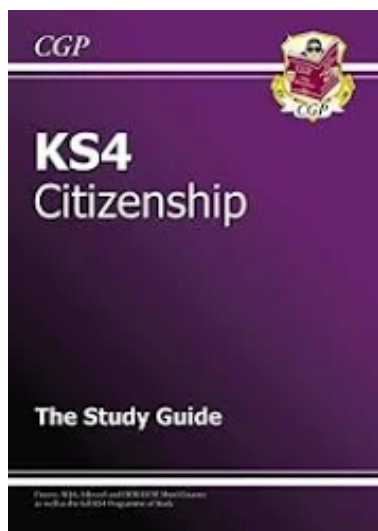
## Textbooks

### KS4 - GCSE Syllabus

#### Citizenship Today - 4th Edition



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## KS4 Study Resources

**BBC Bitesize:**

<https://www.bbc.co.uk/bitesize/subjects/z3ckjxs>

**Pearson Edexcel (Exam Resources):**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/citizenship-studies-2016.html>

**Revision Guide:**

<https://www.amazon.co.uk/Pearson-Edexcel-Citizenship-Revision-Workbook/dp/1292268166>

All pupils are encouraged to keep up to date with the local and national news through television news programmes like Channel 4 News, BBC and ITV bulletins

Reading quality national newspaper (eg The Times, Telegraph, Independent, Guardian) is recommended. We also recommend keeping up to date with local news via Sutton & Croydon Guardian website (<https://www.yourlocalguardian.co.uk/news/croydonnews/>) and

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various local social media feeds. Being aware of topical local, national and international news and issues improves general knowledge and can only boost pupils' ability to discuss issues in depth, ask critical questions, and examine different viewpoints on current local, national and international events.

All the below have content online, and pupils are encouraged to research different websites to gain a range of viewpoints and ideas.

<http://www.bbc.co.uk/news>

<http://www.bbc.co.uk/newsround>

<http://theday.co.uk>

<http://www.telegraph.co.uk>

<http://www.theguardian.com/uk>

<http://www.independent.co.uk>

<http://www.channel4.com/news/>

<https://uk.idebate.org/>

Additional websites:

<http://www.amnesty.org.uk/>

<https://www.chalkface.com/products/Citizenship/>

<http://www.legislation.gov.uk/>

These are just a few suggestions to help supplement our pupils' studies but there is a plethora of resources that are freely available on the internet.

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## Subject Progress & Assessment

***The 2014 National Curriculum requires the development of skills and provides an indication of progression: 'Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiation their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society'. (KS4)***

Progress and assessment in Citizenship is seen as a dynamic process, in which feedback is used to drive learning in the short, medium and longer term. Pupils are explained clearly what it is they are going to learn and why, how it will develop their understanding and skills and what the criterion for success is. Pupils receive feedback on their developing knowledge and their skills; on their achievement and the processes they undertook to get there.

Pupils are provided with success criteria's either for individual activities, lessons or across sequences of lessons. Pupils are involved in the process and are encouraged to identify important knowledge, understanding and skills that need to be demonstrated through learning so that they have a better grasp of what is expected. Modelling is often used in which pupils analyse a good piece of work to identify the knowledge and skills that should be present in their own work. These are often taken from Edexcel examiners reports.

All of the below form part of the assessment process:

- Monitoring and assessing pupils' learning occur during everyday situations within and beyond the classroom through
- Listening to pupils as they talk about their learning
- Targeted questioning pupils
- Discussing and reviewing pupils' work with them
- Marking pupils' work
- asking pupils to assess their work or the work of their peers.

Further evidence used to assessment student progress and attainment is as follows:

- Oral contributions when talking about their work, debating or working together in groups and finished presentations
- Written work including essays and finished pieces
- Project work undertaken as part of an investigation or active citizenship project
- Homework tasks

Pupils have end of term tests to check student understanding but they are not used in isolation to check and a wide range of evidence is used.

The GCSE Edexcel exam papers are assessed with a 9-1 grading scheme. Mark schemes for the exam papers are in line with Bloom's Taxonomy, utilising key words at different levels: such as evaluate, analyse, understand, etc. Pupils will answer questions designed by the exam board throughout their learning in order to prepare for their GCSE examinations. There will be opportunities during lessons and revision sessions to complete practice papers. Exam paper questions are used throughout the course.

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## Homework Policy

Homework may be given as part of the learning process. It can contribute to raising achievement for the following reasons:

- It develops independent learning
- It Improves skill level e.g. research, extended writing, project completion, personal time/work management, organisation.
- It consolidates classroom learning
- It enhances knowledge and understanding
- revision or exam preparation

Homework will be given usually at least once every 2 weeks and can range from a reflection piece, discussion with family or preparing a class presentation. Marking of homework will be in line with Section 9 of this policy.

For GCSE Citizenship:

- Encourage your child to read around the subject and complete many past papers
- Ensure homework is complete; you can track pupils' homework assignments at <https://www.showmyhomework.co.uk>
- Watch relevant videos online that help to reinforce class learning.

## Marking Policy

Citizenship books will be used for class notes and class work and work will be acknowledged with a tick and pupils will be given verbal feedback, if need be.

Any homework or assessment pieces will be their class books usually or online version and assessed using the WWW/EBI (What Went Well/Even Better If) assessment method and may be self-assessment, peer assessment, teacher assessment or a combination of these, either verbally or in written form. A full range of assessment methods used can be seen under Assessments.

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## Career Links

Citizenship provides a good basis for many careers and further study because of the skills and practical knowledge it teaches you.

You could use your study of Citizenship to study A levels in Citizenship, History, Sociology and Law. The subject has links to careers in teaching, law, journalism, TV and film research, the travel industry or public services like the police.



*Raffia Arshad: First hijab-wearing deputy district judge in the UK*

Citizenship studies equips you with the knowledge, skills and attitudes to keep yourselves safer and prepare for life and work in modern Britain. It also shows any future employer that you are a responsible and active citizen in society with the projects that you would have undertaken to raise awareness about important causes.



*Mehdi Hassan: Political, journalism broadcaster and author*

Why Citizenship Matters

<https://www.youtube.com/watch?v=8wTkPgCRzqk>

<https://www.youtube.com/watch?v=8XfPdtXSLBk>

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Heath & Tourism	Politics and Media	Public Sector
Religious Leader	Journalist	Barrister
Charity Organiser	Politician	Solicitor
Community Worker	Local Government Administrator	Police Officer
	Economist	Police Community Support Officer
	Trade Union Officer	Equality and Diversity Officer
		Environmental Conservation Officer

### Citizenship supports literacy by...

Creating a curriculum that builds upon opportunities to enable pupils to develop their speaking, listening, discussion, and debating skills. In Citizenship we also support literacy by focusing on balanced answers and developing the skills pupils need to reach reasoned judgements.

There are opportunities to collaborate with the English department via lessons around writing letters to the local MP about causes that are important to students, letter writing to refugees and debating on topical issues such as voting for under 18s. Pupils also conduct assemblies on national and international theme days as well as presentations on their Citizenship action to the whole school.

### Citizenship supports numeracy by...

Analysing statistics in a wide range of contexts including on crime rates and cultural backgrounds of people living in the UK.

Understanding and calculating government spending, income and taxes

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## Social, Moral, Spiritual & Cultural (SMSC) Links

Citizenship provides opportunities to develop SMSC in the following topics:

- the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

Citizenship helps to prepare pupils for life as active and engaged citizens and to meet the challenges, opportunities, responsibilities and experiences of life. This includes knowledge, understanding and an appreciation of their own and others beliefs, values and cultures and the skills to critically explore how individuals and communities are influenced by these.

Citizenship plays a special role by introducing pupils to topical and often controversial issues, problems and events in society and the wider world. Often the four elements of SMSC inter-relate in the context of these issues.

## (I) SOCIAL DEVELOPMENT

At different scales:

- my school,
- my neighbourhood,
- the UK,
- The EU and
- global society, including the Commonwealth, UN and other global communities.

Pupils should discuss and debate:

- How are decisions made?
- Why have rules and laws?
- What ought to change?
- How could I help to improve things?

## (II) MORAL DEVELOPMENT

Pupils should consider competing concepts of right and wrong, and ethical debates in modern British, European and global society.

These might include the rights, responsibilities and moral dilemmas we face in relation to:

- our economic consumption and production,
- whether warfare is ever justified, and
- the use of nuclear as opposed to fossil fuels or sustainable energy sources.



Image: Laurin Koffler (flickr)

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## (III) SPIRITUAL & CULTURAL DEVELOPMENT

Pupils should think about the multiple religious and cultural groups which characterize Britain today and their respective socio-political dimensions. This might include the beliefs different groups have about:

- gender, including the role and status of men and women and same sex couples;
- education;
- lifestyle choices like food and clothing;
- and types of authority, e.g. gang culture and its influence.



Image: Dawn Endico (flickr)

*"Our scientific power has outrun our spiritual power. We have guided missiles and misguided men."*

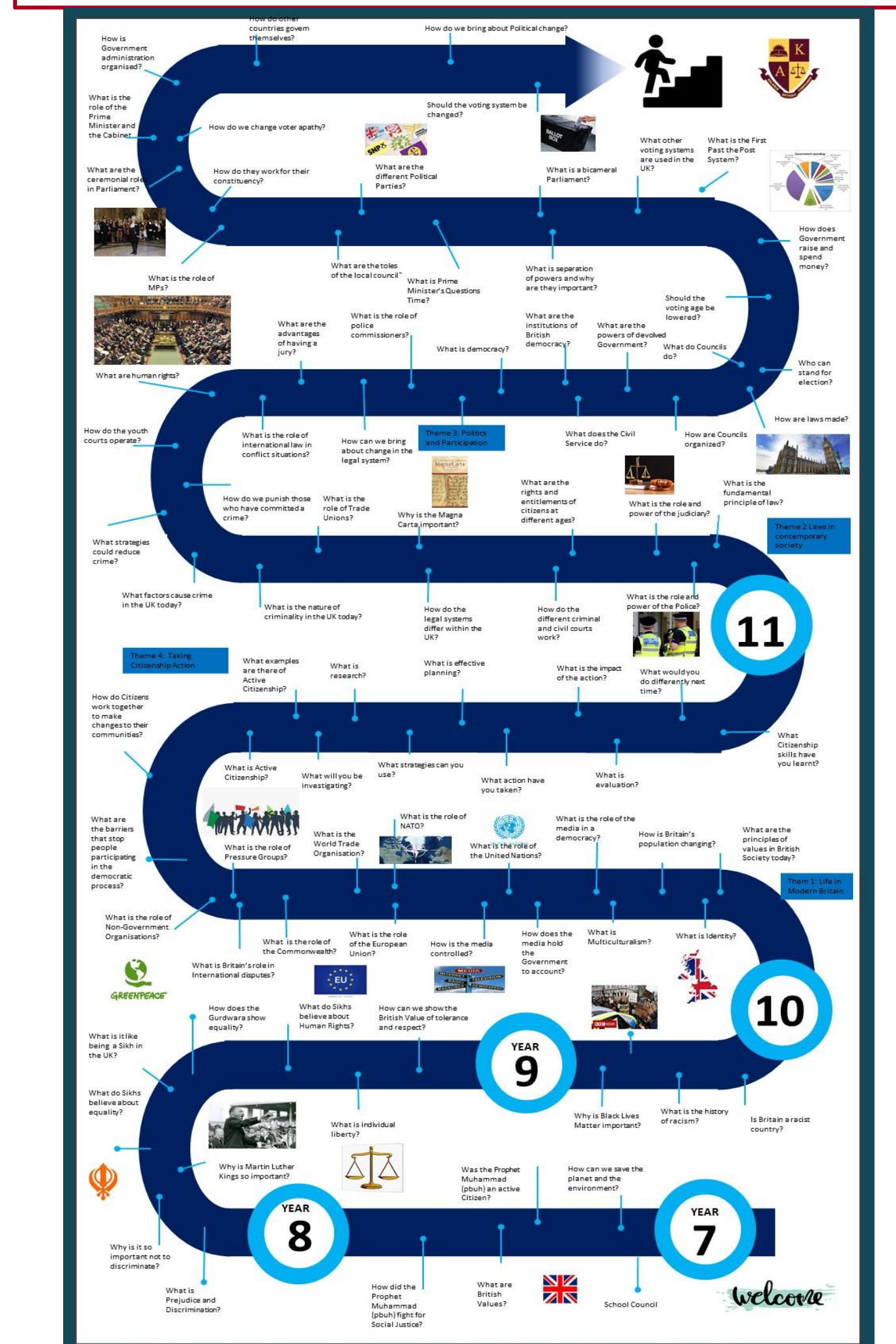
Martin Luther Link Jr

## Contact

Please feel free to contact me at the school from 9.00-16:00 on Mondays, Tuesdays or Fridays if you have any questions or concerns. Alternatively, an email may be sent to the following address and we will try to give you a written response on the same day.

Ms Afsha Mohamed – [afsha.mohamed@alkhairschool.org.uk](mailto:afsha.mohamed@alkhairschool.org.uk)

## Appendix A: Whole School Learning Journey



## **Literacy & Numeracy Links**