

Specification

GCSE

Citizenship Studies

Cambridge OCR Level 1/ Level 2 GCSE (9-1)
in Citizenship Studies

J270

For first assessment in 2018





About our new name

As of September 2025, our name is Cambridge OCR.

Students who sat an exam **in summer 2025** will receive a Cambridge OCR branded exam certificate (our new brand), which will be the same for all future exam series.

You'll continue to see the OCR or Oxford Cambridge and RSA Examinations name while we work to update our material to our new name, Cambridge OCR. This will take some time, and you can still access all up-to-date qualification resources and materials via [Teach Cambridge](#).

Important: We'll keep the OCR/Oxford Cambridge and RSA name on existing teaching resources while the content of these remains applicable to the specification being taught. **New and refreshed** resources will be produced using the Cambridge OCR name/logo.

Are you using the latest version of this specification?

The latest version of our specifications will always be on [our website](#) and may differ from printed versions. We will inform centres about changes to specifications.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to support@ocr.org.uk or visit our [feedback page](#) to learn more about how you can help us improve our qualifications.



Designing and testing in [collaboration with teachers](#) and students



Helping young people develop an [ethical view of the world](#)



Equality, diversity, inclusion and belonging (EDIB) are [part of everything we do](#)

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Support and Guidance

Introducing a new specification brings challenges for implementation and teaching, but it also opens up new opportunities. Our aim is to help you at every stage. We are working hard with teachers and other experts to bring you a package of practical support, resources and training.

Subject Advisors

OCR Subject Advisors provide information and support to centres including specification and non-exam assessment advice, updates on resource developments and a range of training opportunities.

Our Subject Advisors work with subject communities through a range of networks to ensure the sharing of ideas and expertise supporting teachers and students alike. They work with developers to help produce our specifications and the resources needed to support these qualifications during their development.

You can contact our **Citizenship** Subject Advisors for specialist advice, guidance and support:

01223 553998

citizenship@ocr.org.uk

Teaching and learning resources

Our resources are designed to provide you with a range of teaching activities and suggestions that enable you to select the best activity, approach or context to support your teaching style and your particular students. The resources are a body of knowledge that will grow

throughout the lifetime of the specification, they include:

- Delivery Guides
- Transition Guides
- Topic Exploration Packs
- Lesson Elements.

We also work with a number of leading publishers who publish textbooks and resources for our specifications. For more information on our publishing partners and their resources visit:

ocr.org.uk/qualifications/gcse-and-a-level-reform/publishing-partners

Professional development

Our improved Professional Development Programme fulfils a range of needs through course selection, preparation for teaching, delivery and assessment. Whether you want to come to face-to-face events, look at our new digital training or search for training materials, you can find what you're looking for all in one place at the CPD Hub: cpdhub.ocr.org.uk

An introduction to new specifications

We run training events throughout the academic year that are designed to help prepare you for first teaching and support every stage of your delivery of the new qualifications.

To receive the latest information about the training we offer on GCSE and A Level, please register for email updates at: ocr.org.uk/updates

Assessment Preparation and Analysis Service

Along with subject-specific resources and tools, you'll also have access to a selection of generic resources that

focus on skills development, professional guidance for teachers and results data analysis.



Subject Advisor Support

Our Subject Advisors provide you with access to specifications, high-quality teaching resources and assessment materials.



Active Results

Our free online results analysis service helps you review the performance of individual students or your whole cohort. For more details, please refer to ocr.org.uk/activeresults



Skills Guides

These guides cover topics that could be relevant to a range of qualifications, for example communication, legislation and research. Download the guides at ocr.org.uk/skillsguides



Practice Papers

Assess students' progress under formal examination conditions with question papers downloaded from a secure location, well-presented, easy to interpret mark schemes and commentary on marking and sample answers.



1 Why choose an OCR GCSE (9–1) in Citizenship Studies?

1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new OCR GCSE (9–1) in Citizenship Studies course has been developed in consultation with teachers, employers and Higher Education to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with teachers, employers, and universities to create qualifications that support the needs of all students and help them prepare for their future. We offer A levels, GCSEs, vocational courses, and other academic options to schools, colleges, workplaces, and other organisations.

Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your learners to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim

to encourage learners to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
 - Delivery Guides
 - Transition Guides
 - Topic Exploration Packs
 - Lesson Elements
 - ... and much more.
- Access to Subject Advisors to support you through the transition and throughout the lifetime of the specification.
- CPD/Training for teachers to introduce the qualifications and prepare you for first teaching.
- Active Results – our free results analysis service to help you review the performance of individual learners or whole schools.

All GCSE (9–1) qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's GCSE (9–1) in Citizenship Studies is 601/8418/8.

1b. Why choose an OCR GCSE (9–1) in Citizenship Studies?

OCR's GCSE (9–1) in Citizenship Studies has been designed to enable learners to understand and appreciate key citizenship issues at home, in school and as young citizens in their wider community.

Our qualification comprises three inter-related components.

- Citizenship in perspective.
- Citizenship in action.
- Our rights, our society, our world.

Each component enables learners to understand what it means to be a citizen in today's society in a practical way.

The subject content is split into four key sections:

Section 1: Rights, the law and the legal system in England and Wales

Section 2: Democracy and government

Section 3: The UK and the wider world

Section 4: Citizenship Action

In Section 1, a study on rights, responsibilities and the law underpins the entire specification and focuses on

how the legal system works in the United Kingdom (UK), as well as the process of the law and the rights and responsibilities that affect all citizens within the UK. This area will be assessed in all three components. The component, Citizenship in perspective, will test elements across the entire specification through an examination based on 40 objective test questions. A study on citizenship in action will focus on democracy and politics, the economy, finance and money as well as how citizens will participate in democracy and society. The final component will focus on identity and diversity in the UK as well as looking at the UK's relations with the wider world.

We have designed this course with teachers and learners in mind, having consulted extensively across the UK. OCR's GCSE (9–1) in Citizenship Studies has been designed to inspire learners and motivate them to continue learning beyond the classroom. OCR's GCSE (9–1) in Citizenship Studies enables learners to engage their passions and interests. Our specification encourages independent learning, critical thinking and decision making – all personal skills for the 21st century critical for progress and engagement in further education and the workplace.

Aims and learning outcomes

OCR's GCSE (9–1) in Citizenship Studies will enable learners to deepen their knowledge of democracy and government, the law, rights and responsibilities and how we live together in society. Specifications should enable students to think critically, evaluate evidence, debate ideas, make persuasive arguments and justify their conclusions. Specifications should enable students to acquire the knowledge, understanding and skills to take responsible citizenship actions, play a positive role in public and democratic life as informed and active citizens, and build the foundations for further learning and study.

This GCSE (9–1) specification provides the context within which learners can:

- 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.

1c. What are the key features of this specification?

The key features of OCR's GCSE (9–1) in Citizenship Studies for you and your learners are:

- a specification based on clear concepts where each content section is supported by optional examples and suggestions for Citizenship Action
- subject content organised thematically and progressively to motivate learners and build on their existing knowledge and experience
- a straightforward specification with clear and comprehensive guidance to support delivery
- a specification that was developed in consultation with teachers
- assessments that are accessible and stimulating
- excellent teacher support, resources and guidance.

1d. How do I find out more information?

If you are already using OCR specifications you can contact us at: www.ocr.org.uk

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: www.ocr.org.uk

If you are not yet an approved centre and would like to become one go to: www.ocr.org.uk

Want to find out more?

Ask a Subject Advisor:

Email: citizenship@ocr.org.uk

Telephone: 01223 553998

Visit our Online Support Centre at support.ocr.org.uk

Sign up for the e-bulletin:
www.ocr.org.uk/updates

2 The specification overview

2a. OCR's GCSE (9–1) in Citizenship Studies (J270)

Learners take all components: 01, 02 and 03 to be awarded the OCR GCSE (9–1) in Citizenship Studies.

Content Overview	Assessment Overview	
Citizenship in perspective Sections 1–3 of the specification will be sampled.	Citizenship in perspective (01) 50 Marks 50 minutes Written paper	25% of total GCSE
Citizenship in action** - Rights, the law and the legal system in England and Wales (Section 1) - Democracy and government (Section 2) - Citizenship Action (Section 4)	Citizenship in action (02)* 100 Marks 1 hour 45 minutes Written paper	50% of total GCSE
Our rights, our society, our world - Rights, the law and the legal system in England and Wales (Section 1) - The UK and the wider world (Section 3)	Our rights, our society, our world (03) 50 Marks 1 hour Written paper	25% of total GCSE

*Indicates inclusion of synoptic assessment. See Section 3f.

**Please note – Centres must provide a written statement to OCR confirming that the centre has taken reasonable steps to ensure that each Learner has carried out a Citizenship Action project. See 2b: Section 4 Citizenship Action for more information.

2b. Content of GCSE (9–1) in Citizenship Studies (J270)

Learners will be required to study a variety of issues that together creates a qualification that is both broad and coherent. Learners will cover the following issues:

Democracy and government	• Democracy, elections and voting in the UK • National, local, regional and devolved government • British Constitution • The role of the media and free press • Politics beyond the UK
Citizenship participation in democracy and society	• Citizen participation in democracy and society
Rights, the law and the legal system in England and Wales	• Rights and responsibilities • The law • The legal system (England and Wales)
The UK and its relations with the wider world	• The UK and its relations with the wider world • Identities and diversity in UK society
The economy, finance and money	• The economy, finance and money

Citizenship Studies also requires learners to develop key skills in a variety of areas. These skills, taken from the subject criteria, are given below:

- 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.

In addition, each learner conducts an in-depth, critical investigation leading to Citizenship Action defined as: a planned course of informed action to address a citizenship issue or question of concern 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 learners to apply citizenship knowledge, understanding and skills.

It allows learners 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 (generated by the learner) and secondary (generated by the past or by another party) sources, planning, collaboration, problem solving, advocacy, campaigning and evaluation.

Centres must provide a written statement to OCR confirming that the centre has taken reasonable steps to ensure that each learner has carried out a Citizenship Action project. See 2b: Section 4 Citizenship Action for more information.

These skills will be assessed via a terminal examination that draws on the knowledge and understanding learners have gained from taking Citizenship Action. These questions will account for 15 per cent of the marks for the GCSE (9–1) and will focus on the following knowledge, understanding and skills:

- understanding 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
- formulating citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates
- presenting their own and other viewpoints and representing the views of others, in relation to citizenship issues, causes, situations and concepts
- planning practical Citizenship Actions aimed at delivering a benefit or change for a particular community or wider society
- critically evaluating the effectiveness of Citizenship Actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected.

Throughout the specification, examples are provided to help guide teaching and learning but will not necessarily be specifically assessed. Opportunities for Citizenship Action are underlined in the examples columns. These are for guidance only and provide examples of how you might integrate this component throughout the teaching of the subject.

Section 1: Rights, the law and the legal system in England and Wales

1.1 Rights and responsibilities

Key concepts and terminology for this part: moral and legal rights and responsibilities, human rights, political rights, rights of representation, duties, equalities, freedoms, the rule of law, criminal responsibility, trade union/employee association, balancing rights.

<i>Learners should be able to:</i>	<i>Examples:</i>
<i>Know, understand and analyse</i> the human, moral, legal and political rights, and the duties, equalities and freedoms of citizens.	By investigating the human, moral and legal rights of teachers and learners in a school or college context. Through a discussion of balancing rights and responsibilities in school or college. By analysing the ways in which the political rights, equalities and freedoms citizens enjoy in wider society are translated into a school or college context.
<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. <i>Understand</i> the justifications for such age laws. <i>Evaluate</i> such justifications.	By researching the age of criminal responsibility internationally. Through evaluating the viewpoint that the age of criminal responsibility should be increased in England and Wales.
<i>Know</i> the background to Magna Carta and its main provisions. <i>Understand</i> the significance of Magna Carta in the development of rights.	By studying secondary sources celebrating the 800th anniversary of Magna Carta to identify its implications for the development of the British legal system and the concept of the rule of law.
<i>Know</i> the main provisions of: the UN Universal Declaration on Human Rights; the European Convention on Human Rights; the United Nations Convention on the Rights of the Child and the 1998 Human Rights Act. <i>Understand</i> their importance in protecting rights, equalities and freedoms. <i>Apply</i> this knowledge and understanding to <i>evaluate</i> the actions of governments across the world.	<u>By assessing the legitimacy of holding people in detention for up to 14 days under the Terrorism Act.</u>

<i>Learners should be able to:</i>	<i>Examples:</i>
<i>Know and understand</i> the right to representation including the role and history of trade unions and employee associations. <i>Evaluate</i> the effectiveness of different organisations in supporting and representing their members.	Through an evaluation of the effectiveness of trade unions and other membership organisations, such as the NSPCC, in supporting the rights, equalities and freedoms of citizens.
<i>Analyse</i> rights in local, national and global situations where there is conflict. <i>Evaluate</i> outcomes in cases where rights and responsibilities need to be balanced using local, national and global contexts.	By analysing and discussing the balance of rights and responsibilities at school or college. Through an evaluation of the effectiveness of the UK Human Rights Act. By evaluating the rights and responsibilities of two groups with opposing aims such as environmental protesters and motorist groups. Through an evaluation of different viewpoints on rights and responsibilities in one international example of conflict such as Israel/Gaza. By countering viewpoints they do not support.

1.2 The law

Key concepts and terminology for this part: rule, law, criminal and civil law, common law, legislation, judge-made law (precedent), fairness, justice, presumption of innocence, equality before the law, legal jurisdiction.

<i>Learners should be able to:</i>	<i>Examples:</i>
<i>Know</i> the nature of rules and laws. <i>Understand</i> how rules and laws help society deal with complex problems of fairness, justice and discrimination. <i>Understand</i> the fundamental principles of law to ensure rights and freedoms, maintain order and resolve conflicts. <i>Apply</i> these principles to particular examples of rules and laws.	<u>By researching the aims and objectives of equalities legislation, and how justice can be achieved by those subject to discrimination.</u> By applying this knowledge to rules and laws as they affect schools or workplaces.
<i>Understand</i> the presumption of innocence and equality before the law. <i>Evaluate</i> the effectiveness of at least one piece of legislation.	By analysing cases that illustrate the major principles underpinning the law in England and Wales. <u>Through an evaluation of the purpose, legitimacy and effectiveness of the legislation (contexts could include: media regulation; anti-terror legislation; restrictions on fox hunting and controls on public protest including strike action).</u>
<i>Know</i> the key differences between criminal and civil law. <i>Apply</i> this knowledge to specific examples.	By applying knowledge to classify different actions as potential cases for criminal or civil law. (This could be linked with learning about the operation of the legal system in section 1.3.)
<i>Know</i> the main sources of law: common law, legislation and judge-made law (precedent). <i>Apply</i> this knowledge to specific examples.	By researching the origins of laws on such matters as murder (based on common law), dangerous dogs (based on legislation) and consumer protection (involving precedent).
<i>Know</i> different legal jurisdictions of the UK: Northern Ireland, Scotland, England and Wales.	By classifying some of the key differences between the legal jurisdictions of Northern Ireland, Scotland, England and Wales.

1.3 The legal system (England and Wales)

Key concepts and terminology for this part: legal representative, tribunal, juror, judge, sanction, retribution, reform, rehabilitation.

2

<i>Learners should be able to:</i>	<i>Examples:</i>
<i>Know and understand</i> the operation of the justice system: the role and powers of the police; the role and powers of the judiciary; the role of legal representatives; the different types of criminal and civil courts and how they work; tribunals and other means of civil dispute resolution.	By tracking different cases through criminal courts, civil courts and tribunals; analysing the cases for key differences in process and outcome; and applying knowledge and understanding of the justice system.
<i>Know and understand</i> about the operation of the youth justice system.	By tracking different cases through the youth justice system to apply knowledge and understanding.
<i>Know and understand</i> the responsibilities and roles of citizens in the legal system as a juror, magistrate, special constable, police commissioner and member of a tribunal hearing. <i>Evaluate</i> the effectiveness of citizens' roles in the legal system.	<u>Through advocating a continued role for citizens in the English legal system based on an understanding of that role and an appreciation of the challenges involved.</u>
<i>Understand</i> the factors affecting crime rates in society. <i>Evaluate</i> strategies to reduce crime.	<u>By analysing statistical information, including police and victim sources, to identify crime trends and patterns linked to factors such as community, age, gender and ethnicity.</u> <u>By devising and testing hypotheses that might help to explain these trends.</u> <u>By analysing different strategies to reduce crime and by applying this knowledge to advocate a particular response to a specific crime issue.</u>
<i>Know and understand</i> the nature and purpose of different sanctions for different criminal offences. <i>Evaluate</i> the effect of different sanctions on law-breakers and their families, victims and their families, and wider society.	<u>By researching the range and effectiveness of different sanctions used by courts in England and Wales. By applying this knowledge to evaluate different viewpoints on the effectiveness of prisons in England and Wales.</u> <u>By countering viewpoints they do not support.</u>

Section 2: Democracy and government

2.1 Democracy, elections and voting in the UK

Key concepts and terminology for this part: free elections, secret ballot, inclusive franchise, pluralism, candidate, political party, party policy, manifesto, classical democracy, representative democracy, fixed-term parliament, constituency, rule of law, personal freedom, tolerance, respect for diversity, equal opportunity, first-past-the-post election, proportional representation, referendum.

<i>Learners should be able to:</i>	<i>Examples:</i>
<i>Know and understand</i> the concept of democracy. <i>Know</i> the key features of democratic government including: regular and free elections; secret ballots; an inclusive franchise; a choice of candidates/ political parties. <i>Know</i> the difference between classical democracy and representative democracy. <i>Know</i> that the UK is a representative democracy with a sovereign parliament and that MPs represent constituencies. <i>Know</i> who can and cannot vote in UK parliamentary elections. <i>Know</i> the different ways in which citizens can contribute to parliamentary democracy and hold those in power to account. <i>Understand</i> the rights and responsibilities that apply in a representative democracy. <i>Understand</i> the importance of: the rule of law; personal freedom; tolerance and respect for diversity; and equal opportunity in creating conditions for effective democratic government as values underpinning democracy.	By analysing how UK citizens join the electoral register, vote, join a political party and stand for election. Through an evaluation of the current rules about who can and cannot vote in UK parliamentary elections. By testing hypotheses that might explain the extent to which different groups of citizens become actively involved in the process of democratic decision-making. Through an analysis of appropriate secondary sources such as the <i>Index of Democracy</i> to identify the features of democratic government. <u>Through an evaluation of the extent to which the UK embodies democratic values in comparison with other governments. (This evaluation could take place at the end of 2.7 Politics beyond the UK.)</u>
<i>Know</i> the major political parties operating in the UK. <i>Know and understand</i> these parties' major philosophical and political differences.	By analysing a constituency map of the UK showing the political affiliation of each MP. <u>By applying this information to devise possible hypotheses to explain any patterns of representation. By testing these hypotheses against simple socio/economic data and political differences between the parties.</u> By analysing party manifestos, media releases and broadcasts to identify main policy differences.

<i>Learners should be able to:</i>	<i>Examples:</i>
<i>Know</i> the key features of electoral systems used within the UK including: first-past-the-post; types of proportional representation and referendum. Election systems should include: • First-Past-the-Post (General Elections) • Additional Member System (Welsh Assembly) • Single Transferable Vote (Northern Ireland) <i>Understand</i> the impact electoral systems used in the UK have on election outcomes for political parties and composition of governments. <i>Understand</i> the possible advantages and disadvantages of these systems.	<u>By applying knowledge gained from a range of evidence and viewpoints, evaluate how far the different election systems used in the UK can be described as 'fair and effective'.</u>

2.2 National, local, regional and devolved government

Key concepts and terminology for this part: coalition government, assembly, devolution, centralisation.

<i>Learners should be able to:</i>	<i>Examples:</i>
<i>Know</i> that political parties with large numbers of parliamentary seats have the potential to form a government alone or to do so through coalition with others. <i>Understand</i> how governments are formed following a parliamentary or assembly election. <i>Know and understand</i> the key roles in UK Government – Prime Minister, Cabinet and ministers.	By researching the outcomes of a recent parliamentary election, assess the relative strength of each political party. With reference to this information, by studying how a government was formed and identify any other possible options. Through studying this process, by identifying the key roles of Prime Minister, Cabinet and ministers in a government.
<i>Know</i> the role, structure and organisation of local, regional and devolved government in the UK. <i>Know and understand</i> the changing relationships between England, Northern Ireland, Scotland and Wales. <i>Understand</i> the reasons for devolution and centralisation. <i>Evaluate</i> arguments for further devolution.	By identifying the main powers and responsibilities allocated to different levels of government. By applying this knowledge to evaluate the current arrangements for devolution in the UK. <u>Through an evaluation of the case for and against Scottish or Welsh independence, or greater devolution of power to the English regions or local authorities.</u>

2.3 British constitution

Key concepts and terminology for this part: executive, legislature, judiciary, parliament, government, accountability, oversight, scrutiny, parliamentary select committee, bicameral parliament, House of Commons, House of Lords, Prime Minister, cabinet, ministers, official Opposition, Monarch, Commons Speaker, party whip, Black Rod, uncodified constitution, civil service, department, ministry, agency, bill, act, code of ethics, police commissioner, sovereign, parliamentary sovereignty.

<i>Learners should be able to:</i>	<i>Examples:</i>
<i>Know</i> the separate but complementary roles of the executive, legislature, judiciary and the Monarchy in UK government and <i>understand</i> the differences between them. <i>Know</i>, within this context, how Parliament holds government to account through oversight and scrutiny and that Parliament is sovereign. <i>Understand</i> the reasons why these roles are separated.	By analysing Prime Minister's question time and the work of a parliamentary select committee to determine their purpose. By tracking the law-making process to identify the separate but complementary roles of government and Parliament. (Identify the role of the House of Commons, House of Lords and Monarch in this process.) By researching an example of a judge-led inquiry into actions carried out on behalf of the executive such as the Chilcot inquiry into the Iraq war or the UK Covid-19 inquiry.
<i>Know</i> the separate but complementary roles of the House of Commons, House of Lords and the Monarch within the bicameral Westminster parliament and the differences between them. <i>Understand</i> the possible advantages and disadvantages of a bicameral arrangement.	By tracking a bill through parliament – see above – to identify and assess the different roles of the House of Commons and House of Lords. Through an evaluation of different viewpoints on the effectiveness of the current bicameral arrangement in the Westminster parliament.
<i>Know</i> the main roles of front and back bench MPs, the Commons Speaker and the party whips. <i>Know</i> the key ceremonial occasions in Parliament including the State Opening of Parliament, the budget, the Monarch's speech and the role of Black Rod. <i>Understand</i> the processes through which parliamentary candidates are selected including the role of citizens in these processes. <i>Understand</i> the process of parliamentary debate and decision-making as part of the process of making and shaping policy and legislation. <i>Understand</i> the role and importance of the official Opposition in parliament.	By analysing part of a parliamentary debate to identify the roles of the official Opposition, front bench and back bench MPs and the Commons Speaker. By researching the processes involved in the State Opening of Parliament. By researching the role and purpose of party whips and applying this knowledge to evaluate the effect of the party system on the independence of MPs and the extent to which they can represent their constituents. By researching the selection process for parliamentary candidates in one major political party.

<i>Learners should be able to:</i>	<i>Examples:</i>
<i>Know</i> that government administration is divided into departments, ministries and agencies. <i>Understand</i> the role of the civil service and police within the British constitution.	By researching the different roles and responsibilities of departments, ministries and agencies. By analysing the role of the police in safeguarding citizens' rights and upholding the values that underpin democracy.
<i>Understand</i> how the relationships between its institutions form an uncoded British constitution. <i>Understand</i> the reasons why tensions can arise and how institutional relationships are changing.	By further analysis of the process of law making and law enforcement. By applying this knowledge to explain the roles of the executive, legislature and judiciary. By applying this knowledge to identify and explain the tensions that exist between the executive and judiciary on sentencing, and evaluate the arguments for and against the executive setting sentencing guidelines for judges. Through an evaluation of the purpose and effectiveness of elected police commissioners in determining local police priorities. Consider some possible examples of tension: greater central government control as opposed to further devolution of power; elected police commissioners as opposed to police commissioners appointed by local authorities or central government.

2.4 The economy, finance and money

Key concepts and terminology for this part: taxation, direct/indirect taxation, public expenditure, economic growth, administrative efficiency, benefits, welfare, local authority budgeting.

<i>Learners should be able to:</i>	<i>Examples:</i>
<i>Know</i> how public taxes are raised by local and national government. <i>Know</i> the main areas of public expenditure for local and national government. <i>Understand</i> the relationships between taxation, administrative efficiency, economic growth and public spending. <i>Understand</i> how governments take the above relationships and political factors into account to manage risk and make complex decisions about current and future public spending to ensure value for money.	By analysing official government and local authority information on the main types of public taxation, the revenue raised and the main areas of public expenditure. By analysing the government's annual budget or autumn statement and considering the reactions of businesses, trade unions and consumer groups. Through a case study of a large government project such as HS2, analysing how decisions about expenditure, risk and value for money are made and the different benefits and costs of the project.
<i>Analyse and evaluate</i> different viewpoints on taxation. <i>Analyse and evaluate</i> different viewpoints and debates about the provision by the government and other service providers for welfare, health, education and the needs of the elderly.	By analysing the policy statements, election manifestos, speeches and media releases from the main political parties to show differences in approach to taxation and public expenditure. <u>Through an evaluation of government policy provision for welfare, health, education or the needs of the elderly based on viewpoints from groups and organisations such as: political parties; pressure groups; groups representing workers and managers; charities; voluntary organisations and faith groups.</u>

2.5 The role of the media and free press

Key concepts and terminology for this part: free press/media freedom, public interest, media regulation, censorship, social media, privacy, libel.

Learners should be able to:	Examples:
<i>Know</i> the legal rights and responsibilities of a 'free press'. <i>Understand</i> the media's moral responsibility to report accurately and to respect people's privacy and dignity. <i>Understand</i> the role of the media in: informing and influencing public opinion; providing a forum for communication; exchanging ideas and opinions; and holding those in power to account by investigating and reporting on matters of public interest. <i>Evaluate</i> the effectiveness of the media in carrying out these roles.	By researching examples of the media reporting on matters of public interest, initiating or supporting campaigns and holding those in power to account. <u>Through an evaluation of the right of free speech and how this is constrained by laws relating to privacy and libel.</u> <u>By analysing the stated aims and values of different news media, including the BBC and 'social media', and evaluating these in the light of criticism from pressure groups concerned that the media lacks moral responsibility.</u> By analysing the ways in which information is presented by media with particular political affiliations. Through an evaluation of print, broadcast and social media's impact on human rights and democracy.
<i>Know</i> how media regulation operates in the UK. <i>Understand</i> the reasons for media regulation and censorship. <i>Evaluate</i> the effectiveness of media regulation.	By analysing the conclusions of the Leveson Inquiry into the culture, ethics and practice of the press, and applying this knowledge to evaluate the government response. By analysing different examples of news and editorial content from print, broadcast and social media to assess how far such content is 'trustworthy'. By evaluating the effectiveness of media oversight and regulation.
<i>Analyse</i> how the media is used by groups wishing to influence public opinion. <i>Analyse</i> how the media is used by those in power.	<u>By researching social media campaigning and comparing its effectiveness with campaigns using print and broadcast media.</u> By evaluating the success of attempts by government, political parties or pressure groups such as environmental groups or active-travel campaigns, to manage media coverage of their ideas and actions.

2.6 Citizenship participation in the UK

Key concepts and terminology for this part: advocacy, petition, lobbying, volunteering, interest groups, pressure groups, voluntary groups, National Citizen Service, social media, e-petition, digital democracy, public life.

2

<i>Learners should be able to:</i>	<i>Examples:</i>
<i>Know</i> the role of citizens in the UK constitution. <i>Know</i> the opportunities for citizen participation in UK democracy, including the National Citizen Service. <i>Know</i> the barriers to citizen participation in UK democracy. <i>Understand</i> the importance of citizen participation for the effective operation of a democracy. <i>Understand</i> the potential impact of social media and digital democracy on participation rates and voter engagement. <i>Analyse and evaluate</i> measures designed to increase participation rates and voter engagement in UK democracy.	<u>By researching opportunities for active membership of political parties, interest groups, cultural and religious organisations, pressure groups, youth organisations and the National Citizen Service.</u> <u>Explore ways to overcome barriers to citizens' participation in democracy through the use of case studies.</u> <u>Through an evaluation of a range of methods to increase participation rates in UK democracy including: citizenship education in schools; changes in elections and voting; and Government e-petitions.</u>
<i>Know</i> the different forms of action citizens can take to promote particular viewpoints and hold those in power to account including: joining an interest group; trade union or political party; standing for election; campaigning; lobbying; petitions and joining a demonstration. (See also section 2.1 Democracy, elections and voting in the UK.) <i>Understand</i> the importance of accountability in a representative democracy. <i>Analyse</i> the roles played by public institutions, public services, interest and pressure groups, trade unions, charities and voluntary groups in providing a voice for and support to different groups of citizens. <i>Analyse and evaluate</i> two different examples of how citizens working together or through groups attempt to change or improve their communities through actions to: • address public policy or; • challenge injustice or; • resolve a local community issue. <i>Engage</i> in a planned course of informed Citizenship Action (see further guidance in Section 2c.).	<u>Through case studies of how individuals and groups seek to influence decision makers through e-petitions, lobbying and direct action such as campaigns to reduce the voting age to sixteen and organisations combatting homelessness.</u> <u>By researching the aims, methods and influence of different organisations that seek to represent citizens' interests such as trade unions, political parties and pressure groups.</u> <u>Through case studies of citizen action to evaluate aims, methods and effectiveness.</u> <u>By planning, organising, executing and evaluating informed action to address a citizenship issue or question of concern in order to bring about change or improvement for a particular community or wider society.</u> <u>By investigating how individual or groups of citizens have sought to improve or change their communities. Examples might include communal garden projects or road-safety campaigns.</u>

Learners should be able to:

Know the ways in which citizens can contribute to wider public life including: joining an interest group, advocacy and volunteering.

Understand why this is important in a democracy.

(See also section 1.3 The legal system (England and Wales)).

Examples:

By interviewing school/college governors, directors or trustees, or other non-executive post holders in charities or public organisations and applying this knowledge to understand their role and motivation.

By researching and classifying volunteering opportunities available to people of different ages and with different skills.

2.7 Politics beyond the UK

Key concepts and terminology for this part: democracy, pluralism, authoritarian regime, political participation, political culture, civil liberties.

2

<i>Learners should be able to:</i>	<i>Examples:</i>
<i>Know</i> the key differences between the nature and extent of citizens' political participation in the UK and one other democratic system. (Learners may choose one example from the following countries but may also select an example of their own with sufficient significant differences from the UK.) • Switzerland is a good example from the top end of the <i>Index of Democracy</i> rankings. • USA and France also offer interesting comparisons with the UK. • India provides an interesting comparison from the developing world.	<u>By designing a chart to compare the nature and extent of citizens' participation in the UK and the other two selected countries. (Base the comparison on the concepts specified for this section. Use the most recent <i>Index of Democracy</i> and other research to populate the chart.)</u> <u>By applying this knowledge, evaluate the extent to which the UK embodies democratic values in comparison with other governments. (See also Section 2.1 Democracy, voting and elections in the UK.)</u>
<i>Know</i> the key differences between the nature and extent of citizens' political participation in the UK and one non-democratic system. <i>Evaluate</i> the extent to which the UK embodies democratic values in comparison with other governments. Learners may choose one example from the following but may also select an example of their own. • China is an excellent example of a wealthy non-democratic nation with a powerful global influence. • North Korea is an authoritarian regime consistently at the bottom of the <i>Index of Democracy</i> rankings. • Iran is another authoritarian regime where religious authorities are influential in political decision making.	

Section 3: The UK and the wider world

3.1 Identities and diversity in UK society

Key concepts and terminology for this part: British citizenship, sense of identity, multiple identities, migration, immigration, emigration, economic reasons for migration, political reasons for migration, asylum, community cohesion.

<i>Learners should be able to:</i>	<i>Examples:</i>
<i>Know</i> the main factors that affect people's sense of identity at individual, group, national and global scales. <i>Know</i> the constituent nations of the UK and <i>understand</i> how people's connections with these nations impact on their sense of identity. <i>Know</i> that, in UK society, people have a range of identities which are often diverse and complex. <i>Understand</i> why people have multiple identities and <i>understand</i> the reasons why a person's sense of identity can be complex.	By investigating the influence on personal identity of: cultural, ethnic and religious group membership; nationality; family; school; friends; neighbourhood; work colleagues; the media and British values. <u>By applying this knowledge to assess the understanding different people have about being British and to determine what they value about British citizenship.</u> <u>Through case studies of different cultural, ethnic or religious groups in the UK, such as the Sikh community in the UK, understand that identities are often complex.</u>
<i>Understand</i> the reasons why people migrate from one place to another. <i>Know</i> the broad patterns of migration into and out of the UK in the last 60 years. <i>Understand</i> why people have moved out of and in to the UK over the last 60 years. <i>Know</i> what it means for people to seek asylum and <i>understand</i> their reasons for seeking asylum. <i>Analyse</i> the main benefits of immigration to the UK and its impact on communities. <i>Analyse</i> the main challenges of immigration to the UK and its impact on communities. <i>Evaluate</i> different viewpoints on the control of immigration to the UK.	<u>By sharing family and community experiences of migration and the reasons for it, such as West Indian immigration to the UK on HMT Empire Windrush.</u> <u>By researching the political and economic reasons for the major patterns of migration affecting the UK including factors that have caused people to leave their country of origin and factors that have caused them to select the UK particularly as a place they wish to work, live or settle, such as immigration from Uganda in the 1970s or the EU in the 2000s and 2010s.</u> By analysing statistics on political asylum, identify and explain trends in asylum-seeking. <u>By applying knowledge from case studies of asylum-seekers' own experiences, explain the different reasons why people might seek asylum.</u> <u>By researching the contribution of people of different ethnic origins and/or religious backgrounds to the national economy (including the public services), science and technology, national defence, the media, entertainment, politics and sport.</u> <u>By establishing hypotheses and researching the different impacts of migration on contrasting regions such as London and rural East Anglia.</u> <u>Through an evaluation of policies and statements from different political parties or pressure groups.</u>

<i>Learners should be able to:</i>	<i>Examples:</i>
<i>Understand</i> why mutual respect and understanding, and community cohesion are important in a democratic society. <i>Analyse</i> the factors that promote community cohesion including mutual respect and understanding and other democratic values. (See also section 2.6.) <i>Analyse and evaluate</i> citizen actions that have sought to improve community cohesion.	<u>Through case studies of government, local authority or independent projects to engage communities and improve community cohesion.</u> <u>By planning, organising, executing and evaluating a multicultural project to improve community cohesion.</u>

3.2 The UK and its relations with the wider world

Key concepts and terminology for this part: international organisation, United Nations, the North Atlantic Treaty Organisation (NATO), European Union, Council of Europe, World Trade Organisation, mediation, sanction, intervention, non-governmental organisation, International Humanitarian Law.

Learners should be able to:	Examples:
<i>Know</i> that the UK is a member of international organisations including: the United Nations and its agencies; North Atlantic Treaty Organisation (NATO); the Council of Europe; the Commonwealth and the World Trade Organisation (WTO). <i>Know</i>, in outline, which other countries are members of these organisations, for example, know that most Commonwealth member nations are former British colonies and that the United Nations is composed of almost all the world's nations. <i>Know</i> the aims of these organisations and <i>understand</i> why they were established. <i>Understand</i> why the UK is a member of these organisations and <i>know</i>, in outline, the role played by the UK in each of them. <i>Evaluate</i> how far the United Nations has fulfilled its aims.	By gathering information on aims, origins and membership from the international organisations' websites. By using the government's official website to research reasons for UK membership of each international organisation and the main contributions made by the UK. <u>By applying knowledge of the United Nations to evaluate how far its work reflects its aims.</u> By applying knowledge of the Commonwealth to show an understanding of how this differs from organisations such as the UN and NATO.
<i>Know</i> the principles underpinning the formation and development of the European Union. <i>Analyse</i> the benefits and costs of the UK leaving the European Union. <i>Analyse</i> the impact on the UK of one decision made by the European Union. <i>Evaluate</i> the quality and effectiveness of the current relationship between the UK and the European Union.	By researching information from the European Union on its formation, its aims and its objectives. Through an evaluation of statements made by economists, business leaders, trade unionists, politicians, pressure groups, political parties and research institutes. By examining how migration, fishing, travel and trade have changed in the UK following the UK's departure from the European Union. Through an analysis of examples of cooperation and tension between the UK and European Union.
<i>Know</i> the methods (including short- and long-term practical support, mediation, sanctions or force) available to governments that wish to intervene in international disagreements or conflicts, and to support other governments or peoples in crisis. <i>Analyse</i> and <i>evaluate</i> the role played and contribution made by the UK government in one international crisis, disagreement or conflict.	Through an evaluation of the motivations, methods and outcomes of UK government intervention, in one or more international disagreement, conflict or crisis. (Examples include but are not limited to: Kosovo from 1999; Afghanistan from 2001; Iraq from 2003; Sierra Leone civil war of 2002; Ebola emergency of 2014 and the invasion of Ukraine in 2022.)

<i>Learners should be able to:</i>	<i>Examples:</i>
<i>Understand</i> why it is necessary to make international agreements to protect victims of conflict and to establish rules of warfare. <i>Know and analyse</i> the provisions of International Humanitarian Law. <i>Evaluate</i> how far International Humanitarian Law has been successful in protecting civilians during one modern conflict.	<u>By evaluating the effectiveness of International Humanitarian Law in one modern conflict such as in Ukraine or Syria.</u>
<i>Analyse</i> the role of one international non-governmental organisation in an international crisis, disagreement or conflict. <i>Evaluate</i> the effects of its intervention. <i>Understand</i> why international non-governmental organisations might be more effective than governments in these roles.	<u>Through a case study of a non-governmental organisation's work in a crisis, disagreement or conflict. (A possible example would be the role and effectiveness of <i>Save the Children</i> in the Sierra Leone Ebola emergency where the charity was supported by a mix of private donations and UK government aid.)</u>

Section 4: Citizenship Action

4.1 Citizenship Action

All learners completing the qualification should participate in action in a real out-of-classroom context. 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 Citizenship Action are highlighted across the whole of the specification content and can be used to support multiple parts of the curriculum.

Through their action, learners should practise a range of citizenship skills including:

- research and enquiry
- interpretation of evidence
- planning
- collaboration
- problem solving
- advocacy
- campaigning
- evaluation.

Evidence should include 'primary' sources gathered through learners' own research and 'secondary' sources produced by others such as surveys by government, local authorities or interest groups. These two terms are defined in full as:

Primary sources are the data and findings generated by the learner when undertaking research and enquiries into citizenship issues and as part of the process of taking Citizenship Action. This can include data and findings from student observations, discussions with members of the community, qualitative and quantitative interview data, recordings, results of polls, votes and surveys relevant to their study.

Secondary sources are the data and findings, generated in the past or by another party, that are used by the learner when undertaking research and enquiries into citizenship issues and as part of the process of taking Citizenship Action. These can include published sources of data, findings and official reports from public bodies and institutions such as Parliament, government departments, local councils and authorities, reports in the news and the media, Non-Government Organisations (NGOs), groups, research and other organisations, opinion polls, statistics, videos and other sources, relevant to their study.

These skills will be assessed in a range of contexts.

Questions on Citizenship Action will account for 15 per cent of the marks for the GCSE (9–1). A programme of Citizenship Action should enable learners to develop the following knowledge, understanding and skills:

- 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
- present their own and other viewpoints representing 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 a particular community or wider society
- critically evaluate the effectiveness of Citizenship Actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected.

Learners will be assessed on their knowledge and understanding of Citizenship Action in component 02.

The planned action should include the following stages to ensure learners are fully prepared for the assessment:

1	Working as a team, identify, research (using primary and secondary sources) and evaluate a citizenship issue and show how this issue links to the citizenship specification. As part of this, candidates should consider: a) the rights and responsibilities that apply to the agreed issue b) the different ways in which citizens can participate in the UK and the role different forms of media can play in publicising action c) how the law and the legal system can protect (and punish if appropriate) citizens undertaking an action d) how their action could impact/link with British values, identities and the diverse nature of the UK.
2	Describe and explain their own viewpoint on the issue, and those of other people, using the evidence they have gathered.
3	Using their primary and secondary research, and in collaboration with others, plan an appropriate Citizenship Action.
4	In collaboration with others, undertake an appropriate action that incorporates problem-solving and advocacy.
5	Critically evaluate the action as a whole, including what they felt went well and what they would do better in the future.
6	Know and understand how actions can impact on a local, national and global setting, and steps they could take to enlarge their action.

Types of action could include:	Example actions:
Initiating or contributing to campaigns on local, national or international issues;	<i>Contributing to a campaign run by a nationally recognised pressure group e.g.: Amnesty International.</i>
Raising awareness of local, national or international issues or debates;	<i>Planning, delivering and evaluating a school presentation to publicise Fairtrade Fortnight or World AIDS Day.</i>
Lobbying decision-makers in the school or college, local authority, interest group or national government to protect or extend citizens' rights or opportunities;	<i>Meeting local councillors to discuss recycling facilities in the local community.</i>
Organising or contributing to an event, project or programme to address a community need.	<i>Organising an international food and cultural evening at school to promote community cohesion.</i>

Citizenship Action Written Statement

Centres **must** provide a written statement to OCR confirming that the centre has taken reasonable steps to ensure that each learner has carried out a Citizenship Action project. The written statement should be submitted to OCR containing the following information in respect of the Citizenship Action that has taken place:

- centre name
- centre number
- staff name
- position at centre
- contact email
- contact telephone
- year of entry.

It should also include confirmation that, through their action, learners have practised a range of citizenship skills including all of the following:

- research and enquiry
- interpretation of evidence
- planning
- collaboration
- problem solving
- advocacy
- campaigning
- evaluation.

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

Centres must provide the written statement by **15 May** in the year the learner certificates. Any failure by a centre to provide a Citizenship Action statement to OCR in a timely manner will be treated as malpractice and/or maladministration (under General Condition A8 (*Malpractice and maladministration*)).

2c. Component 01: Citizenship in perspective (J270/01)

Component 01 **assesses Sections 1–3** of the specification:

- Rights, the law and the legal system in England and Wales
- Democracy and government
- The UK and the wider world.

Learners will use all the knowledge they have acquired throughout the course to answer a series of objective test questions covering our rights and responsibilities, how the legal system operates in England and Wales, the role of the UK in global affairs, identities, diversity and multiculturalism, how the country is governed and how citizens can participate in theory. Citizenship Action is not assessed within this unit.

2c. Component 02: Citizenship in action (J270/02)

Component 02 **assesses Sections 1, 2, 3 and 4.**

Learners explore the ways in which decision-making takes place in the UK's representative democracy. Learners will develop an understanding of the links between politics and the economy through studying issues linked to taxation, welfare, the health service and education.

Learners will have the opportunity to compare decision-making in the UK with that in one other democratic country and one non-democratic country, and to evaluate the different ways in which citizens can get their voices heard. They will apply the knowledge and understanding from across the specification's content to engage in their own informed action to address a citizenship issue of concern and in order to bring about benefit or change for a particular community or wider society.

The study of rights, responsibilities and the law and legal system underpins learners' knowledge and understanding of citizenship, and is assessed in this unit.

Content of Section 3 will be assessed as part of the synoptic question – see Section 3f.

Note: Key concepts and terminology form part of the assessable content.

Examples are provided to help guide teaching and learning as a route through the specification, though will not necessarily be specifically assessed. Opportunities for Citizenship Action are underlined in the examples columns. These are for guidance only and provide examples of how you might integrate this component throughout the teaching of the subject.

2c. Component 03: Our rights, our society, our world (J270/03)

Component 03 **assesses Sections 1 and 3**. Learners are encouraged to explore their own sense of identity and that of other UK citizens in our increasingly complex society. They will 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 will assess the benefits and challenges of immigration and evaluate different viewpoints on this controversial issue.

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

The study of rights, responsibilities, the law and the legal system underpins learners' knowledge and understanding of citizenship, and is assessed in this component.

Note: Key concepts and terminology form part of the assessable content.

Examples are provided to help guide teaching and learning but will not necessarily be specifically assessed. Opportunities for Citizenship Action are underlined in the examples columns. These are for guidance only and provide examples of how you might integrate this component throughout the teaching of the subject.

2d. Prior knowledge, learning and progression

Learners in England who are beginning a GCSE (9–1) in Citizenship Studies are likely to have followed a Key Stage 3 programme of study. No prior knowledge of this subject is required.

GCSEs are qualifications that enable learners to progress to further qualifications either Vocational or General.

Find out more at www.ocr.org.uk.

3 Assessment of GCSE (9–1) in Citizenship Studies (J270)

3a. Forms of assessment

OCR's GCSE (9–1) in Citizenship Studies consists of three components that are externally assessed.

Component 01:

Citizenship in perspective (J270/01)

This will be examined using a range of objective test items, assessing Assessment Objectives 1 and 2. This will sample Sections 1–3 of the specification and is broken down as follows: Section 1: 9%, Section 2: 8%, Section 3: 8%.

Component 02:

Citizenship in action (J270/02)

This will be examined using a blend of short answer questions and extended response questions, assessing Assessment Objectives 1, 2 and 3. Learners will have opportunities to comment on other people's

actions, suggest personal action they could take in particular circumstances, and reflect upon their own experience of taking citizenship action. Learners will be expected to draw upon their knowledge and understanding from across the whole specification in response to these items. Centres must provide a written statement to OCR confirming that the centre has taken reasonable steps to ensure that each Learner has carried out a Citizenship Action project. See section 4 Citizenship Action for more information. Section C of the assessment will be a synoptic question – see Section 3f.

Component 03:

Our rights, our society, our world (J270/03)

This will be examined using a blend of short answer questions and extended response questions, assessing Assessment Objectives 1 and 3.

3b. Assessment objectives (AO)

There are three Assessment Objectives in the OCR GCSE (9–1) in Citizenship Studies. These are detailed

in the table below. Learners are expected to demonstrate their ability to:

Assessment Objective		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 judgements.	40%

AO weightings in the OCR GCSE (9–1) in Citizenship Studies

The relationship between the Assessment Objectives and the components are shown in the following table:

Component	% of overall GCSE (9–1) in Citizenship Studies (J270)			
	AO1	AO2	AO3	Total
Citizenship in perspective (J270/01)	18	7	0	25
Citizenship in action (J270/02)	9	23	18	50
Our rights, our society, our world (J270/03)	3	0	22	25
Total	30	30	40	100

Command words for AOs

The following table illustrates the command words which may be used in relation to a given Assessment Objective (AO) within assessments:

	AO1	AO2	AO3
Command Word:	- State - Explain - Name - Give - Identify - Choose	- State - Explain - Describe	- State - Explain - Evaluate - Analyse

The words ‘State’ and ‘Explain’ can be used to cover any of the Assessment Objectives depending on the content and context of the question. The following questions are taken from the sample assessment materials to exemplify this:

Component 02, Question 3a: *‘First-past-the-post’ is the election system used in the UK for general elections. State one other example of an election*

system used in the UK.’ This question targets AO1 because it requires learners to demonstrate knowledge and understanding of citizenship terms.

Component 02, Question 2a: *‘State which political party Alisha is most likely to support based on her beliefs in Scenario 1.’* This question targets AO3 because it requires learners to analyse a range of evidence (in Scenario 1) relating to citizenship issues.

3c. Total qualification time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours and hours spent in preparation, study

and assessment. The total qualification time for GCSE Citizenship Studies is 140 hours. The total guided learning time is 120-140 hours.

3d. Qualification availability outside of England

This qualification is available in England. For Wales and Northern Ireland please check the Qualifications in Wales Portal (QIW) or the Northern Ireland Department of Education Performance Measures/

Northern Ireland Entitlement Framework Qualifications Accreditation Number (NIEFQAN) list to see current availability.

3e. Language

This qualification is available in English only. All assessment materials are available in English only and all candidate work must be in English.

3f. Assessment availability

There will be one examination series available each year in May/June to **all** learners. This specification will be certificated from the June 2018 examination series onwards.

All examined components must be taken in the same examination series at the end of the course.

3g. Retaking the qualification

Learners can retake the qualification as many times as they wish. They retake all components of the qualification.

3h. Assessment of extended response

The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and

coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

3i. Synoptic assessment

- Synoptic assessment is the learner's understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and understanding within different parts of the GCSE (9–1) course.
- The emphasis of synoptic assessment is to encourage the understanding of citizenship as a discipline.
- Items linked to Citizenship Action require learners to deploy knowledge and understanding from across the specification content.
- Component 02 includes synoptic assessment of knowledge, skills and understanding. Learners will have the opportunity to draw upon the full range of content in order to answer an extended response question in section C.
- Component 01 samples the whole specification.
- The study of rights, responsibilities and the law underpins the entire specification and focuses on how the legal system works in the UK, as well as the process of the law and the rights and responsibilities that affect all citizens within the UK.

3j. Calculating qualification results

A learner's overall qualification grade for an OCR GCSE (9–1) in Citizenship Studies will be calculated by adding together their marks from the three components taken to give their total weighted mark.

This mark will then be compared to the qualification level grade boundaries for the relevant exam series to determine the learner's overall qualification grade.

4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at www.ocr.org.uk/administration.

4a. Pre-assessment

Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series. Estimated entries

should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking an OCR GCSE (9–1) in Citizenship Studies must be entered for J270.

Entry code	Title	Component code	Component title	Assessment type
J270	Citizenship Studies	01	Citizenship in perspective	External Assessment
		02	Citizenship in action	External Assessment
		03	Our rights, our society, our world	External Assessment

Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our website at: <https://www.ocr.org.uk/administration/general-qualifications/assessment/>

4b. Special consideration

Special consideration is a post–assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process*.

4c. External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ *Instructions for conducting examinations*.

Head of Centre annual declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

Private candidates

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: <http://www.ocr.org.uk>

4d. Results and certificates

Grade Scale

GCSE (9–1) qualifications are graded on the scale: 9–1, where 9 is the highest. Learners who fail to reach the minimum standard of 1 will be Unclassified (U).

Only subjects in which grades 9 to 1 are attained will be recorded on certificates.

Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification
- the raw mark for each component
- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component
- weighted mark grade boundaries for the qualification.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

4e. Post-results services

A number of post-results services are available:

- **Review of results** – If you are not happy with the outcome of a learner's results, centres may request a review of marking.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts.

4f. Malpractice

Any breach of the regulations for the conduct of examinations and non-exam assessment may constitute malpractice (which includes maladministration) and must be reported to OCR

as soon as it is detected. Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

5 Appendices

5a. Grade descriptors

Grade descriptors for GCSEs graded 9–1: citizenship studies:

1. Grade 8

1.1 To achieve Grade 8 candidates will be able to:

- demonstrate and apply relevant and comprehensive knowledge and understanding of a wide range of citizenship concepts, terms and issues
- construct perceptive and convincing arguments that consider a variety of viewpoints and reach well-substantiated conclusions
- develop ambitious research enquiries that lead to a strong, evidence-based analysis of citizenship issues
- critically evaluate the outcomes of effective participation in citizenship action.

2. Grade 5

2.1 To achieve Grade 5 candidates will be able to:

- demonstrate and apply mostly accurate and appropriate knowledge and understanding of a range of relevant aspects of citizenship concepts, terms and issues
- construct reasoned arguments that consider some differing viewpoints to draw evidence-based conclusions
- develop credible research enquiries that lead to an evidence-based analysis of citizenship issues
- evaluate the outcomes of participation in citizenship action.

3. Grade 2

3.1 To achieve Grade 2 candidates will be able to:

- demonstrate and apply knowledge and understanding of some aspects of citizenship concepts, terms and issues
- produce a basic line of reasoning that demonstrates some awareness of differing viewpoints to reach a judgement, with limited reference to evidence
- develop basic research enquiries that lead to a straightforward consideration of citizenship issues
- reflect on some of the outcomes of participation in citizenship action.

5b. Overlap with other qualifications

There is a small degree of overlap between the content of this specification and those for OCR's GCSE (9–1) Qualifications in Religious Studies (Philosophy

and Ethics), Business Studies, Economics, Science, Sociology, Humanities and Law.

5c. Accessibility

Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the *JCQ Access Arrangements and Reasonable Adjustments* publication.

The GCSE (9–1) qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage learners who share a protected characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

Summary of updates

Date	Version	Section	Title of section	Change
April 2018	1.1	4d	Results and Certificates	Amend to Certification Titling
January 2020	1.2	1d	How do I find out more information?	Remove link to Social forum and replace with link for Online Support Centre
		4e	Post-results services	Amend Enquiries about results to review of results Update to specification covers to meet digital accessibility standards
December 2022	1.3	3c	Total qualification time	Insertion of new section
June 2023	1.4	2b	Content of GCSE (9-1) in Citizenship Studies (J270)	Updates to reflect modern trends and legislation
February 2024	1.5	3d, 3e	Qualification availability, Language	Inclusion of disclaimer regarding availability and language
		4a	Pre-assessment	Update to include resilience guidance
		Checklist		Inclusion of Teach Cambridge
June 2024	1.6	2b	Content of GCSE (9-1) in Citizenship Studies (J270)	Content clarified and examples added/replaced
January 2026	2.0		Covers, page footers, section 1a and 4d	Updated covers, footers and certificate title to reflect the new Cambridge OCR brand. Inside cover includes statement: 'About our new name'. Minor rewording in generic section 1a.



Contact the team at:

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