

# CITIZENSHIP SCHEME OF WORK

## GCSE 9-1 Citizenship Studies - J270

### Section 1: Rights, responsibilities and the legal system in England and Wales.

**Note:** Guided learning hours for this specification are set at 120-140. This scheme of work does not include time spent on active citizenship and is designed to be completed in approximately 90-100 hours. The content in the specification was designed to be as clear as possible to indicate what should be covered; the extended content has been used to provide further examples of suitable content where appropriate.

Key Topic	Key Terms	Lesson Number	Indicative Content	Extended Content	Example Activities
<b>Rights and Responsibilities</b>	<ul style="list-style-type: none"> <li>● moral and legal rights and responsibilities</li> <li>● human right</li> <li>● political rights</li> <li>● rights of representation</li> <li>● duties, equalities</li> <li>● freedoms</li> <li>● the rule of law</li> <li>● criminal responsibility</li> <li>● trade union / employee association</li> <li>● balancing rights</li> </ul>	1	<ul style="list-style-type: none"> <li>● Know, understand and analyse the human, moral, legal and political rights, and the duties, equalities and freedoms of citizens.</li> </ul>	<ul style="list-style-type: none"> <li>● What moral rights people have.</li> <li>● What moral duties people have.</li> <li>● What legal rights and duties are and how they differ from moral rights.</li> <li>● What human and political rights, freedoms and equalities are.</li> <li>● Development of Human rights over time.</li> </ul>	<ul style="list-style-type: none"> <li>● By investigating the human, moral and legal rights of teachers and learners in a school or college context.</li> <li>● Through a discussion of balancing rights and responsibilities in school or college.</li> <li>● 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.</li> </ul>
		2	<ul style="list-style-type: none"> <li>● Know 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.</li> <li>● Understand the justifications for such age laws.</li> <li>● Evaluate such justifications.</li> </ul>	<ul style="list-style-type: none"> <li>● Different ages of rights and responsibilities in the UK, including work, safety, internet services, films, health, education, sex, marriage, drinking, armed forces, driving, civil duties, voting etc...</li> <li>● Arguments for these laws and for changing them.</li> </ul>	<ul style="list-style-type: none"> <li>● By researching the age of criminal responsibility internationally.</li> <li>● Through evaluating the viewpoint that the age of criminal responsibility should be increased in England and Wales.</li> </ul>
		3	<ul style="list-style-type: none"> <li>● Know the background to Magna Carta and its main provisions.</li> <li>● Understand the significance of the Magna Carta in the development of rights.</li> </ul>	<ul style="list-style-type: none"> <li>● Why the Magna Carta was introduced.</li> <li>● Contents of the Magna Carta.</li> <li>● Importance of the Magna Carta.</li> </ul>	<ul style="list-style-type: none"> <li>● By studying secondary sources celebrating the 800<sup>th</sup> anniversary of the Magna Carta to identify its implications for the development of the British legal system and the concept of the rule of law.</li> </ul>
		4-5	<ul style="list-style-type: none"> <li>● Know 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.</li> <li>● Understand their importance in protecting rights, equalities and freedoms.</li> <li>● Apply this knowledge and understanding to evaluate the actions of governments across the world.</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction and development of the UDHR.</li> <li>● Main articles of the UDHR.</li> <li>● Introduction and development of the UNCRC.</li> <li>● Main articles of the UNCRC.</li> <li>● Introduction and development of the ECHR.</li> <li>● Main articles of the ECHR.</li> <li>● Introduction and development of the Human Rights Act.</li> <li>● Aims of the HRA.</li> <li>● <i>Potential changes following referendum on EU membership, including any new potential laws protecting rights in the UK.</i></li> <li>● Effectiveness of the human rights laws and legislation, including examples of actions used by governments of the</li> </ul>	<ul style="list-style-type: none"> <li>● By assessing the legitimacy of holding people in detention without trial with reference to the Declaration and Convention, and to other appropriate contextual information.</li> </ul>

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				world and role of Amnesty in highlighting and protecting rights.	
		6-7	<ul style="list-style-type: none"> <li>Know and understand the right to representation including the role and history of trade unions and employee associations.</li> <li>Evaluate the effectiveness of different organisations in supporting and representing their members.</li> </ul>	<ul style="list-style-type: none"> <li>The right to representation.</li> <li>Development and growth of the trade unions and professional associations.</li> <li>Services provided by trade unions and professional associations.</li> <li>Role and work of employers' associations, for example the FSB and the CBI.</li> <li>Examples of other organisations supporting rights – e.g. Age UK, Mind, NSPCC.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
		8-9	<ul style="list-style-type: none"> <li>Analyse rights in local, national and global situations where there is conflict.</li> <li>Evaluate outcomes in cases where rights and responsibilities need to be balanced using local, national and global contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of rights in conflict – UK – safety and security v liberty, privacy and free speech, media freedom v privacy. Wider World - Palestine.</li> </ul>	<ul style="list-style-type: none"> <li>By analysing and discussing the balance of rights and responsibilities at school or college.</li> <li>Through an evaluation of the effectiveness of the UK Human Rights Act.</li> <li>Through an evaluation of different viewpoints on rights and responsibilities in one international example of conflict such as Israel / Gaza.</li> <li>By countering viewpoints they do not support.</li> </ul>
<b>The Law</b>	<ul style="list-style-type: none"> <li>rule</li> <li>law</li> <li>criminal and civil law</li> <li>common law</li> <li>legislation</li> <li>judge-made law (precedent)</li> <li>fairness</li> <li>justice</li> <li>presumption of innocence</li> <li>equality before the law</li> <li>legal jurisdiction.</li> </ul>	10-11	<ul style="list-style-type: none"> <li>Know the nature of rules and laws.</li> <li>Understand how rules and laws help society deal with complex problems of fairness, justice and discrimination.</li> <li>Understand the fundamental principles of law to ensure rights and freedoms, maintain order and resolve conflicts.</li> <li>Apply these principles to particular examples of rules and laws.</li> </ul>	<ul style="list-style-type: none"> <li>Difference between rules and law</li> <li>Concepts of fairness and justice</li> <li>Reasons why we have laws – including examples of protection of safety ad protecting rights, promoting freedoms and equalities, settling disagreements and how they can protect us.</li> </ul>	<ul style="list-style-type: none"> <li>By researching the aims and objectives of equalities legislation, and how justice can be achieved by those subject to discrimination.</li> <li>By applying this knowledge to rules and laws as they affect schools or workplaces.</li> </ul>
		12	<ul style="list-style-type: none"> <li>Understand the presumption of innocence and equality before the law.</li> <li>Evaluate the effectiveness of at least one piece of legislation.</li> </ul>	<ul style="list-style-type: none"> <li>Concept of innocent until proved guilty and application in legal setting</li> <li>Concept of equality before the law and its meaning</li> <li>Evaluation of legislation, e.g. Anti-terrorism, Crime and Security Act</li> </ul>	<ul style="list-style-type: none"> <li>By analysing cases that illustrate the major principles underpinning the law in England and Wales.</li> <li>Through an evaluation of the effectiveness of the legislation (contexts could include: media freedom; anti-terror legislation; the control of dangerous dogs).</li> </ul>
		13-15	<ul style="list-style-type: none"> <li>Know the key differences between criminal and civil law.</li> <li>Apply this knowledge to specific examples.</li> </ul>	<ul style="list-style-type: none"> <li>Issues civil laws deal with: <ul style="list-style-type: none"> <li>Employment</li> <li>Contract</li> <li>Treatment at work</li> <li>Discrimination under equality act</li> <li>Land and property ownership</li> <li>Inheritance</li> <li>Divorce, separation, child custody</li> <li>Copyright and patents</li> <li>Accident and injury</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>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.)</li> </ul>

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				<ul style="list-style-type: none"> <li>• Negligence</li> <li>• Immigration</li> <li>• Tax</li> <li>• Benefits</li> <li>• Mental health</li> <li>• Issues criminal law deals with             <ul style="list-style-type: none"> <li>• Offences against the person</li> <li>• Offences against property</li> <li>• Offences against the state or crown</li> <li>• Participatory offences</li> </ul> </li> <li>• Main differences between purpose, who investigates, who pays, who takes the case to court, which court deals with case, appeal routes, what happens to the victim and the person in the wrong.</li> <li>• Appropriate examples.</li> </ul>	
		16	<ul style="list-style-type: none"> <li>• Know the main sources of law: common law, legislation and judge-made law (precedent).</li> <li>• Apply this knowledge to specific examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the main sources of law and apply them to cases:             <ul style="list-style-type: none"> <li>• Common law.</li> <li>• Parliamentary legislation.</li> <li>• International and European law.</li> <li>• Case law / judge-made law.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> </ul>
		17	<ul style="list-style-type: none"> <li>• Know different legal jurisdictions of the UK: Northern Ireland, Scotland, England and Wales.</li> </ul>	<ul style="list-style-type: none"> <li>• The different powers of each area and where the common ground lies.</li> </ul>	<ul style="list-style-type: none"> <li>• By classifying some of the key differences between the legal jurisdictions of Northern Ireland, Scotland, England and Wales.</li> </ul>

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<p><b>The legal system (England and Wales)</b></p>	<ul style="list-style-type: none"> <li>• legal representative,</li> <li>• tribunal,</li> <li>• juror,</li> <li>• judge,</li> <li>• sanction,</li> <li>• retribution,</li> <li>• reform,</li> <li>• rehabilitation.</li> </ul>	<p>18-22</p>	<ul style="list-style-type: none"> <li>• Know and understand 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.</li> <li>• Know and understand about the operation of the youth justice system.</li> <li>• Know and understand the responsibilities and roles of citizens in the legal system as a juror, magistrate, special constable, police commissioner and member of a tribunal hearing.</li> <li>• Evaluate the effectiveness of citizens' roles in the legal system.</li> </ul>	<ul style="list-style-type: none"> <li>• The role and powers of the police – HMIC summary of police's purpose</li> <li>• Role of the police: <ul style="list-style-type: none"> <li>• Keep people safe</li> <li>• Prevent crime</li> <li>• Investigate crime</li> <li>• Arrest and charge suspects</li> <li>• Collect evidence</li> <li>• Brief the CPS</li> <li>• Give evidence.</li> </ul> </li> <li>• Rights and responsibilities of the police: <ul style="list-style-type: none"> <li>• Rights: expect cooperation from citizens, including stop and searches, arrest suspects or criminals, use reasonable force, enter premise without permission to save life or deal/prevent crime, seize property if linked to crime, charge criminal, detain someone for up to 24 hours without charge.</li> <li>• Responsibilities: uphold the law, protect life, keep peace, record offences, treat people with respect, tell people name and station they are based, obey the law, follow codes of practice, inform citizens of their rights when necessary, make accurate statements, use reasonable force as last resort, avoid discrimination.</li> <li>• Citizens in return should obey the law, not obstruct the police, not destroy evidence, cooperate with legal advisers.</li> <li>• Citizens' rights include fair treatment, explanations before searches, receive a reason if arrested. Have an appropriate adult present, remain silent or refuse to answer.</li> </ul> </li> <li>• Challenges the police face today.</li> <li>• Role of the special constable.</li> <li>• Role of legal representatives and why all are entitled to it.</li> <li>• Different criminal courts – magistrates, crown, appeals route, youth justice courts and how they differ from adult courts.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• By tracking different cases through the youth justice system to apply knowledge and understanding.</li> <li>• 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.</li> </ul>
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				<ul style="list-style-type: none"> <li>• Judges roles and powers.</li> <li>• Role of the jury in criminal courts.</li> <li>• Different civil courts – county court, small claims court, family law courts, tribunals, ombudsmen, appeals from civil courts.</li> <li>• Effectiveness of citizens in the legal and justice system.</li> </ul>	
		23	<ul style="list-style-type: none"> <li>• Understand the factors affecting crime rates in society.</li> <li>• Evaluate strategies to reduce crime.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse how much crime there currently is.</li> <li>• Causes of crime including: poverty, normalisation of criminal behaviour, alcohol and drugs, frustration, upbringing and socialisation, low levels of social integration and control.</li> <li>• Methods of crime reduction, including punishment of offenders and improving social conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• By devising and testing hypotheses that might help to explain these trends.</li> <li>• By analysing different strategies to reduce crime and by applying this knowledge to advocate a particular response to a specific crime issue.</li> </ul>
		24	<ul style="list-style-type: none"> <li>• Know and understand the nature and purpose of different sanctions for different criminal offences.</li> <li>• Evaluate the effect of different sanctions.</li> </ul>	<ul style="list-style-type: none"> <li>• Different sanctions used, including imprisonment, community sentences, electronic monitoring, fine, suspended sentence, restorative justice.</li> <li>• Supporting victims of crimes and protecting society.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• By countering viewpoints they do not support.</li> </ul>

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## GCSE Citizenship Studies - J270 – Section 2: Democracy and Government

**Note:** Guided learning hours for this specification are set at 120-140, this scheme of work, does not include time spent on active citizenship and is designed to be completed in approximately 90-100 hours.

The content in the specification was designed to be as clear as possible to indicate what should be covered; the extended content has been used to provide further examples of suitable content where appropriate.

Key Topic	Key Terms	Lesson Number	Indicative Content	Extended Content	Example Activities
<b>Democracy, elections and voting in the UK</b>	<ul style="list-style-type: none"> <li>• free elections</li> <li>• secret ballot,</li> <li>• inclusive franchise</li> <li>• pluralism</li> <li>• candidate</li> <li>• political party</li> <li>• party policy</li> <li>• manifesto</li> <li>• classical democracy</li> <li>• representative democracy</li> <li>• fixed term parliament</li> <li>• constituency</li> <li>• rule of law</li> <li>• personal freedom</li> <li>• tolerance</li> <li>• respect for diversity</li> <li>• equal opportunity</li> <li>• first-past-the-post election</li> <li>• proportional representation</li> <li>• referendum.</li> </ul>	25-27	<ul style="list-style-type: none"> <li>• Know and understand the concept of democracy.</li> <li>• Know the key features of democratic government including: regular and free elections; secret ballots; an inclusive franchise; a choice of candidates/ political parties.</li> <li>• Know the difference between classical democracy and representative democracy.</li> <li>• Know that the UK is a representative democracy with fixed term sovereign parliaments, and that MPs represent constituencies.</li> <li>• Know who can and cannot vote in UK parliamentary elections.</li> <li>• Know the different ways in which citizens can contribute to parliamentary democracy and hold those in power to account.</li> <li>• Understand the rights and responsibilities that apply in a representative democracy.</li> <li>• Understand 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Definitions and differences between classical and representative democracy.</li> <li>• Key features of democratic government in the UK including: voting rights, elections, choice of candidates and parties, the rule of law, personal freedoms, tolerance and respect for diversity, equal opportunities.</li> <li>• Evolution of the franchise to modern day.</li> <li>• Opportunities to contribute to democracy, including joining a party / pressure group, voting rights.</li> </ul>	<ul style="list-style-type: none"> <li>• By analysing how UK citizens join the electoral register, vote, join a political party and stand for election.</li> <li>• Through an evaluation of the current rules about who can and cannot vote in UK parliamentary elections.</li> <li>• By testing hypotheses that might explain the extent to which different groups of citizens become actively involved in the process of democratic decision making.</li> <li>• Through an analysis of appropriate secondary sources such as the Index of Democracy to identify the features of democratic government.</li> <li>• 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.)</li> </ul>
		28-31	<ul style="list-style-type: none"> <li>• Know the major political parties operating in the UK.</li> <li>• Know and understand these parties' major philosophical and political differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the background, main policies, support base and membership of the UK political parties, including Conservatives, Labour, Liberal Democrats, Green, UKIP and the political parties of Scotland, Wales and Northern Ireland.</li> </ul>	<ul style="list-style-type: none"> <li>• By analysing a constituency map of the UK showing the political affiliation of each MP.</li> <li>• 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.</li> <li>• By analysing party manifestos, media releases and broadcasts to identify main policy differences.</li> </ul>
		32-34	<ul style="list-style-type: none"> <li>• Know the key features of electoral systems used within the UK including:</li> </ul>	<ul style="list-style-type: none"> <li>• Usage of the named electoral systems in the UK, including advantages and</li> </ul>	<ul style="list-style-type: none"> <li>• By applying knowledge gained from a range of evidence and viewpoints, evaluate how far the different election systems used in the UK and the electoral systems and processes</li> </ul>

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			<p>first-past-the-post; types of proportional representation and referendum.</p> <ul style="list-style-type: none"> <li>• Election systems should include: <ul style="list-style-type: none"> <li>• First-Past-the-Post (General Elections)</li> <li>• Additional Member System (Welsh Assembly)</li> <li>• Single Transferable Vote (Northern Ireland)</li> <li>• The Closed Party List System (European Parliament)</li> </ul> </li> <li>• Know, as part of the above, the electoral systems and processes for the formation of the European Parliament.</li> <li>• Understand the impact electoral systems used in the UK, including those to the European Parliament, have on election outcomes for political parties and composition of governments.</li> <li>• Understand the possible advantages and disadvantages of these systems.</li> </ul>	<p>disadvantages of each and how they translate votes into 'seats'.</p>	<p>used in elections for the European Parliament can be described as 'fair and effective'.</p>
<p><b>National, local, regional and devolved government</b></p> <ul style="list-style-type: none"> <li>• coalition government</li> <li>• assembly</li> <li>• devolution</li> <li>• centralisation.</li> </ul>	35-38	<ul style="list-style-type: none"> <li>• Know 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.</li> <li>• Understand how governments are formed following a parliamentary or assembly election.</li> <li>• Know and understand the key roles in UK Government – Prime Minister, Cabinet and ministers.</li> </ul>	<ul style="list-style-type: none"> <li>• How the government is formed</li> <li>• Key roles including House of Commons, Monarch, PM, government ministers, Cabinet</li> <li>• Reserved powers of the UK government: <ul style="list-style-type: none"> <li>• Defence</li> <li>• Management of economy</li> <li>• Currency</li> <li>• Elections</li> <li>• Employment</li> <li>• Foreign policy</li> <li>• Overseas development</li> <li>• Border control, immigration and asylum</li> <li>• Benefits and social security</li> <li>• Most taxation</li> <li>• Trade and industry</li> <li>• Energy</li> <li>• Data protection</li> <li>• Constitution</li> <li>• Additional responsibilities in England and Wales.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• By researching the outcomes of a recent parliamentary election, assess the relative strength of each political party.</li> <li>• With reference to this information, by studying how a government was formed and identify any other possible options.</li> <li>• Through studying this process, by identifying the key roles of Prime Minister, Cabinet and ministers in a government.</li> </ul>	
	39-40	<ul style="list-style-type: none"> <li>• Know the role, structure and organisation of local, regional and devolved government in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• Powers of the devolved governments of Scotland, Wales and Northern Ireland.</li> <li>• Local authorities and their responsibilities, including country</li> </ul>	<ul style="list-style-type: none"> <li>• By identifying the main powers and responsibilities allocated to different levels of government.</li> <li>• By applying this knowledge to evaluate the current arrangements for devolution in the UK.</li> </ul>	

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			<ul style="list-style-type: none"> <li>● Know and understand the changing relationships between England, Northern Ireland, Scotland and Wales.</li> <li>● Understand the reasons for devolution and centralisation.</li> <li>● Evaluate arguments for further devolution.</li> </ul>	<p>councils, borough or district councils and town or parish councils.</p> <ul style="list-style-type: none"> <li>● Differences in London local government – Greater London Authority and the Borough Councils.</li> <li>● Potentials and ideas for regional government, including initial rejection in 2004 and subsequent new proposals from 2015.</li> <li>● Arguments for and against devolution and centralisation.</li> <li>● Arguments for further devolution, including independence debate.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
<b>British constitution</b>	<ul style="list-style-type: none"> <li>● executive</li> <li>● legislature</li> <li>● judiciary</li> <li>● parliament</li> <li>● government</li> <li>● accountability</li> <li>● oversight</li> <li>● scrutiny</li> <li>● parliamentary select committee</li> <li>● bicameral parliament</li> <li>● House of Commons</li> <li>● House of Lords</li> <li>● Prime Minister</li> <li>● cabinet</li> <li>● ministers</li> <li>● official Opposition</li> <li>● Monarch</li> <li>● Commons</li> <li>● Speaker</li> <li>● party whip</li> <li>● Black Rod</li> <li>● uncodified constitution</li> <li>● civil service</li> <li>● department</li> <li>● ministry</li> <li>● agency</li> <li>● bill</li> <li>● act</li> <li>● code of ethics</li> <li>● police commissioner</li> <li>● sovereign</li> </ul>	41-43	<ul style="list-style-type: none"> <li>● Know the separate but complementary roles of the executive, legislature, judiciary and the Monarchy in UK government and understand the differences between them.</li> <li>● Know, within this context, how Parliament holds government to account through oversight and scrutiny and that Parliament is sovereign.</li> <li>● Understand the reasons why these roles are separated.</li> <li>● Understand how the relationships between its institutions form an uncodified British constitution.</li> <li>● Understand the reasons why tensions arise and how institutional relationships are changing.</li> </ul>	<ul style="list-style-type: none"> <li>● Nature of the UK constitution, including the role of the monarch, parliament, government and judiciary. UK constitution is classed as uncodified, i.e. not all in one place.</li> <li>● Reasons why there is a separation of powers and relationship between branches of government.</li> <li>● Reasons why tensions arise.</li> </ul>	<ul style="list-style-type: none"> <li>● By analysing Prime Minister's question time and the work of a parliamentary select committee to determine their purpose.</li> <li>● 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.)</li> <li>● 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.</li> <li>● By further analysis of the process of law making and law enforcement.</li> <li>● By applying this knowledge to explain the roles of the executive, legislature and judiciary.</li> <li>● 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.</li> <li>● Through an evaluation of the purpose and effectiveness of elected police commissioners in determining local police priorities.</li> </ul>
		44-46	<ul style="list-style-type: none"> <li>● Know 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.</li> <li>● Understand the possible advantages and disadvantages of a bicameral arrangement.</li> </ul>	<ul style="list-style-type: none"> <li>● Structure of the UK government and each areas primary roles and responsibilities</li> <li>● Advantages and disadvantages of bicameralisms – including: <ul style="list-style-type: none"> <li>● Improve scrutiny of legislation</li> <li>● Recruitment of expertise in Lords</li> <li>● Potentials for greater representation</li> <li>● Tradition</li> <li>● Lack of democratic legitimacy in Lords</li> <li>● Costs</li> </ul> </li> <li>● This can be highlighted by following the passage of a bill (links with below).</li> </ul>	<ul style="list-style-type: none"> <li>● By tracking a bill through parliament – see above – to identify and assess the different roles of the House of Commons and House of Lords.</li> <li>● Through an evaluation of different viewpoints on the effectiveness of the current bicameral arrangement in the Westminster parliament.</li> </ul>

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	<ul style="list-style-type: none"> <li>parliamentary sovereignty.</li> </ul>	47-48	<ul style="list-style-type: none"> <li>Know the main roles of front and back bench MPs, the Commons Speaker and the party whips.</li> <li>Know the key ceremonial occasions in Parliament including the State Opening of Parliament, the budget, the Monarch's speech and the role of Black Rod.</li> <li>Understand the processes through which parliamentary candidates are selected including the role of citizens in these processes.</li> <li>Understand the process of parliamentary debate and decision making as part of the process of making and shaping policy and legislation.</li> <li>Understand the role and importance of the official Opposition in parliament.</li> </ul>	<ul style="list-style-type: none"> <li>Main roles of parliamentary members, including MPs, speaker, whips.</li> <li>State opening of parliament, why it happens, the role of Black Rod as officer of the House of Lords.</li> <li>Importance of the budget speech.</li> <li>How MPs are selected.</li> <li>Process and passage of legislation.</li> <li>Importance of the opposition and the role played in politics in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>By analysing part of a parliamentary debate to identify the roles of the official Opposition, front bench and back bench MPs and the Commons.</li> <li>Speaker.</li> <li>By researching the processes involved in the State Opening of Parliament.</li> <li>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.</li> <li>By researching the selection process for parliamentary candidates in one major political party.</li> </ul>
		49-50	<ul style="list-style-type: none"> <li>Know that government administration is divided into departments, ministries and agencies.</li> <li>Understand the role of the civil service and police within the British constitution.</li> </ul>	<ul style="list-style-type: none"> <li>Purpose of the civil service.</li> <li>Dividing of government admin into different ministries, departments and agencies.</li> <li>Role of the police in the British constitution.</li> </ul>	<ul style="list-style-type: none"> <li>By researching the different roles and responsibilities of departments, ministries and agencies.</li> <li>By analysing the role of the police in safeguarding citizens' rights and upholding the values that underpin democracy.</li> </ul>
<b>The economy, finance and money</b>	<ul style="list-style-type: none"> <li>taxation,</li> <li>direct/indirect taxation,</li> <li>public expenditure,</li> <li>economic growth,</li> <li>administrative efficiency,</li> <li>benefits,</li> <li>welfare,</li> <li>local authority budgeting.</li> </ul>	51-53	<ul style="list-style-type: none"> <li>Know how public taxes are raised by local and national government.</li> <li>Know the main areas of public expenditure for local and national government.</li> <li>Understand the relationships between taxation, administrative efficiency, economic growth and public spending.</li> <li>Understand 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.</li> </ul>	<ul style="list-style-type: none"> <li>What is the economy?</li> <li>What makes an economy grow?</li> <li>What does an economy in recession mean?</li> <li>How the economy is managed by the government and the bank of England</li> <li>Impact of global economy.</li> <li>Where the money comes from.</li> <li>What the government spends the money on.</li> <li>Attempts at reducing spending.</li> <li>Risk management in the economy.</li> <li>Need for long term planning in the economy and how that works.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
		54-56	<ul style="list-style-type: none"> <li>Analyse and evaluate different viewpoints on taxation.</li> <li>Analyse and evaluate different viewpoints and debates about the provision by the government and other service providers for welfare, health, education and the needs of the elderly.</li> </ul>	<ul style="list-style-type: none"> <li>Differing views on tax and public spending.</li> <li>Different approaches to welfare, health, education and the needs of the elderly.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>

## CITIZENSHIP SCHEME OF WORK

<b>The role of the media and free press</b> <ul style="list-style-type: none"> <li>• free press/media freedom,</li> <li>• public interest,</li> <li>• media regulation,</li> <li>• censorship,</li> <li>• social media,</li> <li>• privacy,</li> <li>• libel.</li> </ul>	57-58	<ul style="list-style-type: none"> <li>• Know the legal rights and responsibilities of a 'free press'.</li> <li>• Understand the media's moral responsibility to report accurately and to respect people's privacy and dignity.</li> <li>• Understand 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.</li> <li>• Evaluate the effectiveness of the media in carrying out these roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Legal rights including right to free speech and freedom of expression, right of access to information.</li> <li>• Responsibilities of the media, including what they can't report on (interest of national security, territorial disorder, protection of rights of others etc...)</li> <li>• Balancing rights and responsibilities – including right to hold people to account in the public interest.</li> <li>• Importance of media in democracy – informing and influencing public opinion, the role of BBC, the role of privately owned media organisations. Examples of media campaigns. Ways of exchanging ideas and opinions. Holding those in power to account.</li> </ul>	<ul style="list-style-type: none"> <li>• By researching examples of the media reporting on matters of public interest, initiating or supporting campaigns and holding those in power to account.</li> <li>• Through an evaluation of the right of free speech and how this is constrained by laws relating to privacy and libel.</li> <li>• 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.</li> <li>• By analysing the ways in which information is presented by media with particular political affiliations.</li> </ul>
	59-60	<ul style="list-style-type: none"> <li>• Know how media regulation operates in the UK.</li> <li>• Understand the reasons for media regulation and censorship.</li> <li>• Evaluate the effectiveness of media regulation.</li> </ul>	<ul style="list-style-type: none"> <li>• Media power and Leveson Enquiry.</li> <li>• Media censorship.</li> <li>• Libel law.</li> <li>• Effectiveness of regulation.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	61	<ul style="list-style-type: none"> <li>• Analyse how the media is used by groups wishing to influence public opinion.</li> <li>• Analyse how the media is used by those in power.</li> </ul>	<ul style="list-style-type: none"> <li>• Different ways in using the media, including broadcast, print and social media sites.</li> </ul>	<ul style="list-style-type: none"> <li>• By researching digital campaigning and comparing its effectiveness with campaigns using more traditional media.</li> <li>• By evaluating the success of attempts by government, political parties or pressure groups to manage media coverage of their ideas and actions.</li> </ul>

## CITIZENSHIP SCHEME OF WORK

<p><b>Citizenship participation in the UK</b></p>	<ul style="list-style-type: none"> <li>• advocacy</li> <li>• petition</li> <li>• lobbying</li> <li>• volunteering</li> <li>• interest groups</li> <li>• pressure groups</li> <li>• voluntary groups</li> <li>• National Citizen Service</li> <li>• social media</li> <li>• e-petition</li> <li>• digital democracy</li> <li>• public life.</li> </ul>	<p>62-70</p>	<ul style="list-style-type: none"> <li>• Know the role of citizens in the UK constitution.</li> <li>• Know the opportunities for citizen participation in UK democracy, including the National Citizen Service.</li> <li>• Know the barriers to citizen participation in UK democracy.</li> <li>• Understand the importance of citizen participation for the effective operation of a democracy.</li> <li>• Understand the potential impact of social media and digital democracy on participation rates and voter engagement.</li> <li>• Analyse and evaluate measures designed to increase participation rates and voter engagement in UK democracy.</li> <li>• Know 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.)</li> <li>• Understand the importance of accountability in a representative democracy.</li> <li>• Analyse 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.</li> <li>• Analyse and evaluate two different examples of how citizens working together or through groups attempt to change or improve their communities through actions to:             <ul style="list-style-type: none"> <li>• address public policy or;</li> <li>• challenge injustice or;</li> <li>• resolve a local community issue.</li> </ul> </li> <li>• Engage in a planned course of informed Citizenship Action (see further guidance in Section 2c).</li> <li>• Know the ways in which citizens can contribute to wider public life including:</li> </ul>	<ul style="list-style-type: none"> <li>• Different ways to get involved, including working for a public institution and public service, joining pressure groups, political parties etc...</li> <li>• Different ways young people can get involved, including the NCS and UKYP.</li> <li>• Role of trade unions, interest groups and pressure groups.</li> <li>• Role of charities and voluntary groups.</li> <li>• Importance of community in participation for democracy.</li> <li>• Ways to overcome barriers to community participation and increase engagement.</li> <li>• Methods of increasing participation in politics.</li> <li>• Use of digital media, including petitions and usage for group action for change.</li> <li>• Analyse and evaluate two different examples of how citizens working together or through groups attempt to change or improve their communities through actions to:             <ul style="list-style-type: none"> <li>• address public policy or;</li> <li>• challenge injustice or;</li> <li>• resolve a local community issue.</li> </ul> </li> <li>• Importance of accountability in a representative democracy.</li> </ul>	<ul style="list-style-type: none"> <li>• By researching opportunities for active membership of political parties, interest groups, cultural and religious organisations, pressure groups, youth organisations and the National Citizen Service.</li> <li>• 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.</li> <li>• Through case studies of how individuals and groups seek to influence decision makers through e-petitions, lobbying and direct action.</li> <li>• By researching the aims, methods and influence of different organisations that seek to represent citizens' interests.</li> <li>• Through case studies of citizen action to evaluate aims, methods and effectiveness.</li> <li>• 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.</li> <li>• 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.</li> <li>• By researching and classifying volunteering opportunities available to people of different ages and with different skills.</li> </ul>
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## CITIZENSHIP SCHEME OF WORK

			<p>joining an interest group, advocacy and volunteering.</p> <ul style="list-style-type: none"> <li>• Understand why this is important in a democracy. (See also section 1.3 The legal system (England and Wales)).</li> </ul>		
<p><b>Politics beyond the UK</b></p>	<ul style="list-style-type: none"> <li>• democracy</li> <li>• pluralism</li> <li>• authoritarian regime</li> <li>• political participation</li> <li>• political culture</li> <li>• civil liberties.</li> </ul>	71-74	<ul style="list-style-type: none"> <li>• Know 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.) <ul style="list-style-type: none"> <li>• Switzerland is a good example from the top end of the Index of Democracy rankings.</li> <li>• USA and France also offer interesting comparisons with the UK.</li> <li>• India provides an interesting comparison from the developing world.</li> </ul> </li> <li>• Know the key differences between the nature and extent of citizens' political participation in the UK and one non-democratic system.</li> <li>• Evaluate the extent to which the UK embodies democratic values in comparison with other governments.</li> <li>• Learners may choose one example from the following but may also select an example of their own. <ul style="list-style-type: none"> <li>• China is an excellent example of a wealthy non-democratic nation with a powerful global influence.</li> <li>• North Korea is an authoritarian regime consistently at the bottom of the Index of Democracy rankings.</li> <li>• Iran is another authoritarian regime where religious authorities are influential in political decision making.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Different ways of comparing systems of government and the key characteristics.</li> <li>• Please note – any country may be chosen as the basis for comparison (could include advantages / disadvantages and criticisms) providing they show a clear difference with the UK - the key aspect for both the democratic and non-democratic countries is a comparison showing the key differences between the nature and extent of citizens political participation, quality of politics, political rights.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 Index of Democracy and other research to populate the chart.)</li> <li>• 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.)</li> </ul>

# CITIZENSHIP SCHEME OF WORK

## GCSE Citizenship Studies - J270 – Section 3: The UK and the Wider World

Guided learning hours for this specification are set at 120-140, this scheme of work, does not include time spent on active citizenship and is designed to be completed in approximately 90-100 hours.

The content in the specification was designed to be as clear as possible to indicate what should be covered; the extended content has been used to provide further examples of suitable content where appropriate.

Key Topic	Key Terms	Lesson Number	Indicative Content	Extended Content	Example Activities
<b>Identities and diversity in UK society</b>	<ul style="list-style-type: none"> <li>British citizenship</li> <li>sense of identity</li> <li>multiple identities</li> <li>migration</li> <li>immigration</li> <li>emigration</li> <li>economic reasons for migration</li> <li>political reasons for migration</li> <li>asylum</li> <li>community cohesion.</li> </ul>	75-77	<ul style="list-style-type: none"> <li>Know the main factors that affect people's sense of identity at individual, group, national and global scales.</li> <li>Know the constituent nations of the UK and understand how people's connections with these nations impact on their sense of identity.</li> <li>Know that, in UK society, people have a range of identities which are often diverse and complex.</li> <li>Understand why people have multiple identities and understand the reasons why a person's sense of identity can be complex.</li> </ul>	<ul style="list-style-type: none"> <li>Identity in modern Britain.</li> <li>Differences in different regions.</li> <li>British values.</li> <li>Evolving and complex British identities.</li> <li>Concept of multiple identities.</li> <li>Contribution of BME groups to the UK.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>By applying this knowledge to assess the understanding different people have about being British and to determine what they value about British citizenship.</li> <li>Through case studies of different cultural, ethnic or religious groups in the UK, understand that identities are often complex.</li> </ul>
		78-81	<ul style="list-style-type: none"> <li>Understand the reasons why people migrate from one place to another.</li> <li>Know the broad patterns of migration into and out of the UK in the last 60 years.</li> <li>Understand why people have moved out of and in to the UK over the last 60 years.</li> <li>Know what it means for people to seek asylum and understand their reasons for seeking asylum.</li> <li>Analyse the main benefits of immigration to the UK and its impact on communities.</li> <li>Analyse the main challenges of immigration to the UK and its impact on communities.</li> <li>Evaluate different viewpoints on the control of immigration to the UK.</li> <li>Understand why mutual respect and understanding, and community cohesion are important in a democratic society.</li> <li>Analyse the factors that promote community cohesion including mutual respect and understanding and other</li> </ul>	<ul style="list-style-type: none"> <li>Push and pull factors in migration.</li> <li>Evolving patterns of migration into the UK and reasons for this.</li> <li>Evolving patterns of emigration out of the UK and reasons for this.</li> <li>Process of seeking asylum.</li> <li>Why people might seek asylum in the UK.</li> <li>Impact of immigration in the UK.</li> <li>Different economic and political viewpoints on migration.</li> <li>Public opinion on migration.</li> <li>Concept of community cohesion.</li> <li>Importance of community cohesion.</li> <li>Promoting community cohesion.</li> <li>Case studies on actions that have sought to improve community cohesion, e.g. National Citizenship Service, Football Clubs etc... and evaluate their impact.</li> </ul>	<ul style="list-style-type: none"> <li>By sharing family and community experiences of migration and the reasons for it.</li> <li>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.</li> <li>By analysing statistics on political asylum, identify and explain trends in asylum-seeking.</li> <li>By applying knowledge from case studies of asylum seekers' own experiences, explain the different reasons why people might seek asylum.</li> <li>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.</li> <li>By establishing hypotheses and researching the different impacts of migration on contrasting regions such as London and rural East Anglia.</li> <li>Through an evaluation of policies and statements from different political parties or pressure groups.</li> <li>Through case studies of government, local authority or independent projects to engage communities and improve community cohesion.</li> <li>By planning, organising, executing and evaluating a multicultural project to improve community cohesion.</li> </ul>

## CITIZENSHIP SCHEME OF WORK

			<p>democratic values. (See also section 2.6.)</p> <ul style="list-style-type: none"> <li>Analyse and evaluate citizen actions that have sought to improve community cohesion.</li> </ul>		
<p><b>The UK and its relations with the wider world</b></p> <ul style="list-style-type: none"> <li>international organisation,</li> <li>United Nations,</li> <li>the North Atlantic Treaty Organisation (NATO),</li> <li>European Union,</li> <li>Council of Europe,</li> <li>World Trade Organisation,</li> <li>mediation,</li> <li>sanction,</li> <li>intervention,</li> <li>non-governmental organisation,</li> <li>International Humanitarian Law.</li> </ul>	82-86	<ul style="list-style-type: none"> <li>Know that the UK is a member of international organisations including: the United Nations and its agencies; North Atlantic Treaty Organisation (NATO); the European Union; the Council of Europe; the Commonwealth and the World Trade Organisation (WTO).</li> <li>Know, 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.</li> <li>Know the aims of these organisations and understand why they were established.</li> <li>Understand why the UK is a member of these organisations and know, in outline, the role played by the UK in each of them.</li> <li>Evaluate how far the United Nations has fulfilled its aims.</li> </ul>	<ul style="list-style-type: none"> <li>Purpose of international partnerships</li> <li>Purpose, aims, membership, effectiveness, UK contribution to and government policy towards: <ul style="list-style-type: none"> <li>The Commonwealth</li> <li>The EU</li> <li>The Council of Europe</li> <li>NATO</li> <li>WTO</li> <li>The UN.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>By gathering information on aims, origins and membership from the international organisations' websites.</li> <li>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.</li> <li>By applying knowledge of the United Nations to evaluate how far its work reflects its aims.</li> </ul>	
	87-90	<ul style="list-style-type: none"> <li>Analyse the benefits and costs of the UK's membership of the European Union.</li> <li>Analyse the impact on the UK of one decision made by the European Union.</li> <li>Evaluate different viewpoints on the UK's continuing membership of the European Union.</li> </ul>	<ul style="list-style-type: none"> <li>Aims and membership of the EU.</li> <li>How decisions are made in the EU.</li> <li>Impact of EU decisions (learners need to analyse one decision and its impact on the EU; this could be in consumer protection and food safety, employment, health, information or innovation for example.)</li> <li>Arguments for and against EU membership for Britain.</li> <li>Results of the 2016 referendum and any potential outcome (note – Britain currently remains (as of 2016) a part of the EU until the outcome of the triggering of article 50).</li> </ul>	<ul style="list-style-type: none"> <li>By researching information on EU membership costs and benefits from more than one independent secondary source. (These might include the BBC and research institutes with contrasting political perspectives such as Civitas and the Institute for Public Policy Research.)</li> <li>Through an evaluation of statements made by political parties that adopt contrasting positions on EU membership.</li> <li>By countering viewpoints they do not support.</li> </ul>	
	91-93	<ul style="list-style-type: none"> <li>Know 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.</li> </ul>	<ul style="list-style-type: none"> <li>Different methods of resolving conflict and their relative pros and cons.</li> <li>Examples of UK intervention in international conflicts and crises, including its successes and failures.</li> </ul>	<ul style="list-style-type: none"> <li>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 and Ebola emergency of 2014.)</li> </ul>	

## CITIZENSHIP SCHEME OF WORK

			<ul style="list-style-type: none"> <li>Analyse and evaluate the role played and contribution made by the UK government in one international crisis, disagreement or conflict.</li> </ul>		
	94-96	<ul style="list-style-type: none"> <li>Understand why it is necessary to make international agreements to protect victims of conflict and to establish rules of warfare.</li> <li>Know and analyse the provisions of International Humanitarian Law.</li> <li>Evaluate how far International Humanitarian Law has been successful in protecting civilians during one modern conflict.</li> </ul>	<ul style="list-style-type: none"> <li>What international humanitarian law is and how it can be used.</li> <li>Successes and failures of International Humanitarian Law.</li> </ul>	<ul style="list-style-type: none"> <li>By evaluating the effectiveness of International Humanitarian Law in one modern conflict such as in Ukraine or Syria.</li> </ul>	
	97-100	<ul style="list-style-type: none"> <li>Analyse the role of one international non-governmental organisation in an international crisis, disagreement or conflict.</li> <li>Evaluate the effects of its intervention.</li> <li>Understand why international non-governmental organisations might be more effective than governments in these roles.</li> </ul>	<ul style="list-style-type: none"> <li>The role of NGOs.</li> <li>Save the Children in Sierra Leone – its mission and work undertaken, the effect of the intervention.</li> <li>Reasons why NGOs can be effective in a crisis or conflict, including that they don't take sides, usually trusted bodies, do not expect favours in return, have clear aims, act quickly, have expertise and can appeal directly for funds to the public.</li> <li>Reasons why governments and international organisations can be more effective than an NGO, including, greater access to resources, wider range of actions available, ability to impose sanctions and send armed forces.</li> </ul>	<ul style="list-style-type: none"> <li>Through a case study of a non-governmental organisations work in a crisis, disagreement or conflict. (A possible example would be the role and effectiveness of Save the Children in the Sierra Leone Ebola emergency where the charity was supported by a mix of private donations and UK government aid.)</li> </ul>	