

Revision Checklist Citizenship

Life in Britain

<p>3.2.1 What are the principles and values that underpin British society?</p> <ul style="list-style-type: none"> • The key principles and values underpinning British society today. • Key factors that create individual, group, national and global identities. 	<p>The human, moral, legal and political rights and the duties, equalities and freedoms of citizens. (Democracy, Rule of Law, Individual Liberty, Tolerance, Equality, Human Rights)</p> <p>UK changing population, Values in a democratic and diverse society, national identity,</p>
<p>What do we mean by identity? •</p>	<p>The United Kingdom of Great Britain and Northern Ireland is comprised of England, Northern Ireland, Scotland and Wales. The impact of this on identity debates.</p> <ul style="list-style-type: none"> • Changes and movement of population over time: the impact on different communities in the UK; the nature of immigration and migration to and from the UK. • The need for mutual respect and understanding in a diverse society and the values that underpin democratic society. • Identity and multiple identities; the diverse nature of the UK population.
<p>What is the role of the media and the free press?</p>	<p>The rights, responsibilities and role of the media and a free press in informing and influencing public opinion, holding those in power to account.</p> <ul style="list-style-type: none"> • The right of the media to investigate and report on issues of public interest subject to the need for accuracy and respect for people's privacy and dignity. • The operation of press regulation and examples of where censorship is used.
<p>What is the UK's role in key international organisations?</p>	<p>The role of the UK within the United Nations (UN), NATO, the European Union (EU), the Council of Europe, the Commonwealth and the World Trade Organisation (WTO).</p> <ul style="list-style-type: none"> • The UK's membership of the EU and its impact upon the UK. • How the UK has assisted in resolving international disputes and conflicts, and the range of methods used. • How non-governmental organisations (NGOs) respond to humanitarian crises
<p>How can citizens make their voice heard and make a difference in society? •</p>	<p>The opportunities and barriers to citizen participation in democracy.</p> <ul style="list-style-type: none"> • The range of actions a citizen can take who wishes to hold those in power to account; the advantages and disadvantages of joining an interest group or political party, standing for election,

<ul style="list-style-type: none"> • • How those who wish to bring about change use the media. 	<p>Campaigning, advocacy, lobbying, petitions, joining a demonstration and volunteering.</p> <p>The role of organisations such as; public services, interest groups, pressure groups, trade unions, charities and voluntary groups and how they play a role in providing a voice and support for different Groups in society.</p> <ul style="list-style-type: none"> • Two different examples of how citizens working together, or through groups, attempt to change or improve their communities through actions to either address public policy, challenge injustice or Resolve a local community issue.
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Active Citizenship

Stage 1:	<p>Deciding the question or issue Following initial research and discussion, students create a question/issue to carry out research.</p>
Stage 2:	<p>Carrying out the initial research Research the issue using both primary and secondary sources. – know what primary and secondary resources you used and what are they reliable?</p>
Stage 3:	<p>Planning the action As a part of their research, Know the questions which link and support their main question/issue. As a result of their research, what were your results and conclusions which helped you to plan your citizenship action.</p>
Stage 4:	<p>Taking the action Be able to describe what informed action you put in place based upon their research. Eg writing, petitioning, using e-media, volunteering or establishing a group to promote a change.</p>
Stage 5:	<p>Assessing the impact of the action For the conclusion of your work you should reflect upon the approach to the investigation, the methods they used and any outcome achieved.</p>
Stage 6:	<p>Evaluating the whole process At this stage students should evaluate their whole investigative process and attempt to establish what went well and what could have been done differently.</p>

Politics and Participation

<p>Where does political power reside in the UK and how is it controlled?</p>	<p>The concept of democracy and different forms of democracy, including representative democracy.</p> <ul style="list-style-type: none"> • The values underpinning democracy: rights, responsibilities, freedoms, equality, the rule of law. • The institutions of the British constitution: the power of government, the Prime Minister and cabinet; the sovereignty of Parliament; the roles of the legislature, the opposition, political parties, the Monarch, citizens, the judiciary, the police and the Civil Service. • How the relationships between the institutions form an uncodified British constitution and examples of how this is changing.
<p>What are the powers of local and devolved government and how can citizens participate?</p>	<p>The role and structure of elected local government; the services provided by local government for citizens in local communities; roles and accountability of councilors.</p> <ul style="list-style-type: none"> • The nature and organisation of regional and devolved government: Scotland, Wales, Northern Ireland and England. • How powers are organised between the Westminster Parliament and the devolved administrations in Northern Ireland, Scotland and Wales; how relations are changing between England, Scotland, Wales and Northern Ireland; the debate about 'English votes for English laws'. • Who can stand for election and how candidates are selected. • Who can and cannot vote in elections and why; debates about the voting age. • Issues relating to voter turnout, voter apathy and suggestions for increasing voter turnout at elections. • How public taxes are raised and spent by government locally and nationally. • The practice of budgeting and managing risk and how it is used by government to manage complex decisions about the allocation of public funding. • Different viewpoints and debates about how governments and other service providers make provision for welfare, health, the elderly and education.
<p>Where does political power reside: with the citizen, parliament or government?</p>	<ul style="list-style-type: none"> • First Past the Post' system based on parliamentary constituencies; the frequency of Westminster elections and other voting systems used in UK elections, including proportional systems and the advantages and disadvantages of each. • The difference between the executive, the legislature, the judiciary and the monarchy.

	<p>*The nature of bicameral Westminster parliament, the respective roles of and the relationship between the House of Commons and the House of Lords and the role of the monarch.</p> <ul style="list-style-type: none"> • The major political parties contesting UK general elections; key philosophical differences between the political parties operating in UK general elections. • How parliament works: scrutinising government and making it accountable; parliamentary questions, committees, debates. • The role of Members of Parliament (MPs); representing their constituencies, debating policy; scrutinising legislation. • Ceremonial roles including Black Rod; key parliamentary roles including the Speaker, whips, front bench and back bench MPs. • The legislative process; parliamentary debates and deliberation of public issues and policy. • The formation of government by the leader of the political party with a majority in the House of Commons, or by a coalition of parties. • The role of the Prime Minister, cabinet and ministers; the power of the Prime Minister and cabinet. • The organisation of government administration into departments, ministries and agencies; role of the civil service.
<p>How do others govern themselves?</p>	<p>Electoral systems and processes used in European parliamentary elections; the impact of these Systems on the composition of political parties representing citizens.</p> <ul style="list-style-type: none"> • Key differences in how citizens can or cannot participate in politics in one democratic and one nondemocratic political system that is outside the UK.
<p>How can citizens try to bring about political change?</p>	<ul style="list-style-type: none"> • How citizens can contribute to parliamentary democracy and hold those in power to account. • How digital democracy, social media and other measures are being developed as a means to improve voter engagement and the political participation of citizens. • The different forms of action citizens can take to hold those in power to account for their actions; how the citizen can contribute to public life by joining an interest group or political party: standing for Election; campaigning; advocacy; lobbying; petitions; joining a demonstration; volunteering. • The roles played by public institutions, public services, interest and pressure groups, trade unions, charities and voluntary groups in providing a voice and support for different groups in society