

## **FAQs – Hodder Education OCR GCSE Citizenship Studies textbook 2016**

### **Q. How far does the book meet national requirements for citizenship at Key Stage 4?**

A. We've made sure that the book is fully consistent with the Department for Education's requirements for GCSE Citizenship Studies subject content and with OFQUAL's subject-level guidance.

### **Q. How closely is the book tied to OCR's Citizenship Studies specification?**

A. OCR organise subject content thematically. This learner-centred approach introduces learners to the course through the familiar and accessible theme - 'rights and responsibilities'. These key concepts are revisited and developed in subsequent units. Our book also adopts this strategy with each chapter carefully matched to OCR's theme sequence.

### **Q. Does that mean the book won't work for teachers and learners who use other GCSE Citizenship specifications?**

A. The book is fully congruent with national requirements for citizenship, so it can be used successfully in support of any examining group's specification.

### **Q. How is the book different from previous Citizenship textbooks?**

A. We haven't just updated an existing textbook. Instead we've designed the new book from scratch. This means that it fits perfectly with both the national requirements and OCR's specification, and it's fully up to date.

### **Q. You say the new book is fully up to date – what does that mean in practice?**

A. Where appropriate, we've included references to David Cameron's majority Conservative Government and to the 2015 General Election. The United Nation's Paris Climate Change Summit of December 2015 is included. We've even mentioned the 2016 referendum on European Union (EU) membership although the book will be published prior to the result being known.

### **Q. Will content be accessible across the full ability range?**

A. We've have taken particular care to use accessible language throughout. Key concepts and terms are defined within the text so that learners can avoid the need to refer to a glossary. To support young people's understanding, we've used examples to reinforce key points and included simple diagrams to bring clarity to complex processes and relationships.

### **Q. What have you done to help learners understand and apply those fundamental concepts that underpin citizenship education?**

A. We've included a list of appropriate key concepts at the start of each chapter and defined them as necessary. These concepts serve as an organising framework for the chapter's content.

### **Q. Textbooks are sometimes over-compartmentalised making it difficult for learners to develop an overarching understanding of their subject. How have you avoided this?**

A. One of OFQUAL's requirements is that learners should be able to make sense of citizenship issues by applying their knowledge and understanding from different parts of the course. Our book has been designed holistically. It represents a web of related parts rather than a sequence of separate

chapters. Each chapter seeks to introduce, consolidate or extend key concepts such as rights, responsibilities, law and democracy. We've included clear references to the connections between areas of content so that learners understand the relationships between different chapters and can achieve a powerful synoptic understanding of the whole course.

**Q. Does the book include activities and questions?**

A. Activities are integrated carefully with the text so that learners can reinforce, extend and apply their understanding quickly and conveniently. We've designed stimulating, differentiated activities to cater for the needs of learners across the ability range. There's an 'exam focus' section at the end of each chapter. These sections include the types of question used by OCR in their sample assessment materials for Citizenship Studies.

**Q. Are the activities linked to all three assessment objectives?**

A. We've prioritised learners' needs and interest when designing activities. Our aim is for learners to develop the full range of skills necessary to enjoy their course and be successful. Many activities give learners scope to consolidate and develop their knowledge and understanding of citizenship concepts, terms and issues (Assessment Objective 1). We've built in ample opportunity for learners to apply their knowledge and understanding in a variety of contexts (Assessment Objective 2), and to analyse and evaluate information and arguments (Assessment Objective 3).

**Q. What's been done about 'citizenship action'?**

A. We've included a chapter called 'Citizenship participation'. This includes advice on how to plan, run and evaluate a successful project or campaign. Our advice is linked to some carefully-chosen case studies of young people's own action. Learners will develop important exam skills and experience by analysing and evaluating these examples. We wouldn't be doing justice to OCR's specification by limiting 'citizenship action' to one chapter, so we've included action case studies throughout the book. We learners to realise that successful democracies depend on engaged citizens and that there are lots of opportunities for them to get involved.

**Q. Does the book support teachers promoting British values in response to OFSTED's 2014 guidance?**

A. Our book fully meets OFSTED's requirement that schools should, "promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs". This doesn't mean that our analysis of UK democracy lacks a critical focus. Indeed we've encouraged learners to use *Democracy Ranking's* criteria to evaluate the extent and quality of UK democracy. Learners also have the opportunity to compare 'representative democracy' in Britain with Switzerland's 'direct democracy'.

**Q. Don't text books represent a rather outmoded way of learning?**

A. We're aware e-learning's potential to engage and inspire young people. That's why we've designed our book to encourage learners to use digital technology to: extend their learning; communicate and exchange ideas and opinions; and engage in democratic action. In each section of text, we recommend websites that are relevant and accessible for young people. Our activities ask learners to design slides, blog posts or web pages to communicate their ideas and viewpoints. We've worked hard to do justice to the potential of digital democracy by encouraging learners to engage with sites such as *Change.org*, *Avaaz* and *Digital Democracy*.

Our book gives learners everyday access to a valid, reliable and tangible source of information and inspiration that they and their parents can depend on as an important foundation stone for success.

**Q. Will the book remain relevant? What are your plans for keeping up with events such as the EU referendum result?**

A. We're confident that learners will find the book interesting, useful and relevant throughout the lifetime of the OCR specification. That's because we've used recent examples throughout and have continued to update the text immediately prior to publication.