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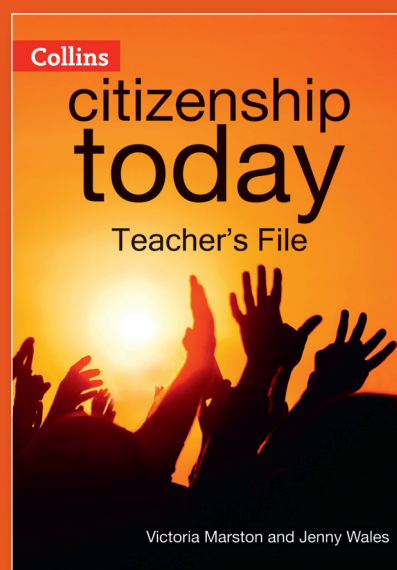
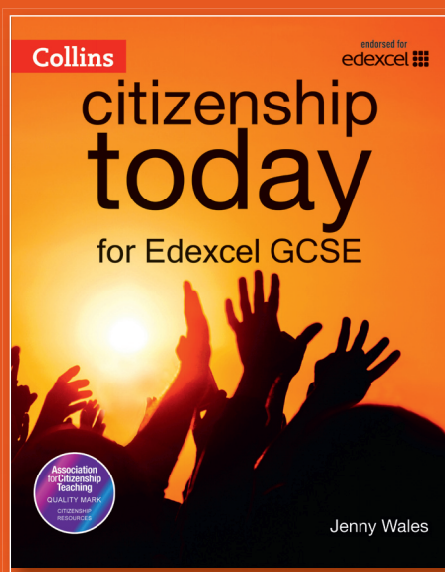
# citizenship today

## for Edexcel GCSE

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**Jenny Wales, Victoria Marston**

# citizenship today

## for Edexcel GCSE

### STUDENT BOOK

- Fully revised and updated for the new Edexcel GCSE specification
- Written by the leading expert in Citizenship, renowned author Jenny Wales
- Focused on bringing students up to the new, more challenging standards of the 2016 specification

### TEACHER'S FILE

- Pick up and teach with a scheme of lesson plans and worksheets to cover the whole two years
- Allows non-specialist Citizenship teachers to teach easily
- Helps teachers achieve a smooth transition to the 2016 specification

**"The Collins Citizenship Today for Edexcel GCSE Student Book (4th Edition) is a thorough, well developed resource that should enable students to effectively address the required objectives of the Edexcel GCSE Citizenship Studies qualification. A real strength is the way in which active citizenship is included to ensure candidates develop, deepen and apply their citizenship knowledge and skills in relation to real world issues and contexts."** – Association for Citizenship Teaching

### WHAT'S CHANGING?

- Assessment is now by 100% exam
- There is no controlled assessment
- Students will be presented with unseen case studies in the examination
- Overall a greater breadth and depth of knowledge is required

**Getting you thinking** introduces the topic through thought-provoking case studies, images and questions

## 1.4 What's happening to the UK population?

You will explore the changes in the structure of the

Theme A: Living together in the UK

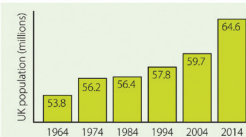
### Getting you thinking



1 Make a list of the way the government will have to support these children as they grow up and grow old.

2 People are living longer, so what problem does this cause for the government?

### Is the population growing?



Source: Office for National Statistics

The UK population has grown steadily throughout history. Many babies used to die at a young age in the early 20th century. Today the survival rate is much higher.

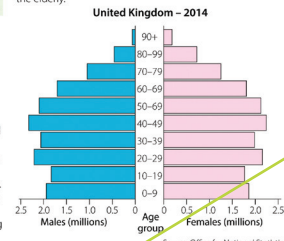
People used to die much earlier than most people do today. This is because most people now have a better diet and better healthcare.

The size of the population has also been affected by world events. The pyramid graph shows the number of males and females in each age group in 2014. A lot of babies were born in the years after the Second World War. These people are now all heading for age 70. You can see that the bars showing 60–69 year olds are longer than you might expect. At the beginning of the 21st century, the number of babies fell, and then rose again more recently. In the bar chart above, you can see the longer lines in recent years, showing more babies being born.

### Is the population ageing?

If more babies are being born than the number of people who die, the average age of the population will fall. If it is the other way round, the average age will rise and the population will be ageing. As medical care improves, people are living longer. If the population is ageing, the bars at the top of the pyramid graph will grow longer. One third of people born today can expect to live to 100.

An ageing population generally means that there are more disabled people. The government has to work out how to pay for more pensions, healthcare and looking after the elderly.



### What's causing the change?

Since 1964 the population of the UK has grown by 10 million people. About half of this growth has come since 2001.

There are two main factors that cause the change in the structure of the population.

1 **Life expectancy**  
If people live longer and more babies are born, the population will grow.

2 **Migration**  
The number of **immigrants** coming to the UK and the number of **emigrants** who leave the UK will affect the size of the population. You found out on page 10, there is a lot of migration into the UK. As the number of immigrants increases, the total number of people in the country increases.

### Check your understanding

- What is happening to the size of the population?
- Why is it changing?
- What effect will the change in age have on the country?
- Since the Second World War, where have most people come from?
- What different groups of people live in the UK?

### Key terms

asylum seeker  
Commonwealth  
former British  
economic  
to improve  
European  
environment  
refugee: persecution

**Key terms** provide definitions of new words and concepts

**Another point of view** inspires debate and helps students practise putting together an argument for the exam

Teach as a non-specialist with ready-made lesson plans

**Class discussion** gets your students talking about issues in society

Engage students with a range of activities for every topic

**Extra challenge and extra support** allow you to tailor the lessons to your students

## 2.1 Getting elected

### Objectives

- LO 1 To find out more about standing for a constituency.  
LO 2 To find out more about voting.

|                   |             |              |
|-------------------|-------------|--------------|
| Class:            | Date:       | Last lesson: |
| Challenge pupils: | SEN pupils: | M: F:        |

### Connect

Students discuss the following questions:

- What have you always wanted to know about democracy in the UK (or about something covered in a previous lesson)? What about another pupil?
- What would happen if no one wanted to become an MP?

### Activate

#### Worksheet 2.1a: Election anagrams

- Students solve election-related anagrams. (Answers: 1 – vote, 2 – election, 3 – eighteen, 4 – Member of Parliament, 5 – constituency, 6 – hustings, 7 – first past the post, 8 – referendum, 9 – representative democracy, 10 – direct democracy)
- Extra support:** certain students only find anagrams 1–5.

### Demonstrate

#### Worksheet 2.1b: Standing for election and voting

- Students read statements by five people who want to stand for election. In small groups, they decide who is standing for election for the right reasons and who is standing for the wrong reasons. For each character, they stick a Post-it note with the relevant letter to one of two classroom walls (or pieces of sugar paper) marked 'right reasons' and 'wrong reasons'. (Answers: A, C & D are 'right reasons' and B & E are 'wrong reasons').
- Class discussion:** students discuss: Why is it vital that MPs are more interested in the needs of others than in becoming famous, working in London and so on?
- Students read five statements from five voters and decide which are 'right' and which are 'wrong'.

are 'wrong', once again sticking Post-it notes to the relevant wall/piece of paper. (Answers: B, C & E are 'right reasons' and A & D are 'wrong reasons').

**Class discussion:** students discuss: What's wrong with voting for a candidate because you've been offered money or someone you feel that you 'have to', for example?

### Consolidate

#### Worksheet 2.1c: Elections summary

- Students fill in the gaps in a summary of the relevant text relating to elections.
- Extra support:** HLTA/teacher support students in a group discussion before completing their summary.

Students share answers in small groups.

**Class feedback:** ask students: How much have we learned today in the lesson?

### Useful key words

canvassing, constituency, direct democracy, the post, general election, hustings, representative democracy

### Extra challenge

Ask more able students: How might a corrupt country, who is not allowed to join the EU, attract UK citizens who 'can't be bothered'?

### Recommended websites

<https://nationalcareerservice.direct.gov.uk/advice/planning/jobprofiles/Pages/memberofparliament/mp.aspx>

### Homework

Your friend says she or he won't be at the next general election because politics is boring. How can you persuade them they're wrong?



**Action boxes encourage students to discover how the topic applies to contemporary contexts**

**Exemplar answers show students how to develop their arguments and improve their work**

Changes that are taking place in the UK population.



**Where have the migrants come from?**  
After the Second World War, the UK was short of people to work in the health service and other jobs. People were encouraged to come from the West Indies and other Commonwealth countries to take up these roles.

The second source of immigrants in recent years has been the European Union (EU). Member countries of the EU agree that people can move freely from one country to another. As the EU has grown, many people have decided to come to work here.

**Why do people want to come to the UK?**

People have many reasons for wanting to come to live in the UK. They generally fall into one of the following categories.

- Economic migrants** come because they are looking for a better life. They want to find work and support themselves and their families.
- Refugees** come because they have been forced to leave their country in order to escape war, persecution or natural disaster.
- Asylum seekers** come because they want to put in a request to be allowed to stay here because they are refugees.

### Action

Look at the following website to track future change in the UK population: <http://www.ons.gov.uk/ons/interactive/uk-population-pyramid-dvc1/index.html>

### Another point of view

'We should welcome everyone who is escaping war, persecution or disaster.'

1.4 What's happening to the UK population?

To identify two views which the writers disagree about. (2 marks)  
The writers will not protect us in the way the Human Rights Act does. The Act is used to protect people who are a threat to our society.

I agree with more referring to the arguments made in both sources. (12 marks)  
The view of Liberty, which is a pressure group that aims to protect our

A clear statement of their point of view and uses the source to demonstrate the belief.  
Organisations like the Government, the police and local councils must act with fairness, dignity and respect. This is important if we are to live in a world in which people respect each other's way of life. There are many countries where human rights are not respected and we do not want to live in a world

...pective on the point of view. ...ce to our role in Europe.  
The European Convention on Human Rights, we will be in line with other countries. They are all members of the Council of Europe. This will mean we are all

...decide whether people's human rights have not been respected. The Bill that politicians could decide. If a law like this was passed, politicians might promote their views and restricted the views of other parties.

...of Liberty's reference to ...g made by politicians.  
...at they would restore 'common sense' to how human rights are applied because people have different views about 'common sense'. It also ...rights but doesn't mention others – so we really don't know what would

...the next one raise issues about the ...th sources before winding up.

...s view, the way they end their argument is not very strong. A party ...because of the economy might cut spending on things like legal aid but might still believe in human rights.

### Extended writing

'Integration is the only way community cohesion can be successful.' How far do you agree with this view?

Give reasons for your opinion, showing that you have considered other points of view. In your answer, you could consider:

- the effect of integration on identity
- ways of achieving community cohesion.

As integration means bringing different groups of people together in society, it is clearly very important if we are to have community cohesion. It will help to create a community where there is a sense of belonging and everyone from all communities and different backgrounds is valued. This is what is meant by community cohesion.

The student has shown that they understand the key terms used in the question.

The main fear is that people will lose their identity if integration goes too far and everyone is expected to be the same. Many people from different communities want to keep their identity. They want to pass on their language to their children so it is not forgotten. A Polish friend of mine, for example, is a member of a group that does traditional Polish dancing. I believe that it is important for people to keep their culture but still learn to fit in with our society in the UK.

This section starts to set out another point of view. This is essential if you want to get more than half marks.

There are all sorts of ways of encouraging people to take part in society while keeping their culture.

Here, the student is offering other ways of achieving community cohesion.

Schools are very good at doing this. Our school holds special days for different cultural groups within the school so we all learn about – and learn to respect – each other's traditions, but we all mix in together and everyone speaks English. Speaking English is very important if a diverse community is to work well together. It is difficult for someone who does not speak English to take part in society.

Local communities also organise events to bring communities together. The council in cities like Leicester, where there are many Asian families, runs festivals in the city to show everyone the culture and get people to come together and have fun.

The student has shown several different examples to support their argument.

All these methods mean that people are integrated but do not lose their identity. I agree that integration is good for community cohesion but it must be matched with activities that help people maintain their identity.

This makes clear where the student stands. This does not have to be on one side or the other. A good answer is often 'yes but ...'.

Samples taken from the Citizenship Today Student Book

### Worksheet 2.1b: Standing for election and voting

- Read the statements below by people who would like to stand for Parliament. Tick the statements you think give good reasons for wanting to be an MP and cross those you think give bad reasons.

I want to be an MP because then I can explain to everyone in the House of Commons what people in my local area need. We may live miles away from London, but our voice still counts!

I want to be an MP so that people recognise me and ask for my autograph. I've wanted to be famous since I was a kid. I'd love to have loads of Twitter followers commenting on my jokes!

I want to be an MP so that I get to spend loads of time in London. There are so many amazing shops there! I'd be able to go to them after work because some of them stay open really late.

I want to be an MP to help make us all proud of our country. It'd be a privilege to represent local families. People near me are good citizens – who want sensible new laws introduced.

I want to be an MP so that other black women get their views represented. Traditionally, MPs have been white males. I'd like parliament to be more modern by reflecting people on the street.

- Read the statements below by voters. Tick the statements you think give good reasons for voting for a particular person and cross those you think give bad reasons.

I'm going to vote for my mate's brother in the next election. I can't stand him and I don't agree with his opinions on immigration. She's giving me a tender though, which is why I'm doing it.

I'm going to vote for whichever candidate seems to be most interested in the people she or he would be representing. I've spent ages looking at candidates' websites and will take my time to decide.

I'm going to vote for a Labour candidate because Mum says we're a Labour family. She says she'll look over my shoulder when I vote! I'd rather vote Green but I guess it's up to my parents.

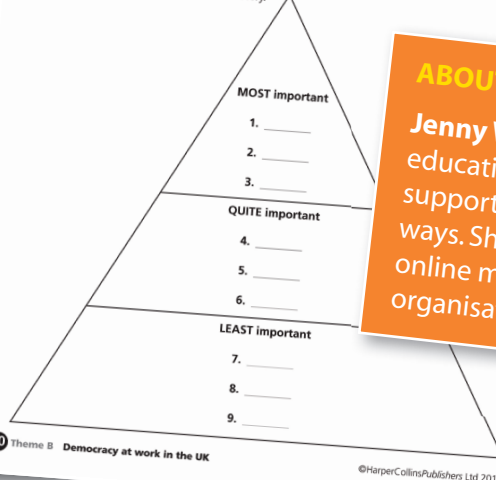
I'm going to vote for a Labour candidate because Mum says we're a Labour family. She says she'll look over my shoulder when I vote! I'd rather vote Green but I guess it's up to my parents.

I'm going to vote for the same candidate I voted for last time. He's great with actions as well as with words. I trust him because last year he helped local families save my old primary school.

### Worksheet 2.7a: Considerations for devolution and independence

Rank the statements from most important to least important for countries to consider when debating devolution and independence.

- Protecting our own language.
- Ensuring that people in our country are listened to.
- Getting more respect from other countries because we cope alone.
- Making sure that not every change in the UK is decided in London.
- Being financially stable.
- Providing jobs for our citizens.
- Being able to defend ourselves in a war.
- Creating our own laws and systems.
- Educating young adults about our history.



Pick up and teach with ready-made worksheets

### ABOUT THE AUTHOR

**Jenny Wales** has worked in Citizenship education from the beginning, supporting teachers in a variety of ways. She has written books and online materials for many different organisations including the BBC.

Samples taken from the Citizenship Today Teacher's File

shipToday to view samples, offers and find out more about this course

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