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# GCSE CITIZENSHIP STUDIES

(8100)

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**Specification**

For teaching from September 2016 onwards  
For GCSE exams in 2018 onwards

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## Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at
- We will write to you if there are significant changes to the specification.

# 1 Introduction

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## 1.1 Why choose AQA for GCSE Citizenship Studies

GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens.

Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society.

They will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.

New regulatory requirements mean all exam boards now offer the same content. However, we've incorporated numerous opportunities for students to bring the specification to life and encourage proactive, relevant learning.

To make the transition to this new qualification as smooth for you as possible, we've created a range of teaching resources, including a scheme of work and teacher's guide.

You can find out about all our Citizenship Studies qualifications at [aqa.org.uk/citizenship](https://www.aqa.org.uk/citizenship)

## 1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

### Teaching resources

Visit [aqa.org.uk/8100](https://www.aqa.org.uk/8100) to see all our teaching resources. They include:

- a textbook produced by Hodder Education (published later this year) to support our GCSE Citizenship Studies specification
- specimen question papers and mark schemes to show you what the exam will look like
- a scheme of work to provide you with a range of suggestions for lesson activities, resources and more
- an investigation template to provide guidance and support for the active citizenship element of the course.

### Preparing for exams

Visit [aqa.org.uk/8100](https://www.aqa.org.uk/8100) for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners' reports
- specimen papers and mark schemes for new courses.

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## Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at [aqa.org.uk/era](https://aqa.org.uk/era)

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit [aqa.org.uk/results](https://aqa.org.uk/results)

## Keep your skills up-to-date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject-specific training, we offer a range of courses to help boost your skills.

- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
- Prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at [coursesandevents.aqa.org.uk](https://coursesandevents.aqa.org.uk)

## Help and support available

Visit our website for information, guidance, support and resources at [aqa.org.uk/8100](https://aqa.org.uk/8100)

If you'd like us to share news and information about this qualification, sign up for emails and updates at [aqa.org.uk/keepinformedcitizenship](https://aqa.org.uk/keepinformedcitizenship)

Alternatively, you can call or email our subject team direct.

E: [citizenship@aca.org.uk](mailto:citizenship@aca.org.uk)

T: 01483 477 791

# 2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

## 2.1 Subject content

1. [Citizenship skills, processes and methods](#) (page 9)
2. [Life in modern Britain](#) (page 10)
3. [Rights and responsibilities](#) (page 11)
4. [Politics and participation](#) (page 13)
5. [Active citizenship](#) (page 15)

## 2.2 Assessments

Paper 1
<p><b>What's assessed</b></p> <p>Section A: Active citizenship</p> <p>Section B: Politics and participation</p>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Section A: Active citizenship questions: questions on the citizenship action of others and questions on the students taking citizenship action investigation (40 marks)</li> <li>• Section B: Politics and participation question (40 marks)</li> <li>• Question types: multiple-choice, short answer, source-based questions, extended answer</li> </ul>



## Paper 2

### What's assessed

Section A: Life in modern Britain

Section B: Rights and responsibilities

### How it's assessed

- Written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

### Questions

- Section A: Life in modern Britain questions (40 marks)
- Section B: Rights and responsibilities questions (40 marks)
- Question types: multiple-choice, short answer, source-based questions, extended answer



# 3 Subject content

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Citizenship studies investigates how the citizen is enabled by society to play a full and active part and how citizens are empowered to effect change within society. Citizenship understanding develops through the knowledge of how a society operates and functions and its underlying values.

The overarching theme of this specification is 'How citizens can try to make a difference'. This aim is supported by three content themes: Life in modern Britain, Rights and responsibilities and Politics and participation. The skills, processes and methods underpin the specification.

The first theme, Life in modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the UK's role on the world stage.

The second theme, Rights and responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides.

The third theme, Politics and participation, aims to give the student, through an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society.

The opening section of each theme outlines the 'key concepts'. This is followed by four questions with associated content. The final key question of each theme relates to how citizens can try to make a difference.

These key questions enable students to study the content and frame their learning through the application of the citizenship skills, processes and methods listed below.

Within each of these themes there is a requirement that students develop and apply citizenship skills and gain an understanding of the following processes and methods related to issues arising from the subject content.

## 3.1 Citizenship skills, processes and methods

Through studying GCSE Citizenship Studies students will:

- gain the ability to form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions about citizenship issues
- understand the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions
- formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates
- select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving reasons and justifying conclusions drawn
- present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts
- plan practical citizenship actions aimed at delivering a benefit or change for others in society

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- critically evaluate the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected
  - show knowledge and understanding of the relationships between the different citizenship aspects studied, using the concepts to make connections, identify and compare similarities and differences in a range of situations from local to global.

## 3.2 Life in modern Britain

In this theme students will look at the make-up, values and dynamics of contemporary UK society. They will consider what it means to be British, how our identities are formed and how we have multiple identities. Students will also look at the role and responsibilities of the traditional media, the impact of new media formats and the UK's role in international issues.

### 3.2.1 What are the principles and values that underpin British society?

- The key principles and values underpinning British society today.
- The human, moral, legal and political rights and the duties, equalities and freedoms of citizens.
- Key factors that create individual, group, national and global identities.

### 3.2.2 What do we mean by identity?

- 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.
- 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.

### 3.2.3 What is the role of the media and the free press?

- The rights, responsibilities and role of the media and a free press in informing and influencing public opinion, providing a forum for the communication and exchange of ideas and opinions, and in holding those in power to account.
- 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.

### 3.2.4 What is the UK's role in key international organisations?

- Relationships between the United Kingdom and global organisations including the United Nations (UN) and its agencies, NATO, the European Union (EU), The Council of Europe, the Commonwealth and the World Trade Organisation (WTO).
- The ongoing implications of the UK's former membership of the European Union and examples of decisions that continue to impact the UK.
- How the UK assists in resolving international disputes and conflicts, and the range of methods used.
- How non-governmental organisations (NGOs) respond to humanitarian crises.

### 3.2.5 How can citizens make their voice heard and make a difference in society?

- The opportunities and barriers to citizen participation in democracy.
- 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, campaigning, advocacy, lobbying, petitions, joining a demonstration and volunteering.
- 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.
- 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.
- How those who wish to bring about change use the media.

### 3.2.6 Citizenship skills, processes and methods

Each of the questions that frame the subject content for this section helps establish a question or hypothesis. This will enable students to develop the citizenship skills, processes and methods listed in this specification. Many of the skills, processes and methods listed can also be developed through the use of a case study approach.

## 3.3 Rights and responsibilities

In this theme students will look at the nature of laws and the principles upon which laws are based, how the citizen engages with legal processes, how the justice system operates in the UK, how laws have developed over time and how society deals with criminality. Students will consider also how rights are protected, the nature of universal human rights and how the UK participates in international treaties and agreements. This theme also considers how the citizen can both play a part and bring about change within the legal system.

### 3.3.1 What laws does a society require and why?

- The fundamental principles of law to ensure rights and freedoms, the presumption of innocence and equality before the law.
- The nature of rules and laws in helping society to deal with complex problems of fairness, justice and discrimination.
- Rights in local to global situations where there is conflict and where rights and responsibilities need to be balanced.

### 3.3.2 What are a citizen's rights and responsibilities within the legal system?

- The operation of the justice system:
  - the role and powers of the police
  - the role and powers of the judiciary
  - the roles of legal representatives

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- how the different criminal and civil courts work
  - tribunals and other means of dispute resolution.
  - Rights and legal entitlements of citizens at differing ages: the age of criminal responsibility and other legal ages when young people become legally responsible for their actions (drive, marry, vote, join the forces).
  - How civil law differs from criminal law.
  - How the legal systems differ within the UK:
    - England and Wales
    - Northern Ireland
    - Scotland.

### 3.3.3 How has the law developed over time, and how does the law protect the citizen and deal with criminals?

- How citizens' rights have changed and developed over time, from the importance of Magna Carta (1215) to today and the Human Rights Act (1998).
- Common law, legislation and how they differ.
- The right to representation; the role and history of trade unions in supporting and representing workers; the role of employers' associations.
- The nature of criminality in the UK today:
  - differing types of crimes
  - profile of criminality in the UK
  - factors affecting crime rates in society and strategies to reduce crime.
- How we deal with those who commit crime:
  - differing forms of punishment available in the UK
  - the purposes of sentencing
  - the effectiveness of differing types of sentence
  - how the youth justice system operates.

### 3.3.4 What are the universal human rights and how do we protect them?

- The importance of key international agreement and treaties in regard to human rights:
  - the UN Universal Declaration on Human Rights
  - the European Convention on Human Rights
  - the UN Convention on the Rights of the Child
  - the Human Rights Act (1998).
- The role of international law in conflict situations:
  - to protect victims of conflict
  - how international humanitarian law helps establish the rules of war.

### 3.3.5 How do citizens play a part to bring about change in the legal system?

- Students through their study, research, investigations or interaction with members of the community should understand the roles undertaken by citizens within the legal system and how the role of the citizen has been seen to be pivotal to our justice system. Students should understand the responsibilities and roles of citizens in the legal system; as a juror, witness, a

victim of crime, magistrate, special constable, police commissioner or member of a tribunal hearing.

- The roles played by pressure and interest groups, trade unions, charities and voluntary groups, public institutions and public services in providing a voice and support for different groups in society campaigning to bring about a legal change or to fight an injustice.
- Students should be aware of the different forms of democratic and citizenship actions people can take to bring about change and hold those in positions of power to account in regard to issues relating to human rights and the justice system: joining an interest group; campaigning; advocacy; lobbying; petitions; joining a demonstration; volunteering.

### 3.3.6 Citizenship processes, skills and methods

Each of the questions that frame the subject content for this section helps establish a question or hypothesis. This will enable students to develop the citizenship skills, processes and methods listed in this specification. Many of the skills, processes and methods listed can also be developed through the use of a case study approach.

## 3.4 Politics and participation

In this theme students will look at the nature of political power in the UK and the core concepts relating to democracy and government. This includes how government operates at its various levels within the UK, how decisions are made and how the UK parliament works and carries out its functions. It also looks at the role of political parties, the election system, how other countries govern themselves and how the citizen can bring about political change.

### 3.4.1 Where does political power reside in the UK and how is it controlled?

- The concept of democracy and different forms of democracy, including representative democracy.
- 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.

### 3.4.2 What are the powers of local and devolved government and how can citizens participate?

- The role and structure of elected local government; the services provided by local government for citizens in local communities; roles and accountability of councillors.
- 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.

### 3.4.3 Where does political power reside: with the citizen, parliament or government?

- The nature of the 'First Past the Post' system based on parliamentary constituencies; the frequency of Westminster elections.
- 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. 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.
- 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 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.

### 3.4.4 How do others govern themselves?

Key differences in how citizens can or cannot participate in politics in one democratic and one non-democratic political system that is outside the UK.

### 3.4.5 How can citizens try to bring about political change?

- 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.

### 3.4.6 Citizenship skills, processes and methods

Each of the questions that frame the subject content for this section helps establish a question or hypothesis. This will enable students to develop the citizenship skills, processes and methods listed in this specification. Many of the skills, processes and methods listed can also be developed through the use of a case study approach.

## 3.5 Active citizenship

This specification is developed around the overarching principle of how citizens can try to make a difference in society. Whilst the three content-based themes enable students to develop their citizenship knowledge base, the last section of each theme enables students to explore through case study approaches and by their own actions how citizens are able to try to make a difference.

The first question posed on the Active citizenship section of Paper 1 relates to understanding citizenship actions and includes a source-based question relating to a citizenship action scenario.

This approach is further enhanced through the second question on the Active citizenship section of Paper 1 where students are required to undertake an investigation into a citizenship issue of their own choice which involves research, action and reflection. These two mutually linked elements enable students to understand and assess the actions of others and draw upon others' experiences when undertaking their own investigation.

### 3.5.1 Citizenship action – the actions of others

This element of Paper 1 assesses the nature of active citizenship and draws upon the fifth key question in each of the three subject content themes ([How can citizens make their voice heard and make a difference in society?](#) (page 11), [How do citizens play a part to bring about change in the legal system?](#) (page 12) and [How can citizens try to bring about political change?](#) (page 14)).

Questions in this section may be from any of these three content themes or come from a combination of them.

### 3.5.2 The investigation: taking citizenship action

Taking citizenship action may be defined as a planned course of informed action to address a citizenship issue or question of concern and aimed at delivering a benefit or change for a particular community or wider society. Taking citizenship action in a real out-of-classroom context allows students to apply citizenship knowledge, understanding and skills, and to gain different citizenship insights and appreciate different perspectives on how we live together and make decisions in society. It requires students to practise a range of citizenship skills including research and enquiry, interpretation of evidence, including primary and secondary sources, planning, collaboration, problem-solving, advocacy, campaigning and evaluation.

Students will be expected, either alone or working with others, to carry out an investigation into a citizenship issue based upon any part of the subject knowledge content. The investigation will lead to citizenship action as defined above. This will enable students to demonstrate the application of the citizenship skills, processes and methods listed below.

- Understanding the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions.
- Formulating citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates.

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- Presenting their own and other viewpoints and representing the views of others, in relation to citizenship issues, causes, situations and concepts.
  - Planning practical citizenship actions aimed at delivering a benefit or change for a particular community or wider society.
  - Critically evaluating the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected.

The investigation will be assessed through a set of questions in Paper 1 section A. The questions will seek to draw upon the knowledge and understanding of the skills, methods and processes students have gained from taking citizenship action.

These questions will account for 15% of the total GCSE marks.

Schools and colleges will be required to confirm that their students have met this requirement via a signed centre declaration which AQA will provide.

Schools and colleges must submit a written statement as evidence that the citizenship investigation requirement has been met. The statement must record the date and the numbers of students participating. The statement must be signed by the Head of Centre. Any failure to provide this statement in a timely manner will be treated as malpractice or maladministration (under Ofqual's General Condition A8 (Malpractice and maladministration)).

In order to assist students, schools and colleges with this task, an *AQA Investigation template* is available at [aqa.org.uk/8100](http://aqa.org.uk/8100) for students to record and monitor their progress through their investigation.

Students, schools and colleges may wish to organise this element of the course in the following manner:

### Stage 1: Deciding the question or issue

Students must select a contemporary issue/debate arising from the specification content. It can be local, national or international or a combination of all three strands. Teachers are expected to ensure that the topic/issue/debate selected relates to the content of the specification.

Following initial research and discussion, students construct a question/issue for which they need to undertake further research.

### Stage 2: Carrying out the initial research

Students research the issue using both primary and secondary sources.

### Stage 3: Planning the action

As a part of their research, students may develop further sets of questions which link and support their main question/issue.

As a result of their research, students should be able to arrive at both results and conclusions which will help them to plan their citizenship action.

### Stage 4: Taking the action

Following their research, students are expected to take some form of informed action based upon their research. This may take a variety of forms from letter writing, petitioning, using e-media, volunteering or establishing a group to promote a change.



### Stage 5: Assessing the impact of the action

At the conclusion of their work students should reflect upon their approach to the investigation, the methods they used and any outcome achieved.

### Stage 6: 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.

Teachers are not required to mark or assess this work but may wish to use the investigations as a source of learning and teaching in the classroom in the form of debates, written presentations or using e-media.

Students may wish to use the *AQA Investigation template* both as a record of their investigation and as a means of recalling their work prior to the exam.



# 4 Scheme of assessment

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Find past papers and mark schemes, and specimen papers for new courses, on our website at [aqa.org.uk/pastpapers](http://aqa.org.uk/pastpapers)

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2018 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in Citizenship Studies include questions that allow students to demonstrate their ability to:

- develop a broad understanding of the connections between the knowledge, understanding and skills set out in the specification as a whole
- demonstrate their understanding of the relationships between theory and practice.

## 4.1 Aims and learning outcomes

Courses based on this specification should encourage students to:

- know and understand what democracy is, how parliamentary democracy operates within the constituent parts of the UK, how government works and how democratic and non-democratic systems of government are different beyond the UK
- know and understand the relationship between the state and citizens, the rights, responsibilities and duties of citizens living and working in the UK and how people participate in democracy
- know and understand the role of the law in society, how laws are shaped and enforced and how the justice system works in England and Wales
- know and understand how taxes are raised and spent by governments, and how national economic and financial policies and decisions relate to individuals
- use and apply knowledge and understanding of key citizenship ideas and concepts, including democracy, government, justice, equality, rights, responsibilities, participation, community, identity and diversity, to think deeply and critically about a wide range of political, social, economic and ethical issues and questions facing society in local to global contexts
- use and apply knowledge and understanding as they formulate citizenship enquiries, explore and research citizenship issues and actions, analyse and evaluate information and interpret sources of evidence
- use and apply citizenship knowledge and understanding to contribute to debates, show understanding of different viewpoints, make persuasive and reasoned arguments, and justify and substantiate their conclusions
- use and apply citizenship knowledge, understanding and skills in order to participate in responsible actions to address citizenship issues aimed at improving society and positively contributing to democracy and public life, as individuals and in collaboration with others.

## 4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Citizenship Studies specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives:

- AO1: Demonstrate knowledge and understanding of citizenship concepts, terms, and issues.
- AO2: Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.
- AO3: Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.

### Assessment objective weightings for GCSE Citizenship Studies

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Paper 1	Paper 2	
AO1	15	15	30
AO2	15	15	30
AO3	20	20	40
Overall weighting of components	50	50	100

## 4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1	80	x1	80
Paper 2	80	x1	80
Total scaled mark:			160

# 5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at [aqa.org.uk/examsadmin](http://aqa.org.uk/examsadmin)

## 5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers, non-exam assessment and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

Qualification title	AQA entry code	DfE discount code
AQA GCSE in Citizenship Studies	8100	TBC

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCSE qualification level conditions that apply to all GCSEs
- Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 601/8595/8.

## 5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

## 5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

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## 5.4 Resits and shelf life

Students can resit the qualification as many times as they wish, within the shelf life of the qualification.

## 5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

## 5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. If any difficulties were encountered, the criteria were reviewed again to make sure that tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published on the JCQ website at [jcq.org.uk](http://jcq.org.uk)

### 5.6.1 Students with disabilities and special needs

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a student who does not read Braille.

We are required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

If you have students who need access arrangements or reasonable adjustments, you can apply using the Access arrangements online service at [aqa.org.uk/eaqa](http://aqa.org.uk/eaqa)

### 5.6.2 Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at [aqa.org.uk/eaqa](http://aqa.org.uk/eaqa)

For more information and advice about access arrangements, reasonable adjustments and special consideration please see [aqa.org.uk/access](http://aqa.org.uk/access) or email [accessarrangementsqueries@aqa.org.uk](mailto:accessarrangementsqueries@aqa.org.uk)

## 5.7 Working with AQA for the first time

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at [aqa.org.uk/becomeacentre](https://www.aqa.org.uk/becomeacentre)

## 5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA-approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home-schooled or have private tuition, either with a tutor or through a distance learning organisation. You must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at [aqa.org.uk/privatecandidates](https://www.aqa.org.uk/privatecandidates)
- email: [privatecandidates@aqa.org.uk](mailto:privatecandidates@aqa.org.uk)

## Get help and support

Visit our website for information, guidance, support and resources at

You can talk directly to the Citizenship Studies subject team:

E: [citizenship@aqa.org.uk](mailto:citizenship@aqa.org.uk)

T: 01483 477 791