GCSE CITIZENSHIP EXAMPLES AND CASE STUDIES
Introduction/Contents

• This booklet contains many of the case studies and examples you have looked at throughout your GCSE.

• It is divided into the units as you have studied them, as follows:
  1. Rights and Responsibilities
  2. Justice
  3. Britishness
  4. The Economy
  5. Active Citizenship
  6. The Media
  7. Democracy, Government and Politics
  8. The UK and the Wider World.

• There is an overview/description of each example in red.

• For each example I have also included the specific topics you could get where you could refer to it in purple.

• Actual possible questions are green.

• Some of the examples appear in more than one chapter.

• Obviously you don’t need to remember all of them, but you should try and make sure you can talk confidently about as many as possible, and certainly be able to refer to something from ALL of the units.
Unit 1- Rights and Responsibilities

Contents

• The Holocaust
• Magna Carta
• Nike Sweatshops
• Examples of strike action
The Holocaust

Example Overview:

• Attempt by Nazi Germany to kill all “lesser” people, mainly Jews but also homosexuals, communists, disabled people, gypsies and the mentally ill.
• Began with simply removing their rights (to a job, to own property, to practise their religion etc.)
• Ended with “The Final Solution” in camps like Auschwitz.

How to use it:

• You WON’T get a question that specifically mentions The Holocaust.
• Therefore you need to CONNECT it as an example to general questions you might get on the idea of “rights.”
• For example: Explain why human rights are important.
• In this question you could explain how the Universal Declaration of Human Rights was initially written in 1948 in the aftermath of The Holocaust’s discovery with a desire to stop it happening again.
Magna Carta

Example Overview:
• Charter that King John was forced to sign by the Barons in 1215.
• 1st document that stated the king wasn’t above the law.
• Allowed trial by peers (jury) for the 1st time.
• Stated that no-one could be imprisoned until found guilty of a crime.

How to use it:
• Connecting it to human rights- is it still important today?
• Evaluate the following statement: “The Magna Carta is irrelevant in the modern world.”
• Explaining why the monarch/government can’t just do whatever they like.
• Explaining why people are presumed to be innocent until they’re proven guilty.
• Explaining why juries are important.
Workers’ Rights- Nike Sweatshops

**Example Overview:**

- Large multi-national companies like Nike often use forced labour in Sweatshops in LIC countries.
- People are paid the equivalent of $1 a day.
- They can’t do anything about it because they are punished if they try and join a trade union.

**How to use it:**

- As an example in a question like;

  **Explain why workers’ rights are important.**

- Or as a comparison with workers’ rights in this country, particularly if you get a question on the positives of trade unions, for example;

  **Oppose the following viewpoint: “Trade Unions cause more problems than they solve.”**
Workers’ Rights- Strike Action

Example Overview- Fire Fighters Strike 2002:
• Fire Brigades union went on strike for 2 days.
• They did this because they wanted a pay increase to bring the average fire fighter’s wage up to £30,000 a year.
• Because of this the army had to supply emergency cover (although some fire fighters still responded to emergency call outs).
• They secured a 16% pay rise and improvements in working conditions.

Example Overview- Teachers Strike 2013:
• Teachers in the NASUWT and NUT unions went on strike for 1 day.
• They did this because they were angry about pay and pension changes the government had made, as well as the raising of the retirement age to 67.
• Because of this around 3,500 schools closed for the day with the knock-on effect of parents having to find childcare/take time off work.
• They were completely unsuccessful in their protest.

How to use it:
• Any example of strike action can be used in any question on trade unions, i.e.
  • Oppose the following viewpoint: “Trade unions cause more problems than they solve.”
  • Support the following viewpoint: “Trade Unions cause more problems than they solve.”
  • Evaluate the following viewpoint: “The right to strike should be taken away from all public sector workers.”
Conflicting Rights - Diane Abbott

Example Overview:
• Diane Abbott is one of the most senior MP’s in the Labour party.
• She is also one of the first black women to ever be elected to Parliament.
• In 2017 she spoke at a meeting in Parliament about the racist, sexist abuse she frequently experiences, mainly through social media.
• The clip of her speech is here https://www.bbc.co.uk/news/av/uk-politics-40586335/labour-s-diane-abbott-tells-of-racist-and-sexist-abuse

How to use it:
• As evidence of why some human rights conflict.
• As evidence of why some human rights sometimes need to be limited in order to protect others (in this case peoples’ right to freedom of speech is limited to protect her right to safety and her right to not be discriminated against).

• “Explain why human rights sometimes conflict.”
• State two examples of human rights that sometimes conflict.”
Unit 2- Justice/Crime and Punishment

Contents

• Jamie Bulger
Age of Criminal Responsibility

Example Overview:

- James Bulger was 2 when he was abducted from a shopping centre.
- He was tortured and killed by some railway tracks by two ten-year-old boys, John Venables and Robert Thompson.
- They were put on trial in an adult court and convicted of murder.
- Had they been a year younger they would have been below the age of criminal responsibility and so couldn’t have been punished.
- They were released from prison after 8 years and given new identities.
- Jon Venables has been re-convicted for possessing child pornography and given another new identity.
- As far as we know, Robert Thompson has never re-offended.

How to use it:

- As a way of remembering what the Age of Criminal responsibility is in this country.
- As an argument of the justice system working/not working in this country.
- As an example of how some rights are absolute (i.e. Thompson/Venables’ right to life/safety being protected by their new identities).

Study the 2 statements. Choose option A, B, C or D to describe their accuracy.

Statement 1: The age of criminal responsibility in England is 12.

Statement 2: the European Court of Human Rights decides the age of criminal responsibility in all European countries.

A- Both are true.

B- Statement 1 is true, statement 2 is false.

C- Statement 1 is false, statement 2 is true.

D- Both are false.
Unit 3 - Britishness

Contents

• Mo Farah
• Urban areas
• Rural areas
Mo Farah

Example Overview:

• Mo Farah is a classic example of why the idea of “Britishness” is so complicated and the question of what makes someone British is so hard to answer.
• Born in Somalia, escaped to England as a refugee when he was 8.
• Won 4 Olympic gold medals representing team GB.
• An orthodox, practising Muslim.
• Was living in America when he won all his Olympic medals.

How to use it:

• He is just one of a number of people who fit into a modern, but not a traditional, view of what it means to be British.
• Could be used in a question on the idea of Britishness.
• Could be used in a question about the positives of immigration.
• Could be used in a question about people’s identity (see below);
  • “Explain why some people have a complex sense of identity.”
• State on reason why peoples’ sense of identity in England may have changed.
• Oppose the following statement: “Our sense of identity isn’t just about where we live.”
Example Overview:

• Britain is obviously a very multi-cultural country, (the immigrant population is about 13% of the country) but this is largely restricted to urban areas/larger cities.

• According to the last census (2011) London is 44% White British, Birmingham is 58% and Manchester is 59%.

How to use it:

• Any question on immigration, whether it is talking about the positives or negatives of it.

• A question on British Values (tolerating/respecting diversity).

Evaluate the following statement: “Arguments over immigration have divided the country and had a major impact on politics.”
Immigration- Rural Areas

Example Overview:

• There are still many (more rural) areas of this country that are not very multi-cultural.
• This is why people often think that the immigration numbers in this country are higher than they actually are.
• According to the last census (2011) Devon is 95% White British, Cornwall is 96% and Norfolk is 90%.

How to use it:

• Any question on immigration, whether it is talking about the positives or negatives of it.
• A question on British Values (tolerating/respecting diversity).

Argue against the following statement: “UK net migration has been out of control for the last 40 years. Immigrants from the EU are to blame.”
Unit 4- The Economy

Contents
• Arguments in favour of privatising public services.
• Arguments against privatising public services.
• Globalisation.
Arguments in Favour of Privatising Public Services

Example Overview:

• Some people believe it is a good thing that private schools/hospitals exist. This is because:
  • They think that people who have earned their money have also earned the right to pay for better services if they wish.
  • It frees up space in state schools and NHS hospitals.
  • If people are paying directly for something they will value it more and not abuse it.

• How to use it:

• In a question like;

  • Support the following viewpoint: “Businesses should be allowed to run schools and hospitals at a profit.”
Arguments against Privatising Public Services

Example Overview:

• On the other hand, some people believe it is a bad thing that private schools/hospitals exist. This is because:
  • Education and healthcare are human rights. Therefore, how rich you are shouldn’t have any impact on your ability to access them.
  • We all pay for them through taxes, therefore we are all entitled to access them.
  • It is the government’s responsibility to look after their citizens.

• How to use it:

• In a question like;

  • Oppose the following viewpoint: “Businesses should be allowed to run schools and hospitals at a profit.”

• You could also connect it back to human rights (education and healthcare) and British Values (equal opportunities)- some people would argue that private schools and hospitals prove that equal opportunities don’t actually exist in this country.

• Evaluate the following viewpoint: “The UK’s most important value is equal opportunities.”
Globalisation

Example Overview:

• Globalisation is when companies (like Nike) operate all over the world, in multiple different countries.
• This brings jobs to people and areas that might not otherwise have them.

HOWEVER

• People are paid the equivalent of $1 a day.
• They can’t do anything about it because they are punished if they try and join a trade union.

How to use it:

• SEE WORKERS’ RIGHTS PAGE IN THE RIGHTS AND RESPONSIBILITIES CHAPTER.
Unit 5- Active Citizenship

Contents

• Response to Grenfell.
• Snowdrop Campaign
• Community Groups
Response to Grenfell

Example Overview:

• When the Grenfell Tower fire happened in London, there was a marked difference between the government response and the public/NGO (Non-Government Organisations) response.

• Theresa May was heavily criticised for not doing enough and had to issue a public apology in Parliament.

• The public response was overwhelming and so much was donated that places actually asked people to stop bringing things like blankets, clothes, food and toiletries because they couldn’t cope with everything.

• This is because people/NGO’s are able to respond much quicker to disasters, and often provide more practical help, rather than just pledging money.

How to use it:

• As proof that NGO’s are more effective at responding to disasters than governments:

• **Support the following viewpoint:** “NGO’s are more effective than governments at responding when a crisis happens.”
Snowdrop Campaign

Example Overview:

• The Snowdrop Campaign was the pressure group that was set up in response to the Dunblane Massacre when 16 children and 1 teacher were killed at a school shooting in Scotland.

• Their aim was to get hand guns banned in the UK.

• Their petition gained 50,000 signatures in 6 weeks.

• Hand guns were banned a year later.

• How to use it:

• As an example of a positive, important and effective pressure group;

• Explain why pressure groups are important.

• As an example when talking about various campaign methods that can be used, and how effective/ineffective they are;

• Describe how you could encourage local residents to support a campaign.

• Using your experience of taking citizenship action, explain how you attempted to achieve your aims and explain other methods you could have taken to achieve success.
Community Groups

Example Overview:

• These groups try and help out with a particular cause/group of people in their local community.

• For example, St. Paul’s Community development Trust works to promote education and reduce crime in an inner-city area of Birmingham.

• A different example would be the Community First organisation, which works in areas like Fareham to support those who most need it. https://www.cfirst.org.uk/

• How to use it:

• You will definitely get a case study on a similar group in your second exam.

• This is the section just before you have to write up your own citizenship action project.

• Describe one legal and safe action you could take in this community that will engage other people, groups, business managers and community organisations and help reduce crime.
Unit 6- The Media

Contents

• The Leveson Inquiry
• Katie Hopkins v Jack Monroe
• Lord McAlpine v Sally Bercow
• Millie Dowler/News of the World Phone Hacking Scandal
• Frankie Boyle
• Nick Griffin
The Leveson Inquiry

Example Overview:

• The Leveson Inquiry was set up to look into the conduct of the press after the phone hacking scandal (see Millie Dowler page).

• It found that the press and the media were not being held to account enough.

• Therefore a new Regulatory Body, IPSO (Independent Press Standards Organisation) was set up to monitor the press, in a similar way to how Ofsted is the Regulatory Body for schools.

• However, as IPSO is also run by the media, critics claim it is too biased to be effective.

• How to use it:

  • In a question on media freedom, for example;

  • Evaluate the following statement: “Media freedom is vital in a democracy. It should never be limited in anyway.”

  • Evaluate the following statement: “A free media is more important than anything else in a successful democracy.”

• You could be asked a question specifically on regulatory bodies or IPSO itself;

• State one example of a regulatory body.
Katie Hopkins v Jack Monroe

Example Overview:

• The writer and food blogger Jack Monroe won a libel action against the Daily Mail columnist Katie Hopkins.

• She was awarded £24,000 damages, in a row over tweets suggesting Monroe approved of defacing a war memorial during an anti-austerity demonstration in Whitehall.

• How to use it:

  • In a question on media freedom, for example;

    • Evaluate the following statement: “Media freedom is vital in a democracy. It should never be limited in anyway.”

  • From the other point of view, i.e. why censorship is sometimes allowed to happen;

    • State two reasons why the media might be censored in the United Kingdom.

  • In a question specifically about LIBEL;

    • Explain why libel laws are important.
Example Overview:

• A tweet published by Sally Bercow about Tory peer Lord McAlpine was libellous, according to the High Court.

• She tweeted two days after BBC Newsnight wrongly linked a "leading Conservative politician" to sex abuse claims.

• Amid widespread speculation about his identity, she wrote: "Why is Lord McAlpine trending. *innocent face*."  

• How to use it:

• SAME AS PREVIOUS PAGE.
Millie Dowler/News of the World Phone Hacking Scandal

Example Overview:

• Millie Dowler disappeared at the age of 13 on her way home in Walton-on-Thames, Surrey, on 21\textsuperscript{st} March 2002.

• The \textit{News of the World} illegally targeted the missing schoolgirl and her family, interfering with police inquiries into her disappearance.

• \textit{News of the World} journalists intercepted-and deleted- Milly Dowler’s voicemail messages to free up space for more messages. As her friends and parents called and left more messages asking her to get in touch with them, the \textit{News of the World} was listening and privately recording every word.

• The paper continued to delete older messages- and as a result Milly’s friends and relatives wrongly believed that she was still alive. Police feared evidence may have been destroyed.

• Because of this, and the wider phone hacking scandal, the News of the World was ultimately forced to close down.

• \textbf{How to use it:}

• \textbf{SAME AS PREVIOUS TWO PAGES.}
Frankie Boyle v The Daily Mirror

Example Overview:

• Comedian Frankie Boyle won £54,650 in damages in 2011 after a High Court jury decided that the Daily Mirror had libelled him by describing him as ‘racist’.

• Daily Mirror publisher Mirror Group newspapers defended the piece ‘on the basis of truth and fair comment’, but jurors decided in favour of Boyle.

• Boyle claimed to have been ‘pretending’ to be someone with racist views during a television show.

• In doing so he was making fun of racists and drawing attention to their horrible attitudes.

• How to use it:

• Why censorship is sometimes allowed to happen;

• State two reasons why the media might be censored in the United Kingdom.

• In a question specifically about LIBEL;

• Explain why libel laws are important.
Example Overview:

• In the run-up to the 2010 General Election, leader of the British National Party Nick Griffin was invited to appear on the BBC’s debate show Question Time.

• This led to protests because of views he had previously expressed, including forcing immigrants to “go home, whether they want to or not” and claiming that the Nazi gas chambers were a complete lie.

• However he was allowed to appear in the interest of representing different views, which the BBC is obliged to do, and free speech.

How to use it:

• In a question on media freedom, for example;

  • Evaluate the following statement: “Media freedom is vital in a democracy. It should never be limited in anyway.”

  • Evaluate the following statement: “A free media is more important than anything else in a successful democracy.”

• In a question specifically on the BBC and its charter;

  • According to its charter, which one of the following is a purpose of the BBC?
    • Provide good value for money for license fee payers.
    • Compete with independents like ITV and Sky.
    • Represent the UK, its regions and communities.
    • Support the government of the day.
Unit 7- Democracy, Government and Politics

Contents

• 1951, 2010 and 2015 general elections.
• Government in Switzerland.
• Government in China.
1951, 2010 and 2015 General Elections

Example Overview:

• Due to the fact that we use the First-Past-the-Post voting system in this country, where the party with the most MP’s, rather than the most votes, wins, sometimes there are election results that seem unfair.

• In 1951 the Conservatives won the election with more MP’s even though Labour got more votes.

• In 2010 the Lib Dems got 25% of the votes but only 9% of the MP’s.

• In 2015 UKIP got 3.8 million votes and 1 MP, whereas the SNP got 1.4 million votes and 56 MP’s.

• How to use it:

• In a question on the merits of the different voting systems (particularly on the problems with FPTP);

• State two reasons why smaller parties tend to oppose the First-Past-the-Post voting system.

• Evaluate the following statement: “The First-Past-the-Post system is unfair and should be replaced.”
Democracy in Switzerland

Example Overview:

• Switzerland is a DIRECT democracy.

• This means that people get a direct say on what happens through referendums on most new laws.

• This means that it is considered one of the most democratic countries in the world, as anyone can put forward a potential new law, and at the very least has a say in whether or not it should be passed.

• However, this can lead to problems, such as when a law was passed banning Minarets being built on Mosques.

• Switzerland was also one of the last European countries to give women the vote (not until the 1970’s) because men refused to vote the new law through.

• How to use it:

• When discussing the merits of direct democracy, but also referendums in general;

• State two advantages of political decisions being taken through referendums.

• State two disadvantages of political decisions being taken through referendums.
Government in China

Example Overview:

• China is a very undemocratic country.

• It is entirely run by the Communist Party, and there is little or no opposition.

• Ordinary people do not get a vote in anything unless they join the Communist Party, and even then it is only the most senior members of the party that have any say in the country’s leaders.

• Things like the media are also owned and run by the government.

• How to use it:

• If asked about different forms of government other than democracy;

• The UK is a representative form of democracy. State one other form of government.
Unit 8- The UK and the Wider World

Contents

• Rwandan Genocide
• Hurricane Irma
• Response to 9/11 and invasion of Afghanistan.
Example Overview:

- There are two ethnic tribal groups in Rwanda—Hutus and Tutsis.
- In 1994 the Hutu president was assassinated and the Tutsis were blamed.
- Over the next 100 days 800,000 Tutsis were massacred by the Hutus.
- Other countries refused to intervene and the UN soldiers in the country were powerless to do anything.

How to use it:

- If asked about the effectiveness of the United Nations and the Universal Declaration of Human rights;

  - Evaluate the following statement: “The United Nations (UN) has done little to support human rights.”

  - Evaluate the following statement: “The United Nations has failed to make the world a better place.”
Hurricane Irma

Example Overview:

• Entire islands were destroyed and dozens were killed when Hurricane Irma hit the Caribbean.

• As many of these places are in the Commonwealth, the UK sent the following help:
  • 60 pallets of long term emergency aid relief stores (things like wood to help with reconstruction).
  • 5,000 hygiene kits containing essential items such as soap and a torch.
  • 10,000 buckets.
  • 1,100 military personnel.
  • £32 million was announced by the government to be initially spent on disaster relief, with a further £25 million pledged over time.
  • 3,000 shelter kits.
  • Water bottles distributed to 700 of the most vulnerable households across the region.
  • 9 tonnes of food and water.
  • 4,990 solar lanterns (which could provide light and power for an estimated 20,000 people).

• How to use it:

• If asked about the Commonwealth, particularly if it has any relevance as an organisation today;

• Evaluate the following statement: “The Commonwealth is a large and random collection of nations. It has little power or impact in comparison with other international organisations.”
Response to 9/11 and NATO invasion of Afghanistan

Example Overview:

• On 11th September 2001 terrorists hijacked 4 planes in America and killed over 3,000 people.

• This was considered an attack on a particular NATO nation, therefore the others agreed to support America in its subsequent invasion of Afghanistan.

• This was the first time NATO forces had been used aggressively in response to a particular attack (the first time they had been used aggressively at all was in response to the Bosnia/Serbian conflict of the 1990’s).

How to use it:

• Similar to the Commonwealth, if you get a question about NATO/whether or not it has any relevance today;

• Which feature is shared by both the Commonwealth and NATO?
  • Both organisations promote democracy.
  • The USA is the leading country in both organisations.
  • Both organisations are controlled by the United Nations.
  • No African countries belong to either organisation.