

GCSE Citizenship Handbook



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Course Summary

Examining body: Edexcel

Course overview:

You will study 5 units over the two years:

Theme A: Living together in the UK, is designed to be the start of the course as it lays the foundations for the rest of the content. It introduces students to many of the concepts they will encounter later on. It helps them to understand the background to human rights, democracy and the law. Much of this is covered in familiar contexts that students will recognise. Communities, identity and migration are among the areas that students will study at this stage. Theme A concludes with an introduction to democracy at the local level.

Theme B: Democracy at work in the UK, picks up where Theme A left off, moving from democracy in the local context to the national picture. It builds up students' understanding of how democracy originated, how it works and how it influences our lives.

Theme C: Law and justice, moves from looking at how laws are made to why we need laws and how they are put into practice. This again follows the logical development of the subject.

Theme D: Power and influence, brings the content together. It explores how citizens can contribute to and influence society. It also discusses the role of groups and organisations in society. The media comes into this section too. The final section in the theme moves into the relations that the UK has with other countries.

In Theme E: Taking citizenship action, the citizenship action and the stages of development are detailed. You still have the freedom to choose actions that suit your experiences. The citizenship action can take place at any point once students have enough background to support their experience. There is a detailed outline of the stages of the action in the specification to help identify what needs to be covered. In carrying out the action, students are expected to work in a team (comprising at least two people) and be able to explain and evaluate their actions.

Assessment:

- Paper 1 - Written exam: 1 hour 45 minutes, 80 marks, 50% of GCSE- Themes A, B, C
- Paper 2 - Written exam: 1 hour 45 minutes, 80 marks, 50% of GCSE- Themes D and E

Curriculum overview

Year 10 Citizenship

HT	Paper	Theme Studied
HT1	1	Theme A: Living in the UK
HT2	1	Theme A: Living in the UK
HT3	1	Theme B: Democracy at work UK
HT4	1	Theme B: Democracy at work UK
HT5	1	Theme C: Law and justice
HT6	1	Theme C: Law and justice

Year 11 Citizenship

HT	Paper	Theme Studied
HT1	2	Theme E: Taking Citizenship Action
HT2	2	Theme E: Taking Citizenship Action
HT3	2	Theme D: Power and influence
HT4	2	Theme D: Power and influence
HT5	1 and 2	Revision

Theme A key words

Keyword	Definition
Act	A law passed by Parliament
Asylum seeker	Someone who says s/he is a refugee, but it has not yet been proven
Business rates	Are paid by all local businesses. The amount they pay depends on the rent that would be charged for the office, shop or factory the business uses
Census	An official count of the population to find out about the changes taking place
Citizens Advice Bureau (CAB)	An organisation that offers free advice on consumer and other legal matters
Community	A group of people who are in close contact and who share common interests and values
Community cohesion	Creating a community where there is a sense of belonging for all communities and people's different backgrounds are valued
Commonwealth	A voluntary group of independent countries, some of which were former British colonies
Consumer	A person who buys goods or services for their own use
Convention	An agreement (often between governments)
Council	A group of people who are elected to look after the issues of the local area
Council tax	Is paid by all the citizens of the area. The amount that each person pays will depend on the value of the house they live in. People who live in bigger houses will pay more than those who live in smaller houses
Declaration	A document setting down aims and intentions
Democracy	Government by the people, either directly or through elected representatives
Discrimination	The unfair treatment of groups of people with particular characteristics
Diversity	The range of different groups that make up the population
Economy	This is made up of all the organisations that provide goods and services, and all the individuals and organisations that buy them
Economic migrant	A person who travels from one country or area to another in order to improve their standard of living
Emigration	Leaving your homeland to live in another country
Ethnic	Someone's cultural background
European Union	A group of 28 countries which work together in fields such as the environment, social issues, the economy and trade
Harassment	Repeatedly threatening, humiliating or pestering someone
Homophobic	Fearing or hating gay, lesbian, trans or bisexual people

Human rights	Things that people are morally or legally allowed to do or have
Identity	Who or what someone is
Identity card	A card, usually given by the government/official organisation, that establishes someone's identity
Immigration	Coming to another country to live there
Inclusive education	Schooling that involves everyone, regardless of ability or non-disability
Integration	Bringing different groups of people together in society
Legal right	A right that is protected by law
Magna Carta	A charter of rights which the English barons forced King John to sign in 1215
Mayor	A member of the council who is selected to be its representative on ceremonial occasions; in some areas they are also the elected leader
Minority	A small part of a large group of people
Multiple identity	When a person feels like they have more than one identity
Neighbourhood	A local area which people live as neighbours, sharing living space and interests
Political rights	Rights to take part in elections and other democratic activities
Racism	The idea that some people of different origins and not as good as others
Refugee	A person who has been forced to leave their country
Respect	Show consideration for someone's feelings, wishes or rights
Rule of law	A country is governed by law and all residents must obey the law – so no one is above the law
Trade unions	An organisations that look after the interests of a group of employees
Trading Standards Department	An official body that enforces consumer based law
Tolerant	Being open minded and accepting
United Nations	An international organisation that tries to encourage peace, cooperation and friendship between countries
Victimisation	Discriminating against someone unfairly

Theme B key words

Keyword	Definition
Act of Parliament	A law passed by Parliament
Assembly	A body of people elected to decide on some areas of spending in a region
Back benchers	MPs who do not hold office in the government or opposition, they sit on the back benches in the House of Commons
Black Rod	Looks after the Palace of Westminster as the 'Houses of Parliament' is known
Bill	A proposal to change something into law
British constitution	The laws and conventions which set down how the UK is governed.
Budget	The process each year when the Chancellor of the Exchequer explains how the government will raise and spend its money
Canvassing	When the people try to persuade others to vote for their party in an election
Cabinet	A group of MPs who head major government departments. It meets weekly to make decisions about how government policy will be carried out. Senior Ministers from the Lords are also represented
Constituency	The area represented by an MP
Chancellor of the Exchequer	The member of government who is responsible for the country's finances
Closed-list system	A form of proportional representation in which a party puts forward a list of candidates in the order they will be elected
Coalition	A government made of more than one party. It is formed when no one party has enough seats to form a government
Devolution	The transfer of power from central to regional government.
Direct democracy	A form of democracy in which everyone votes on every decision in a referendum.
The executive	Makes policy and puts it into practice. It is made up of the Prime Minister, Cabinet, and Civil Service
First past the post	An electoral system where voters have one vote in their constituency and the candidate with the most votes wins a seat in Parliament. The party with the most seats in Parliament form then form the government
Front benchers	MPs who hold office in the government or opposition. They sit on the front benches of the House of Commons
General election	An election for a new government. In the UK, these take place every five years.
Green Paper	This puts forward ideas that the government wants discussed before it starts to develop a policy.
Government revenue	The money raised by the government.
House of Commons	The more powerful of the two parts of the British Parliament.

	Its members are elected by the public.
House of Lords	The House of Lords are either appointed or the role is hereditary
Hustings	A meeting at which candidates in an election speak to the voters.
Judicial review	A review carried out by the High Court to decide whether a decision made by a public body has been made properly
The judiciary	Makes judgments about the law. It is made up of judges and magistrates in court
The legislature	Make laws. It is made up of the House of Lords and House of Commons
MEP	A Member of the European Parliament
Opposition	Political parties that are not in power
Parliamentary inquiry	An enquiry set up to investigate actions taken by government departments and public bodies
Parliamentary sovereignty	Parliament is the top legal body and can pass new laws or stop old laws
Prime Minister	The leader of the majority party in the House of Commons and the leader of the government
Proportional representation	An electoral system in which the number of seats a party wins is roughly proportional to its share of the votes in an election
Referendum	A vote by the whole electorate on a particular issue
Representative democracy	A form of democracy in which people elect a representative to make decisions for them
Select committee	One of the committees that check and report on the work of government departments
Secretary of State	An MP who is in charge of a government department such as health or defence
Shadow Cabinet	MPS from the main opposition party who 'shadow' MPs who head major government departments
Speaker	The MP elected to act as chairman for debates in the House of Commons
White Paper	This puts government policy up for discussion before it becomes law.

Theme C keywords

Keyword	Definition
Barrister	Undergo a long legal training too, but they spend most of their time in court representing their clients. They are the only lawyers qualified to speak in all types of court
Case law or precedent	Once a decision has been made in a court it becomes law in all future cases containing the same material facts and must be followed by all lower courts
Civil law	This covers disputes between individuals or groups. Civil law cases are often about rights
County court	A local court that has limited powers in civil cases
Community sentence	A sentence which allows people to continue to live in the community under certain conditions
Criminal law	This deals with offences such as murder and drug dealing. These cases are between the Crown Prosecution Service (acting for all citizens) and the offender
Crown court	Courts held in towns in England and Wales where judges hear more serious criminal cases
Discharge	Not being sentenced for a minor crime, it can be conditional
High Court	The court where judges hear cases on serious crimes
Judge	A person who decides questions of law in a court
Jury	A group of people who decide if someone is guilty in a court of law
Magistrates' court	A court held before two or more public officers dealing with minor crimes
Mediator	Acting as a go-between between people in dispute in order to resolve the problem
Mitigating factors	Reasons why an offender might be given a lighter sentence
Neighbourhood watch	A scheme in which members of the community take responsibility for keeping an eye on each other's property to prevent crime
Office for National Statistics	The organisation that collects data about what is happening in the UK
Ombudsman	An official who is appointed to investigate individuals' complaints against a company or an organisation
Probation officer	If an offender is given a community sentence, they will work with a local probation officer. They are professionally qualified and it is their job to write reports on offenders and supervise them in the community when they've been sentenced
Recorder	A barrister or solicitor of at least 10 years' experience, who acts as a part-time judge in a crown court
Reoffend	To commit a crime more than once
Rehabilitation programmes	Programmes which help people to overcome problems so they can avoid committing crimes in future
Restorative Justice	A system of criminal justice which aims to rehabilitate offenders through meeting and talking to victims and the community

Small claims court	A local court, which hears civil cases involving small amounts of money
Solicitor	All solicitors must pass law exams, because among other things, they can give legal advice to people who have to go to court. Some solicitors also speak in court on behalf of their clients
Special constable	A volunteer police officer
Sue	To make a claim against someone or something
Tribunals	These are step up to resolve certain types of disputes, such as employment issues
Youth court	A court that deals with young offenders
Youth justice system	The part of the justice system that deals with young people
Youth offenders	Offenders between the ages of 10 and 17

Theme D key words

Keyword	Definition
ACAS	An organisation that tries to resolve disputes between employers and employees
Advocacy	Publicly supporting an issue or proposal
Biased	In favour of one thing over another thing
Boycott	To refuse to use or have anything to do with something
Charity	An organisation set up to provide help and raise money for those in need
Censorship	Limiting the information given to the general public by the government
Collective bargaining	Negotiating the terms of employment between an employer and a group of workers
Commonwealth	A voluntary group of independent countries, some of which were former British colonies
Dictator	A national leader who makes all the decisions for the country, without reference to the population
Direct action	Action to bring about change, such as demonstrations or strikes
Digital democracy	The use of online methods to support election campaigns and voting
Editor	The person who is responsible for the content of a newspaper, television or radio programme
Editors' Code of Practice	Guidelines for the media and journalists about the information they gather and how they obtain and use it
Employment tribunal	A type of court dealing only disagreements over employment laws
Fair trade	A system of buying and selling products that aims to pay the producer a fair price
Free trade	Trade between countries which is not restricted by things like high taxes on imports
Geneva convention	An internationally accepted set of rules on the treatment of people in war
Genocide	Mass murder of a racial, national or religious group
Indirect action	Making your case by persuasion rather than action
Investigative journalism	The deep investigation of a topic of interest such as serious crimes, political corruption or corporate wrongdoing
Journalist	A person who gathers news and produces reports for the media
Libel	Writing incorrect things about people
Lobbying	Trying to persuade a politician or the government to change the law or take particular action
Media	Ways of communicating with a large number of people
Member state	A country that is a member of the EU

Micro-credit	Making small loans to individuals to help them help themselves
NATO	The North Atlantic Treaty Organisation whose members work together to defend each other
Non-governmental organisations	Organisations not run by governments, that support people in need of help
Press freedom	The ability of the press to give information and express opinions
Public institutions	Organisations provided by the government like schools and hospitals
Public services	Services provided by the state, like policing, education, and refuse collection
Public opinion	Views held by the general public on a particular issue
Redundancy	When a person loses their job because the job doesn't need to be done any more
Sanction	A penalty for breaking rules, especially in international situations
Scrutiny	To examine something carefully
Spin doctor	Someone who tries to get certain stories into the public eye and to make bad news sound better
Slander	Saying incorrect things about people
Staff associations	Associations of employees with some of the functions of a trade union, such as representing their members in discussions with management
Tariffs	Taxes to be paid on some imports and exports
Turnout	The percentage of people who vote in an election
Volunteer	Someone who works for free for a community

Theme E key words

Keyword	Definition
Collaborating	Working together towards an outcome
Closed questions	Ask for short factual answers
Negotiate	The process of discussing something with someone in order to reach an agreement
Open questions	Ask people to express a point of view or give a longer answer
Primary research	New research to answer a particular question
Qualitative research	Deals with descriptions and cannot be counted
Quantitative research	Deals with information that can be counted and measured
Secondary research	Published research collected by other people

Reading and Resources

Reading

Google Drive lesson presentations and worksheets.

If you are absent or cannot attend a lesson for any other reason, or even if you just need to go back over the activities from a lesson, all of the presentations you see on the interactive whiteboard in class are uploaded to Google Drive in a student-friendly version.

Text book

Collins Citizenship Today - Edexcel GCSE Citizenship Student's Book

This course handbook!

On page 4, you have all of the vocabulary lists for the three year GCSE. This handbook also gives you a definitive guide to what you need to do to get a 9 with examples of how to evaluate and critically reflect.

Revision guide

During the course, you will be issued with a revision guide, which includes useful tips and strategies to help revise for exams or controlled assessments in all four skill areas (listening, reading, speaking, writing).

The Economist / Economic Review / Newspapers

Past papers and Specimen Papers -

Papers are available to download for free on the Edexcel website. Mark schemes are also available.

YouTube - www.youtube.com

Search "Current affairs" or watch videos on certain areas of interest within the Society. This will help your general knowledge.

The Internet

Be careful using the internet! Obviously, the websites of parties and pressure groups will be mouth pieces for their political agendas, but other sites, which may seem 'neutral' at face value, are often just as one-sided. Here are some sites Edexcel recommends and that you might find useful.

www.bbc.co.uk

www.direct.gov.uk - website of the UK Government

www.economist.com - *The Economist* magazine

www.ft.com - *The Financial Times*

www.greenpeace.org -Greenpeace

www.guardianunlimited.co.uk -*The Guardian* newspaper

Resources

Theme A

An online exhibition of key events and documents on the development of citizenship in the UK from the National Archives. www.nationalarchives.gov.uk/pathways/citizenship

Landmarks Understanding Slavery DVD and other teaching resources from www.understandingslavery.com

The BBC Who do you think you are? programme includes the family histories of Britons such as Ainsley Harriott. prominent black www.bbc.co.uk/whodoyouthinkyouare

The Eastern Eye website offers lots of positive stories about successful Asians in the UK www.easterneyeuk.co.uk

The Office of National Statistics can be used as a stimulus www.statistics.gov.uk

The Equality and Human Rights Commission has a link to an interactive national map showing the ethnic diversity across the UK. www.equalityhumanrights.com

Theme B

Parliament Service from the Houses of Parliament Education Service is a simple guide to how laws are made. The Parliamentary Education Unit also has a comprehensive website <https://www.parliament.uk/>
<http://www.parliament.uk/education/teaching-resources-lesson-plans/>

The websites of the main political parties provide useful insights into how political parties work. It is useful for policies and information that might appeal to young people. Try the youth sections of the 3 main parties www.labour.org.uk , www.libdems.org.uk, www.conservatives.com

The History Learning Site gives detailed but accessible explanations of the different forms of democracy. www.historylearningsite.co.uk/democracy

Theme C

The Magistrates Association has a youth site that gives a very useful overview of the courts and their work www.magistrates-association.org.uk/youth_site

The Connexions Direct website contains very accessible advice on young people's rights and responsibilities in connection with the law and the police. www.connexions-direct.com

The Citizens Advice Bureau offers a range of accessible legal advice to young people through the website www.adviceguide.org.uk/index/your_rights/legal_system/young_people_and_the_law

Theme D

Battlefront is an Emmy-award winning Channel 4 youth campaigning TV series and online project that follows a group of young campaigners on a mission to change the world.

Theme E

Organisations and pressure ups that are included into the political process include the following:

National Union of Students www.nus.org.uk

The British Youth Council www.byc.org.uk

Let's Kick Racism Out of Football www.kickitout.org

The Countryside Alliance www.countryside-alliance.org

The League Against Cruel Sports www.league.org.uk

Greenpeace International www.greenpeace.org/international

The European Union website is detailed and comprehensive but also accessible. for researching the benefits of EU membership for young people. www.europa.eu

The Commonwealth Secretariat has an accessible website with a simple animated Commonwealth You can easily work out the purpose of the Commonwealth by using the site www.thecommonwealth.org Tour and a Frequently Asked Questions section.

The United Nations has a website for young people and teachers www.un.org/Pubs/CyberSchoolBus This detailed and accessible site enables students to understand the different roles of the UN.

The United Nations Association website is excellent as a source on UN campaigns and will help students to evaluate the role and effectiveness of the UN. www.una-uk.org

Extended Curriculum and Future Pathways

Why should you choose this subject?

Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally. You will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. You will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts. You will experience taking citizenship action and learn from trying to make a difference themselves.

Extended curriculum opportunities:

Parliament Trip - Year 10/11

Trip to local court

Market research opportunity with Citizenship Action

Progression:

You can progress from this qualification to AS and A Levels in other subjects. This includes subjects that build upon aspects of content studied, particularly Government and Politics, Law and Sociology but the skills students acquire in GCSE Citizenship are transferable to other AS and A Levels and Level 3 vocational qualifications, such as BTEC Nationals.

Find out more:

Type in this link to the internet to look at the full specification:

https://qualifications.pearson.com/content/dam/pdf/GCSE/Citizenship%20Studies/2016/Specification%20and%20sample%20assessments/Specification_GCSE_L1-L2_in_Citizenship.pdf

Things to Do and See

Wider Reading

To support your GCSE Citizenship, you should keep up to date with current affairs by reading relevant newspapers and watching the news – BBC News and The Guardian websites are very good for this.

Visiting Other Organisations

Parliament

This visit to parliament will consist of a tour of the House of Commons and Lords and a variety of workshops. A great way to become familiar with the ways in which the government set policy in the UK.

There is a good education unit which can be contacted on <http://www.parliament.uk/education/> . There are all sorts of activities including an animation about the House of Commons, starting with Magna Carta, which is included in the specification.

If you cannot get there, you can take an online tour. Have a look at <http://www.parliament.uk/visiting/online-tours> / to see what is available.

Court

The National Centre for Citizenship and the Law offers educational experiences in London, Nottingham, Northampton and Manchester. You can find out more at <http://www.nccl.org.uk/what-we-do/> . You may be able to organise a visit to your local court, and if this is possible a visit certainly brings the system to life.

Crime Statistics

The section on crime in society gives you the opportunity to explore and compare crime both locally and nationally. You can find local crime data at <http://www.crime-statistics.co.uk/postcode> The website allows you to make comparisons with other areas.

Assessment of Your Work

The following pages include information on how your work is assessed. They include the key Assessment Objectives for the course as well as the scheme of assessment used for marking your coursework. These are very useful documents that you should refer to when producing essays and revising for exams.

Assessment Objectives

Students must:		% in GCSE
AO1	Demonstrate knowledge and understanding of citizenship concepts, terms and issues.	30
AO2	Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.	30
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.	40
Total		100%

Breakdown of Assessment Objectives

Paper	Assessment Objectives*			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1	19	11	19	50
Paper 2	11	19	21	50
Total for GCSE	30%	30%	40%	100%

* Totals have been rounded either up or down.

Ten Ways to Improve Evaluation Skills and Marks in Citizenship

What is evaluation?

Evaluation is about making **critical judgments** and coming to **reasoned conclusions** on the basis of the **evidence** that you have in front of you and the **wider knowledge** you can bring to a question.

Strong evaluative answers use **supporting evidence** to justify an argument. **Justifying** an argument carries more marks than making the argument since stating an argument is often a relatively simple task.

Examples of command words in a question that require or invite evaluation

The command words within a question that definitely require evaluation include the following:

Evaluate – e.g. compare a number of possible views about a Citizenship key issue or concept issue and come to a reasoned conclusion about which view holds most weight

E.g. Evaluate the argument that the first past the post system for Westminster needs to be reformed

How far? a question that invites a personal response to a question but where the highest marks are awarded for good analysis backed up with reasoned argument and supporting evidence.

E.g. Central government is wrong to cut funding to local councils as it forces them to make cuts to necessary and popular services.' How far do you agree with this view? Give reasons for your opinion, showing you have considered other points of view.

Comparison questions- a question that requires you to analyse a source and decide which argument is the strongest ensuring that you have evaluated both sources and arguments

E. g Which writer do you agree with more? Explain your answer, referring to the arguments made in both sources.

Write reasoned arguments – a question that prompts you to provide and then compare a range of possible views about an issue or a problem.

E. g All trade union members should have the right to go on strike to protect their working conditions as long as a majority vote in favour.' Write reasoned arguments to support and oppose this statement.

Ten Strategies for Improving Your Evaluation Skills in Source Based and Essay Questions

1. Make good use of your **final paragraph** – avoid repetition of points already made
2. Look for **key stem words** in the question – build your evaluation around this
3. Put an economic event, a trend, a policy into a **wider context**
4. Be familiar with different **schools of thought** e.g. free market versus government intervention
5. Be aware that a singular economic event **never happens in isolation** especially in a world where economies are so closely interconnected.
6. Question the **reliability of the data** you have been given (for the Unit 4 EU paper)
7. Draw on your **wider knowledge** to provide **supporting evidence and examples**
8. Consider both **short term and longer term consequences** (they are not always the same)
9. Consider both **positive and negative consequences**
10. Think about what might happen to your arguments if you **drop the “ceteris paribus” assumption**

Make good use of your final paragraph

- Try not to summarise points that have already been made. This scores no extra marks and is a waste of time.
- Instead seek to come to a reasoned conclusion – e.g. selecting your main argument and then justifying it.
- Perhaps look forward, e.g. is it too early to come to a definitive conclusion?
- If you are really pushed for time, add in some final evaluation points as bullets.

Look for **key stem words in the question** – build evaluation around this

Essay questions:

E.g. Which writer do you **agree** with more? **Explain** your answer, referring to the arguments made in **both** sources.

E.g. All trade union members should have the right to go on strike to protect their working conditions as long as a majority vote in favour.’ Write **reasoned** arguments to **support** and **oppose** this statement.

Keep focused on those stem words – so that your answer does not drift into irrelevance

- Put a Citizenship event, a trend or a policy into a wider context
- Be familiar with different schools of thought
- Draw on your wider knowledge to provide supporting evidence and examples
- Consider short term and longer term consequences (they are not always the same)
- Try to challenge views and statements
- Good evaluative phrases to use in an exam

The following list is not meant to be exhaustive but it does provide examples of 'words and phrases' that candidates might find helpful to get them started in making judgements.

However

Hence

Nevertheless

Although

It is likely that

The tendency is

But

In retrospect

With the benefit of hindsight

On the other hand

In the short run but in the long run

It depends upon (e.g. price elasticity of demand, what happens to the exchange rate, etc.)

The data suggest that

According to the article the writer argues that but

And finally...

Add lots of evaluation points into your revision notes

Revise in small groups and test and question each other

Read the economics blogs for wider material

Continue to read around the subject to build up a good awareness of current issues

Read comment articles on a regular basis to see how a writer builds and sustains an argument

Cover all topics so that you can see how different topics fit together.

Model Answer

“Consumers have rights, but there is little help to enforce them” Do you agree? Show that you have considered another point of view. (15 marks)

Overall, I disagree with the statement because I believe that consumers both have rights and have enough help to enforce them.

My first reason is that there are different organisations who can help enforce rights. For example, the Office of Fair Trading helps consumers by making them aware of their rights and checks that companies are following the law. If you had a problem with a company who did not respect your consumer rights, you could report them for investigation. The Citizens Advice Bureau also offers help for consumers, free of charge. Therefore, it is clear that there is help available to enforce consumer rights.

In addition, there are many laws which give consumers rights. For example, the Consumer Protection Act is a law that is put in place to help the consumers. It does this by giving consumers the right to compensation if a product that a company has sold them is unsafe and causes them an injury. Another example is the Sale and Supply of Goods Act, which gives you the right to have a product fixed or replaced if it was not of ‘reasonable quality’. For example, if your laptop breaks but it was only one-year-old and not your fault. Therefore, I agree that consumers have rights. They can then enforce them.

However, someone could agree with the statement that people get only a little help because some companies won’t want to help and the process can be very long and not end with a success. For example, if a person sends a letter to the company explaining their issue, it might just be ignored. Not everyone has the time to chase up a company and keep fighting. So enforcing one’s rights might not be very easy.

Also, many consumers don’t know about the rights that they have so it’s like they didn’t have them. This is because many people don’t get taught about it in school. It is part of Citizenship GCSE but this is not a subject that all students will study. If they don’t know about their rights, they will not be able to enforce them and could have their rights denied by companies without realising. For example, not many people know about the ‘Sale and Supply of Goods Act’ and so will just think they have to buy a new laptop if it is out of warranty. They don’t realise that the company has a responsibility to sell a product of ‘reasonable quality’.

In conclusion, I disagree with the statement because despite the fact that not everyone is aware of their rights, there are still several organisations and services that can help enforce these rights. For example, as a consumer you could go to the Citizens Advice Bureau which is available in all local areas. There are also laws in place to protect consumers - even if individual citizens are not clear on these laws, companies are and therefore they are more likely to ensure they are not violating rights.