Revision Guide for Unit A: The Development of Communities in the UK

1. The Changing UK Population

The UK population has become more diverse over time. This change is seen in:

Age: People are living longer, leading to an older population.

Ethnicity: There are now more people from different ethnic backgrounds, especially from former Commonwealth countries.

Religion: The UK is home to many different religions, not just Christianity.

Disability: There is growing awareness of disabilities and more support for disabled people.

2. Migration and Its Impact

Migration to the UK has had many social and economic effects:

Benefits: Immigrants contribute to the economy by filling jobs, paying taxes, and bringing new skills and ideas.

Challenges: Migration can also cause pressures on public services like healthcare and housing.

Types of Migrants:

Economic migrants move for work.

Refugees seek safety from conflict or persecution.

Asylum seekers are people seeking legal protection in the UK.

Sources of Migration: From 1945 onwards, people have moved to the UK mainly from Commonwealth countries and Europe.

3. Respect and Understanding

In a diverse society, mutual respect means understanding and valuing different cultures. It's important because:

Inequality and discrimination can harm individuals and communities.

The Equality Act 2010 helps prevent discrimination.

Schools and communities promote respect through activities that encourage diversity and cohesion.

4. Identity

People have many aspects to their identity:

Ethnic, religious, gender, and cultural influences all shape who we are.

The UK's different countries (England, Scotland, Wales, Northern Ireland) affect people's identities, especially in terms of local or national pride.

5. Democratic Values

Democratic values are the principles that guide how a democracy works. They help ensure fairness, freedom, and respect for all people. Some key democratic values are:

Equality: All people should be treated fairly, regardless of race, religion, gender, or background.

Freedom of Speech: People have the right to express their opinions openly.

Freedom of Association: People can join groups, protest, or gather together peacefully.

Tolerance and Respect: People should accept and respect differences in others.

Privacy: Everyone has the right to keep their personal life private.

Representation: Citizens have the right to choose their leaders through elections.

6. Rights and Duties in a Democracy

In a democracy, citizens have rights but also have duties to respect others' rights and obey the law. These duties include:

Respecting Rights: Citizens must respect the rights of others, such as their right to privacy and freedom of speech.

Obeying the Law: To maintain order, it is crucial that citizens follow laws that protect society.

Sometimes, the rights of different people can conflict. For example, one person's freedom of speech might clash with another's right to not be harmed by harmful speech. The rule of law is important because it ensures everyone is treated fairly, and rights and freedoms are protected in a balanced way.

7. Development of Human Rights

Human rights protect everyone's dignity and freedom. Key documents that have shaped human rights include:

Magna Carta (1215): This limited the king's power and started protecting the rights of people.

UN Universal Declaration of Human Rights (1948): This document declares basic rights for all people.

Human Rights Act 1998: This brings rights into UK law, making them enforceable in UK courts.

8. Local Democracy and Local Government

Local councils represent communities and provide services like education, transport, and waste collection. Councillors are elected to make decisions, while officers are employed to carry out council policies.

Councils are funded by council tax, business rates, government grants, and fees for services. This funding helps ensure local communities receive the services they need.

Revision guide for Unit B: Democracy in the UK

1. Parties and Candidates

In the UK, several political parties compete in general elections. Here are the key parties and their philosophies:

Conservative Party: Believes in traditional values, a free-market economy, and a strong national defence. It supports lower taxes and reducing government spending.

Labour Party: Focuses on social justice, workers' rights, and reducing inequality. It believes in more government involvement in public services like healthcare and education.

Liberal Democrats: Supports civil liberties, environmental sustainability, and social equality. They believe in balancing free-market policies with social justice.

Green Party: Focuses on protecting the environment, fighting climate change, and promoting social equality.

To stand for election, candidates must be nominated by their party or can stand as independents. They must be at least 18 years old, a British citizen, and not disqualified from standing due to legal issues.

2. Elections and Voting Systems

In a representative democracy, people vote to elect representatives who make decisions on their behalf. In contrast, direct democracy involves people voting directly on specific issues, such as in referendums.

The UK uses a first-past-the-post (FPTP) voting system for general elections. Here's how it works:

Each constituency elects one MP. The candidate with the most votes wins, even if they don't have more than half the votes.

Who can vote: All British citizens aged 18 and over, except for some people in prison or certain legal situations.

General Elections: Held every 5 years.

Strengths of FPTP:

Simple to understand and tends to produce a clear winner.

Weaknesses of FPTP:

Can result in unrepresentative outcomes (e.g., a party can win without majority support) and smaller parties struggle to gain seats.

Proportional Representation is an alternative voting system where seats are awarded based on the proportion of votes each party receives, leading to a more accurate reflection of voter support.

3. Forming and Organising the Work of Government

To form a government, the monarch formally appoints the leader of the party that has won the most seats in the House of Commons after a general election. If no party wins a majority, a coalition government is formed, where parties work together to agree on policies.

The government is organised into departments, ministries, and agencies. These are led by ministers and staffed by civil servants who manage the day-to-day running of public services and ensure government policies are carried out effectively. Examples include the Home Office and Department of Education.

4. The Westminster Parliament

The UK Parliament is made up of three key parts: the executive, legislature, judiciary, and the monarchy.

Executive: This includes the Prime Minister and their cabinet (senior government ministers) who make and implement policies.

Legislature: This is Parliament, where laws are debated and made. It consists of the House of Commons (elected MPs) and the House of Lords (appointed members).

Judiciary: The courts, which interpret and apply the law.

Monarchy: The Queen/King has a ceremonial role, including giving royal assent to laws.

Roles of MPs and Lords:

Prime Minister: Leads the government.

Cabinet Ministers: Head government departments and make decisions.

Opposition: The main party not in government, challenging the government’s ideas.

Whips: MPs who ensure their party votes as instructed.

Frontbench MPs: Senior MPs who are part of the government or opposition.

Backbench MPs: MPs who do not hold senior positions.

Speaker of the House: Ensures debates are fair.

Black Rod: A ceremonial role who maintains order in the House of Lords.

MPs represent their constituents' interests, voicing concerns in Parliament.

5. Making and Shaping Law

To become law, a bill (proposed law) follows these steps:

Debate: Discussed in the House of Commons and the House of Lords.

Scrutiny: Committees review details of the bill to make sure it's right.

Royal Assent: The monarch gives formal approval for the bill to become law.

6. The Constitution

The UK has an uncodified constitution, meaning it isn't written down in one single document. It's made up of laws, traditions, and conventions. This system is changing, especially after devolution (giving powers to countries like Scotland and Wales) and leaving the EU.

Parliamentary Sovereignty means that Parliament is the highest law-making body, but its power is checked by the judiciary and the public. Judicial review allows courts to check if laws are fair.

Parliament holds the government to account through scrutiny and questioning, making sure decisions are transparent and fair.

7. Government in Constituent Parts of the UK

In the UK, Scotland, Wales, and Northern Ireland have devolved governments with powers to make decisions on issues like health, education, and transport.

Scotland has the Scottish Parliament, which can make laws in many areas, but Westminster still controls matters like defence and foreign affairs.

Wales has the Senedd, which has powers in areas like health and local government.

Northern Ireland has the Northern Ireland Assembly, with powers in areas like education and agriculture.

Devolution has led to different views on independence, especially in Scotland, where there are debates about leaving the UK and becoming an independent country.

8. Taxation and Government Spending

Taxes pay for public services like healthcare and education. There are two main types:

Direct Taxes: Taxes like income tax, paid directly by individuals.

Indirect Taxes: Taxes on goods and services, like VAT.

The Chancellor of the Exchequer is responsible for managing the government's budget—deciding how to spend money, pay off debts, and plan for future needs. There are debates about how much money should be spent on welfare, healthcare, and education and how services should be provided.

Revision guide for Unit C: Law and Justice

1. The Role of Law in Everyday Life:

What Law Is: Law is a system of rules created by the government to regulate how people behave in society. It sets out what is allowed and what is not, helping to maintain order and fairness.

Why We Need Laws:

Protection: Laws help keep people safe, stopping harmful actions like theft or violence.

Disputes: Laws help resolve disagreements between people or organisations, like contracts or property disputes.

Fair Treatment: Laws ensure everyone is treated equally and prevent discrimination based on race, gender, religion, etc.

Justice: Laws aim to make sure the guilty are punished fairly and victims are supported.

Changing Behaviour: Laws can influence how people act, such as laws against smoking in public to protect health.

Adapting to New Situations: As society changes (e.g. with technology), laws also adapt to address new issues, such as internet safety or environmental concerns.

Legal Responsibility:

You become legally responsible for your actions at different ages. For example:

Driving: 17 years old.

Marriage: 16 years old with parental consent, 18 without.

Voting: 18 years old.

Work: You can work at 13, but full-time at 16.

Armed Forces: 16 with parental consent, 18 without.

Criminal Responsibility: 10 years old.

2. Principles and Sources of Law:

Key Principles:

The Rule of Law: Everyone, including the government, must follow the law.

Presumption of Innocence: You are considered innocent until proven guilty in a court of law.

Equality before the Law: Everyone should be treated equally, no matter who they are.

Access to Justice: Everyone should have the right to a fair trial and be able to defend themselves.

Legal Systems in the UK: England and Wales, Northern Ireland, and Scotland have different legal systems, with their own laws and courts.

Sources of Law:

Common Law: Laws based on past court decisions (precedent). Judges use previous cases to make decisions.

Legislation: Laws created by Parliament, such as statutes or acts of law.

3. Civil and Criminal Law:

Criminal Law:

Purpose: Criminal law exists to protect the public from harm. It covers crimes committed against people (such as assault or murder) and property (such as theft or vandalism). When someone breaks the law, they may be arrested, tried in court, and punished if found guilty.

Examples of Criminal Cases:

Assault – Attacking or threatening someone physically.

Burglary – Breaking into someone's home or business to steal.

Murder – Taking someone's life unlawfully.

Civil Law:

Purpose: Civil law deals with disputes between individuals or organisations. It is used when people want to resolve issues such as debt, personal injury, or family matters like divorce or child custody.

Examples of Civil Cases:

Debt – Someone failing to pay money they owe.

Personal Injury – Someone being hurt due to another person's negligence (e.g. a car accident).

Family Law – Matters such as divorce, child custody, and child protection.

4. The Justice System in England and Wales:

Roles and Powers:

Police: The police investigate crimes, arrest suspects, and ensure public safety. They also collect evidence to help build a case against someone who may have committed a crime.

Judges and Magistrates: Judges in higher courts (like the Crown Court) make decisions in serious cases, whereas magistrates in the Magistrates' Court deal with less serious cases. Both have the power to decide guilt or innocence and impose punishments.

Legal Representatives: Solicitors and barristers represent people in court. Solicitors usually handle legal matters outside of court, while barristers represent clients in court.

Citizens' Roles in the Legal System:

Jurors: In certain criminal trials, a group of citizens called a jury listens to evidence and decides whether the defendant is guilty or not.

Magistrates: Magistrates are volunteers who help make decisions in the Magistrates' Court, usually dealing with less serious cases.

Special Constables: These are volunteer police officers who have some of the same powers as regular police officers but work part-time.

Tribunal Members: In some civil cases, members of a tribunal help decide cases, particularly in disputes about employment or social security.

Rights of Citizens in Arrest:

If you are arrested, you have the right to know why you are being arrested.

You can inform someone you trust about your arrest.

You also have the right to consult a solicitor (a lawyer) to help you understand your rights and defend yourself in court.

5. Courts and Tribunals:

Criminal Courts:

Magistrates' Court: This is where most minor criminal cases are heard, such as traffic offences or minor thefts. Magistrates decide whether someone is guilty and can give punishments like fines or community service.

Crown Court: This is for more serious criminal cases, such as murder or robbery. A judge and jury hear the case, and the judge decides the punishment if the person is found guilty.

Civil Courts:

County Court: This court deals with most civil cases, including family disputes and personal injury claims. It is usually the first place people go if they have a civil issue.

High Court: This court handles more complex civil cases, such as big financial disputes or serious injury claims.

Tribunals and Alternative Dispute Resolution (ADR):

Tribunals: These are used for specific types of disputes, such as employment or immigration cases. They are less formal than court but still have the power to make decisions.

Mediation: A form of ADR where a neutral third party helps people resolve disputes without going to court.

6. Youth Justice:

Youth Courts: These courts handle cases where the defendant is under 18. They are designed to be less formal than adult courts and focus on rehabilitation rather than punishment. In youth courts, there are usually no juries, and cases are heard by magistrates who are specially trained to work with young people.

Differences in Youth Courts:

Young offenders are treated differently to give them the chance to reform. The aim is often to provide support, education, and rehabilitation rather than just punishment.

If the crime is serious enough, young offenders can be sent to a secure training centre or other institutions, but the focus remains on helping them to change their behaviour.

7. Crime and Society:

Factors Affecting Crime Rates:

Recording of Crime: Crime statistics can sometimes be inaccurate. Some crimes, like theft or domestic abuse, might not be reported to the police, meaning the official crime rate might be lower than the actual number of crimes. Police may also prioritise certain types of crime, leading to more reporting of some crimes than others.

Social Factors: Crime rates are often higher in areas with high levels of poverty, unemployment, or poor education. People living in difficult conditions may feel desperate and more likely to commit crimes. Similarly, lack of community support or positive role models can increase crime.

Peer Pressure and Influence: Young people are more likely to commit crimes when they are influenced by friends or family members who are involved in criminal activity. Social groups and gang culture can encourage criminal behaviour.

Alcohol and Drug Abuse: Many crimes are committed under the influence of alcohol or drugs. People who are addicted to substances might commit crimes like theft or violence to feed their addiction.

Re-offending: Some people commit crimes repeatedly due to lack of support after serving time in prison, addiction problems, or not having the skills to get a job. Prison sentences may not always address the root causes of crime, such as poor mental health or lack of education, leading to re-offending once released.

Strategies to Reduce Crime:

Prevention: This involves addressing the causes of crime before it happens. Strategies include providing better education, improving housing, reducing poverty, and offering support for those struggling with addiction or mental health issues. Prevention also includes programs aimed at young people to help them stay away from crime, such as youth clubs and mentoring.

Protection: This focuses on keeping people safe by increasing police presence in high-crime areas, using technology like CCTV, and designing buildings and public spaces to make it harder for crime to happen (e.g. better street lighting).

Punishment: Punishments aim to deter people from committing crimes by making them realise there are consequences. This can include fines, community service, or imprisonment. The idea is to discourage not just the offender but others in society from committing similar crimes.

8. Sentences and Punishment:

Types of Sentences and Punishments:

Prison: Prison sentences are used for serious crimes like murder, robbery, or assault. The length of the sentence depends on the severity of the crime. Prison aims to punish offenders, protect society, and act as a deterrent. However, some argue that prison does not always help criminals change their behaviour and can make re-offending more likely.

Community Payback (Community Service): This is a sentence where offenders must complete unpaid work in the community, such as cleaning parks or helping in charity shops. It's often used for less serious crimes. Community payback aims to punish offenders but also helps them repay society for their actions.

Restorative Justice: This is a different approach where offenders meet their victims and hear about the harm they've caused. The goal is for offenders to understand the impact of their crime and take responsibility for it. Restorative justice aims to repair the harm done and provide closure for both the victim and the offender.

Fines: Fines are financial penalties for less serious offences, like speeding or vandalism. The amount of the fine depends on the severity of the offence and the offender's ability to pay.

How Sentences are Determined:

Judges and magistrates consider various factors when deciding on a sentence. These include the seriousness of the crime, whether the offender has a previous criminal record, and any circumstances that might have influenced the crime (e.g. mental illness or self-defence). They also consider whether the offender has shown remorse and whether they are likely to re-offend.

Debates about the Purpose and Impact of Punishment:

Punishment vs Rehabilitation: One debate is whether punishment alone is enough. Some people argue that punishments like prison are necessary to deter crime and protect society, while others believe rehabilitation (e.g. education and therapy in prison) is more important to help offenders reintegrate into society and prevent re-offending.

Effectiveness of Prison: While prison keeps offenders away from the public, it doesn't always stop them from committing crimes again. Critics argue that prison doesn't address the root causes of crime, such as poverty or addiction, and can often lead to re-offending.

Restorative Justice: Some people believe restorative justice is a better alternative to traditional punishment because it allows the offender to take responsibility for their actions and helps victims heal. However, others think that it doesn't provide enough deterrence for serious crimes.

Revision Guide Unit D – Power and Influence

1. Citizen Participation in Democracy and Politics:

Opportunities and Barriers:

Opportunities: Citizens in the UK can participate in democracy through various actions like voting, standing for election, or joining a political party. These actions help ensure the government listens to the people's views and works for the public good.

Barriers: Some barriers include lack of time, knowledge, or interest in politics, or feeling that their vote or actions won't make a difference. Certain groups, like young people or people with disabilities, may face challenges in accessing voting or political events.

Ways Citizens Can Contribute:

Direct Action: Citizens can directly influence democracy by voting, standing for election, or joining protests and demonstrations.

Indirect Action: People can join interest groups, political parties, or campaign organisations to influence decisions and policies. They can also lobby MPs, sign petitions, or volunteer in their community.

Digital Democracy:

Digital Platforms: Social media and digital platforms are being used to engage voters and increase political participation. These platforms allow people to share opinions, organise protests, and communicate directly with politicians.

Participation in Other Political Systems:

In a democratic system like the UK, citizens can vote, protest, and join political parties. In a non-democratic system (e.g. a dictatorship), citizens might not have the freedom to vote, protest, or speak against the government.

2. The Role of Groups and Organisations in Democratic Society:

Organisations in Society:

Public Institutions and Services: These institutions (e.g. schools, healthcare) serve the public and ensure fair access to services.

Interest and Pressure Groups: These groups represent specific causes, like environmental or human rights issues, and lobby the government for change.

Trade Unions and Charities: Trade unions represent workers' rights, while charities and voluntary groups work to support vulnerable communities.

Examples of Group Action:

Citizens can join together to address issues like local pollution or inequality by petitioning or organising campaigns.

Trade Unions: These groups work collectively to improve workers' rights, like fair wages and working conditions.

Workplace Rights and Protection:

People are protected in the workplace through trade unions, which advocate for fair pay, job safety, and legal protection. Employment tribunals also help settle disputes between employees and employers.

3. The Role of the Media and a Free Press:

Importance of a Free Press:

A free press is vital in a democracy because it ensures that people can access a wide range of information, which allows them to make informed decisions. It is independent of the government, meaning it can report freely without fear of censorship.

The Role of the Media:

Influencing and Informing the Public: The media helps people stay informed about current events, from local news to global issues. It shapes how we understand the world around us and often guides public opinion.

Reporting News Accurately: The media's job is to provide accurate information. Without this, the public would be misinformed, which could lead to bad decisions and actions.

Investigating Issues and Exposing Problems: Journalists often investigate and report on issues, uncovering corruption or unfair practices that might otherwise go unnoticed. This helps protect the public and ensures that problems are addressed.

Scrutinising the Government and Holding Power to Account: The media plays an essential role in making sure that those in power, like politicians and public officials, are accountable for their actions. By questioning and reporting on their decisions, the media ensures they remain transparent and responsible.

4. Rights and Responsibilities of the Media:

The Right to Investigate and Report:

The media has the right to investigate and report on issues of public interest, such as government policies, scandals, or health concerns. However, this must be done with accuracy and fairness.

Balancing Accuracy and Privacy:

While the media has the freedom to report, it must also respect people's privacy and dignity. For example, private details about individuals should not be shared without good reason.

Press Regulation and Censorship:

In the UK, there are press regulators like the Independent Press Standards Organisation (IPSO) to ensure that journalists follow ethical guidelines. Press censorship may occur when national security or public safety is at risk, but it must be done carefully to avoid limiting free speech.

5. The Use of Media for Influence:

Influencing Public Opinion:

Politicians, companies, and interest groups often use the media to influence the public. They do this by shaping the news in a way that promotes their views, whether through advertising, speeches, or media campaigns. By controlling the message, they can try to sway people's opinions on various issues.

6. The UK's Role and Relations with Europe:

The European Union (EU) vs. the Council of Europe:

European Union (EU): The EU is a political and economic union of European countries. It allows member countries to work together on trade, law, and immigration. It also has a common currency (the Euro) used by many countries in the EU.

Council of Europe: This is a separate organisation that focuses on promoting human rights, democracy, and the rule of law across Europe. It is not a political union like the EU and does not deal with economic matters.

Post-Brexit Changes:

Since leaving the EU (Brexit), the UK's relationship with Europe has changed.

Migration: The UK now controls its own borders and immigration policies.

Fishing: The UK has gained more control over its fishing waters, although there are still agreements with the EU.

Travel: UK citizens now face more restrictions when travelling to EU countries, such as needing a visa for long stays.

Trade: The UK no longer benefits from the EU's single market, meaning businesses face new rules and tariffs when trading with EU countries.

7. The UK's Role in the Rest of the World:

Global Organisations:

United Nations (UN): The UN promotes peace, security, and cooperation worldwide. The UK is a permanent member of the UN Security Council, which gives it a significant role in international decisions.

NATO (North Atlantic Treaty Organisation): A military alliance of 30 countries, including the UK, which ensures collective security.

Commonwealth: A group of 56 countries, many of which were former British colonies, that work together on issues like human rights, trade, and development.

World Trade Organisation (WTO): The WTO regulates international trade and helps resolve trade disputes.

Benefits and Commitments of Membership:

Being part of these organisations allows the UK to influence global policies and benefit from trade agreements, security partnerships, and humanitarian efforts.

8. Rights and Responsibilities in Challenging Global Situations:

Global Issues and Human Rights:

In conflict situations, it's important to balance the rights of individuals with the responsibilities of governments and organisations to protect people and maintain peace.

International Law and Conflict:

International Humanitarian Law (IHL): IHL sets the rules of war to protect civilians and limit suffering during armed conflicts.

Role of Non-Governmental Organisations (NGOs):

NGOs, such as the Red Cross, play a key role in providing relief during crises, supporting development projects, and protecting vulnerable people.

Example of UK Involvement:

The UK has played a role in conflicts around the world, sometimes using methods like mediation, sanctions, or even military force to resolve issues. An example is the UK's involvement in the Balkans conflict in the 1990s, where the UK helped mediate peace talks and supported international efforts to stop the violence.

Revision Guide Unit E – Citizenship Action campaign

In Year 10 you worked as part of a team to run a Citizenship Campaign. The exam board have no idea what you did so put the best possible answer to the questions. Do not feel limited by what actually happened. The first question will be in 20 words summarise your campaign. It should have an action, a desired outcome and a person or organisation to whom the campaign was directed. For example, 'Raise awareness to BACA students of the positive impact migrants make to the UK'. They will then ask a set of questions about any of the following…

Choose an Issue: Pick a topic related to the citizenship course, such as a social problem, environmental concern, or political issue. This could range from local problems like littering to global issues like climate change.

Form a Team: Work with at least one other person to collaborate and share ideas. A team helps you divide tasks and build better solutions together.

Research: Start by gathering information from reliable secondary sources. This could include reports, news articles, statistics, or opinions from organisations and experts.

Undertake Primary Research:

Form Research Questions: Identify the main questions your research needs to answer. For example, "Why is youth unemployment a problem in my community?"

Conduct Primary Research: Gather information directly from sources like surveys, interviews, or focus groups. This will help you gain deeper insights into the issue.

Analyse the Results: Review the data you've collected to find patterns or important facts that will help guide your next steps.

Represent Different Points of View:

Understand Different Perspectives: Consider the views of people involved in the issue, including those affected by it and those in power. Be open to opinions that differ from your own.

Review Evidence: After gathering your research, look at which viewpoints are most convincing and why. This will help you decide what action to take.

Make a Case for Your Action: Using the research, form a clear position on what should be done to address the issue.

Plan the Action:

Set Clear Goals: Decide who your action is aimed at, what you want to achieve, and how you will measure success.

Choose Methods: Plan how you'll carry out your action, considering time, resources, and the best approach. This could involve organising a campaign, writing letters, or holding a meeting.

Allocate Roles: Assign tasks to each team member, think ahead about potential challenges, and keep track of decisions and progress.

Apply Skills of Collaboration, Negotiation, and Influence:

Work Together: The success of your action depends on teamwork. Make sure everyone contributes and understands their role.

Organise the Action: You can organise an event, campaign, or project that raises awareness and encourages people to get involved. This could include a protest, social media campaign, or community event.

Use Negotiation and Influence: Throughout the process, you may need to negotiate with others, persuade decision-makers, or influence public opinion to support your cause.

Critically Evaluate Your Learning and the Impact of the Action:

Evaluate the Outcome: After your action, reflect on whether it achieved your goals. Consider what worked well and what didn't.

Assess the Methods: Think about how your chosen methods helped or hindered your progress and how you could improve them in the future.

Reflect on Your Learning: Consider what you've learned about citizenship, working as part of a team, and how to make a real impact in society.

Paper 1 – Unit A, B & C

Paper 2 – Unit D & E and Citizenship questions that could link to any topic