

**An Analysis of the Types of Citizenship Education in
Textbooks, National Curriculums and Policy
Documents in Turkey and England**

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Abstract

This study was designed to investigate types of citizenship education in textbooks, national curriculums and policy documents in Turkey and England in the context of their historical and cultural differences and their resemblance to each other with the current developments in Turkey. Learning outcomes (knowledge, skills and values) and citizenship tradition (duties-rights dominance) are employed to determine the countries' type of citizenship education.

Document analysis was conducted by collecting both qualitative and quantitative data. Samples of documents consisted of two textbooks and one policy document for each country in addition to each country's curriculum in order to reach comprehensive dimension about the characteristics of the countries' citizenship education. Moreover, analysis of documents such as the English policy document, did not provide the expected amount of information.

Results demonstrate that the quantitative data derived from the Turkish textbooks and curriculum indicated a skill(s)-based citizenship education, where the policy documents generally focused on the values key element. The same inconsistency also appeared in the citizenship tradition, while the Turkish textbooks and the curriculum appeared to be duty-based, the Turkish policy document greatly emphasised citizens' rights. In addition, qualitative data demonstrated that there were some inconsistencies in the textbooks between the predicted aims and the written text due to unclear instructions, intensive knowledge transfer and the use of didactic language to introduce duties or values to students. In the English case, there were also some inconsistencies existed between the policy document and the other documents. While the textbooks and the curriculum appeared to be knowledge-based, the policy document mainly stressed the skills key element. In terms of the citizenship tradition, both English textbooks indicated a strong rights-based characteristic. Due to the fact that other English documents did not devote enough space to duties and rights, their priorities could not be interpreted as expected. Although the textbooks demonstrated a knowledge-based type, qualitative data showed that the textbook did not contain an over-whelmed amount of information, and also written texts had coherency with predicted aims such as encouraging students to think critically or instead of exposing them directly to values or duties, encouraging students to question for themselves.

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List of Abbreviations

CDE: Citizenship and Democracy Education

CHRE: Citizenship and Human Rights Education

CoE: Council of Europe

DCHRE: Democratic Citizenship and Human Rights Education

DfES: Department for Education and Skills

DHRE: Democracy and Human Rights Education

EU: European Union

MoNE: Ministry of National Education

NFER: National Foundation for Educational Research

QCA: Qualifications and Curriculum Authority

Chapter 1: Introduction

1.1. Research Significance and Purposes

Turkey and England, as two democratic and European countries, have a different understanding of the approach to citizenship education to some extent, as a result of their social, political and cultural traditions and dynamics (Wilkins, Busher, Lawson, Acun & Göz, 2010). However, it can be argued that there were greater differences between the two countries in the past. Especially, with developments in Turkey and Turkish citizenship education such as the bid to join the EU in 1999 and the comprehensive reforms of the Turkish education system in 2004, the two countries drew closer (Aksit, 2007; Wilkins et al. 2010; Çayır & Gürkaynak 2008; Çayır, 2014). However, currently an important citizenship education project called *Democratic Citizenship and Human Rights Education Project (DCHRE)* under EU partnership has been conducted and yet no study has been carried out to evaluate this development and to understand the latest type of citizenship education. Also, in England apart from a small amount of discussion, research concerning citizenship education in England using learning outcomes and citizenship tradition are not found in the literature.

The current research employed document analysis of two secondary school citizenship education textbooks, in addition to the national curriculum and one policy document from each country. The sample of the research was designed by textbooks, curriculums and policy documents to reach valid and comprehensive results. Textbooks can be considered the main documents in the research, as many previous studies (Mikk, 2000; Şeker, 2013; Çayır, 2014; Günel & Pehlivan, 2015; Gök, 2004) emphasise the importance of textbooks as they are widely used and contain official discourse of the country, at least for Turkey. Moreover, including the national curriculums and policy documents provided the present study with a more comparable, comprehensive and multi-dimensional sample. This is mainly because only analysing textbooks might not provide enough comprehensive knowledge, as many previous studies (Şeker, 2013; Kaya & Ersoy, 2014; Çayır, 2014; Günel & Pehlivan, 2015; Ünal, 2012) argue that in the case of Turkey, there were serious inconsistencies between the textbooks and the curriculums in the past. This study aims to collect both qualitative and quantitative data from the documents. Doing this also will provide a more wide-ranging and multi-dimensional aspect to provide a more valid and comprehensive interpretation.

Analysis was conducted using two approaches. The first approach used key elements of learning outcomes (Qualifications and Curriculum Authority [QCA], 1998p.44) and was designed by Crick in the following categories: knowledge and understanding; skills and aptitudes; and values and dispositions. Citizenship tradition will be employed as the second indicator, which can be categorised as liberal (rights-based) and civic republican (duty-based) using Heater's definition (1999). Therefore, there were five main categories to analyse. For the qualitative analysis Crick's (QCA, 1998, p.44) list was again used as pre-established sub-categories, while for the process of citizenship tradition approach sub-categories were determined according to the data. The process of collecting data was done as a page-by-page analysis of each document. In the quantitative analysis, units of reference were detected according to the type and availability of documents as follows: Turkish and English textbooks: pages as 1 page, 1/2 page, 1/4 page; Turkish curriculum: words, English curriculum: sentences; Turkish and English policy documents: words

Therefore, the present study using analysis of textbooks, curriculums and policy documents will provide an evaluation of the current Turkish citizenship education in comparison with England as a European and a model country in the DCHRE Project. Moreover, the study will contribute an examination of English citizenship education from the perspective of learning outcomes and citizenship tradition, which is not common in the current literature.

1.2. Research Questions

There are three main research questions as follows:

- 1) What are the priorities within citizenship education textbooks, national curriculums and policy documents in England and Turkey?
- 2) How are the main priorities of learning outcomes specified within textbooks, national curriculums and policy documents?
- 3) How are the dominant citizenship tradition approaches specified within textbooks, national curriculums and policy documents?

1.3. Structure of Dissertation

This dissertation is divided into six chapters. The first chapter provides a short summary of the study. In this part, the background of the main topic, purposes and the importance of the study are explained. The research questions of the study are introduced and finally an overview of the study is given. The second chapter is the literature review which is divided into three parts. In the first part, key terms used in the study are explained, and in the second and third part citizenship education history and previous studies related to citizenship education in Turkey and England are discussed. Chapter three is the methodology section which gives a brief restatement of the research questions, research method and sampling. Finally, the chapter finishes with the stating of some limitations of the methodology and issues of validity. Chapter four presents the results and findings of the study within the two parts. In chapter five, the answers to the research questions and the results of the study are discussed in three parts. Finally, chapter six concludes the dissertation.

Chapter 2: Literature Review

Introduction

In this chapter, firstly key terms used in the research context will be defined. Then Turkish and English citizenship education type will be examined both within their both historical process and in relation to the findings of previous studies.

2.1. Definition of Key Terms

Citizenship education has various titles depending on the country, but this does not mean these subjects are completely different from each other. They have mainly the same aims and contexts. For example, in the past in Turkey it was called Citizenship Education, CHRE, CDE and today it is called Democracy and Human Rights Education (DHRE) in secondary schools while in England it has been called Citizenship Education since the 1990s (Davies, Gregory & Shirley, 1999). As a result, the present study will consider Turkish and English courses as the same concept. In the current study, the following definition of citizenship education by Mori and Davies (2015) will be used: "... helping young people to understand and develop skills for taking part in contemporary society" (p. 153). This explanation will provide a broad perspective to the current study.

The concept of citizenship tradition will be used as one of the indicators to understand citizenship education type which is classified by Heater (1999) under two citizenship traditions namely; liberal and civic republican citizenship tradition. Heater (1999) compares and explains the two traditions from a domination of rights or duties perspective. While in the liberal tradition, rights come into prominence, the civic republic tradition is based more on the concept of duty. The present study will also employ Crick's (1998) learning outcomes of citizenship education as the second indicator of research. Crick (1998, p. 44) categorised the concept of learning outcomes under four main headings namely; key concepts, values and dispositions, skills and aptitudes, and knowledge and understanding. Since the categories of key concepts, and knowledge and understanding overlap, only the term knowledge and understating will be used, because of its broader and more comprehensive context.

2.2. Citizenship Education in Turkey

2.2.1. History of Citizenship Education in Turkey

In Turkey citizenship education has had a statutory and also cross-curricular theme during almost the entire history of the country (Çayır & Gürkaynak 2008). Çayır and Gürkaynak (2008) argue that since the foundation of the Republic of Turkey, citizenship education has been used as a tool in a state-centric modernisation project, which means the transformation from the traditional Ottoman life style to a new Turkish public and private life style. As a result of this, Turkish citizenship education textbooks until 1950 were generally about national unity and solidarity on the basis of Turkishness. After 1950 with the democratisation of the country, textbooks and the national curriculum began to change by adding democratic topics with a more right-based context (Çayır & Gürkaynak, 2008). It was followed by many other developments, such as foundation of National Committee of the Decade of Human Rights Education in 1998 (Çayır, 2014), and with the official candidacy statute of the EU in 1999 (Çayır & Gürkaynak, 2008). Finally, in 2004 with the improvement in Turkey-EU relations, new reforms were proposed for the whole of the Turkish education system. One of the most important reforms was the enhancement of the citizenship education curriculum which focused on a more liberal curriculum (Aksit, 2007; Wilkins et al. 2010). Recently, the DCHRE Project was carried out and funded by both EU and Turkey between 2011-2014. At the end of this project two courses were added to the curriculum: Human Rights, Citizenship and Democracy Education was introduced to grade 4 as a compulsory course and DHRE was added to the secondary school curriculum as an elective course (CoE, n.d.). Furthermore, during the project in London the curriculum development working group undertook training by David Kerr who took an active part in the Advisory Group in 1998 in England (CoE, 2012). Therefore, this makes England also one of the model country for the new citizenship education course.

2.2.2. Type of Citizenship Education in Turkey

There have been a number of previous studies which have examined the citizenship education subject using textbook analysis, interviews or survey methods from many perspectives such as; learning style (Şeker, 2013), correction of concepts (Çayır, 2004), effectiveness (Kaya & Ersoy, 2014; Karaman Kepenekci, 2005), human rights standards and international human rights conventions (Çayır, 2014; Ünal, 2012), comparative study for learning outcomes (Merey et al. 2012), comparative study of

English-Turkish textbooks (Kabapınar, 2002), global education (Günel & Pehlivan, 2015) and perception of duties and rights (Duruhan & Şad, 2011).

However, apart from Duruhan and Şad (2011) and Merey et al. (2012) none of these studies directly analysed citizenship education from the perspective of learning outcomes and citizenship tradition and, these two studies included, none of them specified the context of learning outcomes and rights and duties. Moreover, all of the studies are based on primary schools and there is no study concerning the current citizenship education courses. Therefore, the present study has two important features in terms of Turkey. The first one is that it examines secondary school textbooks of citizenship education in Turkey from the aspect of both learning outcomes and citizenship tradition to discover citizenship education type. It is expected to provide a more comprehensive understanding. Secondly, the current study is the first one to investigate the current DHRE course programme and textbooks. Therefore, it is important in terms of the evaluation of new programme and textbooks, and can also provide a basis for further studies.

2.2.2.1. Citizenship Education Tradition in Turkey

According to Duruhan and Şad's research (2011), among 120 Turkish students, who took a citizenship and human rights course at primary school, most of the participant students considered citizenship education from the aspect of duties. Duruhan and Şad (2011) explain this situation with reference to the type of society. They argue that African, South European and Asian communities such as the former Ottoman Empire or contemporary Turkey are generally collectivist and tend to have a duty-based or civic republican citizenship tradition, while Western countries such as England, Scandinavia and the USA have a more individualistic type. Although Duruhan and Şad's (2011) sample size and methodology was adequate for the purpose of their study, when the sample was selected only one of the eastern cities of Turkey was chosen without any explanation although differences in the local areas could affect the results of the study.

In Kaya and Ersoy's (2014, p. 279) research, one of the participant students responded to a question about which rights they had learnt and which of them are important: "I have learned some duties and rights such as election, consumer rights and taxation". Although researchers considered this response positively in terms of the ability of the student to distinguish between rights and duties, it can be asserted that it is a sign of how the duty-based approach was dominant in the context of the course. Kaya and Ersoy (2014) state that generally the students' answers do not adequately represent

citizens' rights, and also some of the students define responsible citizenship by emphasising duties and responsibilities. Kaya and Ersoy (2014), in their research with Turkish primary school students, only used a limited sample of two grade 8 classes from the same primary school in Turkey and recognised the need for research with students from other schools or even other cities. After analysing the literature, textbooks and programme of courses, Çayır and Gürkaynak (2008) characterise Turkish citizenship education as duty-based, nationalist and militarist. However, they (2008) assert that when compared to its past, with the democratisation process in Turkey, citizenship education became more rights-based during the 1960s. Nevertheless, Keyman and İçduygu argue that Turkish citizenship education still has the perception of civic republican citizenship and it has a strong-state tradition in spite of all of these developments (as cited in, Çayır & Gürkaynak, 2008). Çayır and Gürkaynak (2008) observe that duty-based understanding protects itself by emphasising external and internal threats to Turkey in the textbooks. Similarly, Gök (2004) in her large sample CHRE textbook analysis demonstrates that the textbooks emphasise internal and external threats to Turkey, so it gives over-whelming responsibilities to pupils to defend the country. Moreover, Gök (2004) indicates that rights are introduced superficially and in particular, political rights are defined as only the rights of election and to be elected. Finally, Gök's (2004) observation is consistent with the argument of Duruhan and Şad (2011), Gök (2014) demonstrates that there is a greater importance attached to the community in textbooks and it makes duties more prominent than rights.

2.2.2.2. Learning Outcomes Dimension in Turkey

Çayır (2004) argues that in Turkey, diversity or difference regarded as an important aspect of democracy and individual freedom was resisted, because it was considered a threat to the authority of the state, and also there was a doubt whether it should be taught in schools under human rights education political ideology. Therefore, in citizenship education concepts are thought in the abstract which makes it knowledge-based, without democratic values and skills. A study by Karaman Kepenekci (2005) indicates that more than half of the 71 teacher participants from public primary schools believe that because the CHRE course is generally knowledge-based, it is not effective. Research by Karaman Kepenekci (2005) is the first study into the effectiveness of citizenship education in Turkey. However, taking all teacher participants from only public primary schools and excluding private schools is a limitation of the study. Çayır's (2014) research into the findings of a project called Promoting Human Rights in Textbooks,

which is a cross-curricular textbook analysis on the theme of human rights and citizenship education, has the most comprehensive sample of 245 textbooks and is the only study which was carried out by a foundation (History Foundation and Human Rights Foundation of Turkey). Çayır (2014, p.120) argues that skills are mainly neglected in textbooks namely; “critical thinking, creative thinking, problem solving and research”. Moreover, Meray et al. (2012) argue that basic rights and freedoms, democracy, and rights and responsibilities are taught to students on a knowledge basis rather than also teaching skills and values. As one of the rare comparative studies into Turkish and English citizenship education textbooks and educational material, Kabapınar’s (2002, p. 268) research demonstrates that the Turkish materials tend to be limited to teaching knowledge and there is no place for skills. Kabapınar (2002) described the Turkish textbooks as “manuals on decent behaviour”, because of their didactic style. Finally, Gök (2004) after analysing 14 CHRE textbooks from 7th and 8th grade states that the content of the textbooks is generally informative and they strongly focus on the transfer of information.

2.3. Citizenship Education in England

2.3.1. History of Citizenship Education in England

Davies et al. (1999) summarise political learning models in England under 4 categories; 1) The British Constitution Approach (1960s), which was designed for academic courses and elite students, 2) Political Approach (1960s-1970s), which aimed to teach skills and encouraged pupils to be active rather than only focusing on academic purposes 3) Global Education, New and Adjectival (1980s), especially with the effect of globalisation textbooks began to take an interest in global issues, unlike citizenship education interested which has interested in specific issues rather than a broad framework of politics and finally, 4) Citizenship Education in the 1990s. (Davies et al. 1999). As can be seen, unlike in Turkey, citizenship education in England was integrated into education considerably later. According to Heater (as cited in Davies et al. 1999), there are several reasons for this lateness namely, a lack of tradition; a lack of experience; a belief that politics is for adults rather than young people and a fear of indoctrination or public antipathy to this kind of education.

Davies et al. (1999) assert that the 1990s was the most striking decade for citizenship education in England, because it was located in the National Curriculum as a cross-curricular theme. Moreover, Davies et al. (1999) state that during these years citizenship education was based on the model of Marshall which emphasised a liberal

approach and rights, although the next developers such as Carr embraced different models which struck a balance between rights and duties. Kerr (1999) argues that one of the striking features of English citizenship education was the lack of tradition to guide the teaching of citizenship education in schools. Consequently, England was deprived of a framework to develop an adequate citizenship education curriculum. Furthermore, Kerr (1999) asserts that it can be accepted as a cultural and traditional dynamic of England that the government tends to avoid interference with schools in terms of political socialisation and citizenship education. Interestingly, Kerr (1999) explains the public opinion towards citizenship education using expressions such as “unbecoming, vulgar and un-English”. As a result, because of this cultural antipathy towards citizenship education, it has taken place in the hidden curriculum (Kerr, 1999).

Kerr (2001) states that as a result of the lack of tradition and consensus between political parties, and in the face of such antipathy from the public, debates about clear definitions and approaches continued until the 1998 Citizenship Advisory Group work. The Advisory Group worked to clarify approaches and definitions by reaching a consensus with its members who represented the various groups in English society (Kerr, 2001). At the end of the work, citizenship education has been compulsory for secondary schools since 2002, and has also been a cross-curricular theme in PSHE for primary schools since 2000 (Kerr, 2001).

2.3.2. Type of Citizenship Education in England

Although, as mentioned above, there are some studies relating to Turkish citizenship education characteristics from the perspective of learning outcomes and tradition, in England, there have been some large sample longitudinal studies which relate to citizenship education course evaluation of effectiveness (Kerr et al. 2002; Cleaver et al. 2005; Kerr et al. 2003; Ofsted, 2006; Ofsted 2010).

The Citizenship Education Longitudinal Study was conducted by NFER and was commissioned by the DfES for eight years. The study aimed to evaluate the effectiveness of courses by tracking a cohort of pupils who started secondary school in 2002. The first cross-sectional survey (Kerr et al. 2003) was conducted between 2001-2002 and used 100 schools as a relatively large sample. Therefore, it has an importance in terms of having the capability to analyse the course since its compulsory introduction and to provide the basis for further research. The study (Kerr et al. 2003) demonstrates that the most concerning issue is the deficits of students in terms of their deep knowledge and

understanding of democratic values and institutions. Moreover, these understanding and knowledge issues are observed particularly in topics such as democracy, democratic institutions, the European Union and the electoral system, while pupils have a relatively satisfactory knowledge and understanding of equality and age-related rights. In the second longitudinal study (Cleaver et al. 2005), it was noted that teachers and school leaders believe that students improving their skills is one of the main learning outcomes thanks to citizenship education. However, interestingly, the study (Cleaver et al. 2005) indicates that the knowledge and understanding of students concerning similar topics such as political and legal institutions is worse than that recorded in the first cross sectional survey in 2002. A separate study, the International Association for the Evaluation of Educational Achievement Civic Education Study (Kerr et al. 2002), was carried out in 28 countries including England in 2002. Similarly, this study (Kerr et al. 2002) demonstrated that the same understanding problem of democratic values and institutions. During the study, the term civic knowledge is divided into two terms namely; civic content knowledge and civic skills, and in terms of civic skills, the study (Kerr et al. 2002) indicates that English students have the highest scores among the countries studied. However, the study (Kerr et al. 2002) consistently showed that English students have serious deficits in their understanding and knowledge of political and legal institutions. The other evaluation studies of English citizenship education namely; *Towards Consensus?* and *Citizenship Established?* were carried out by Ofsted (2006; 2010) and indicate that although citizenship education shows good improvements in schools, students' deficits in their depth of understanding and knowledge has continued. The latter study (Ofsted, 2010) explains this problem in terms of the reaction of schools to citizenship. According to the study (Ofsted, 2010), schools which are relatively less successful because they suffer from misunderstandings or ignorance, or they focus on other priorities.

Apart from the large sample evaluation studies, one of the important Turkish-England Citizenship Education comparative studies (Wilkins et al. 2010) used Turkish and British student teachers as participants and employed questionnaire and interview research methods to attempt to understand their perspectives about citizenship education. Wilkins et al. (2010) demonstrated that while the Turkish students considered citizenship education key terms to be national identity and Turkish citizenship, the British students emphasised democracy, social justice and human rights. Moreover, Wilkins et al. (2010) indicate that while the Turkish students consider a knowledge-based dimension an

important element of citizenship education, the British students have a more outward-looking viewpoint including transnational and global issues. Similar to Duruhan and Şad (2011) and Gök (2004), Wilkins et al. (2010) argue that political traditions and cultures of countries reflect the type of citizenship education.

Davies and Issitt's (2005) research has importance as a rare study of citizenship education textbooks. However, it focusses on the content and concept of the textbooks rather than on attempting to understand their type by examining the dominance of rights and duties or learning outcomes. On the other hand, it is important to have an overview of English textbooks. Davies and Issit (2005) assert that generally English textbooks aim to encourage pupils to think deeply about their personal role in society. In another comparative study, Kan (2010) asserts that English teachers emphasise values rather than knowledge and skills. Moreover, Kan (2010) claims that although early 1990s citizenship education was knowledge-based and predominantly aimed to teach pupils about rights and responsibilities, by the late 1990s it also included critical understanding of these rights and responsibilities.

Summary

English policy making is clearly based on more consensus and take into account the opinions of the public while in Turkey it is a state-oriented and one-sided decision. In general, it can be asserted that the previous studies found that Turkish citizenship education type has a mainly knowledge and duty-based characteristic while in England with it is a more liberal-right based tradition and is skills or values-based more than knowledge-based.

Chapter 3: Methodology

Introduction

In this chapter, research questions are restated briefly, and then the method and the sample of the research and the procedures are explained. Finally, some limitations are stated.

3.1. Research Questions

1) What are the priorities within citizenship education textbooks, national curriculums and policy documents in England and Turkey?

The aim is to collect quantitative data using page-by-page analysis of documents to discover the frequency of categories. Therefore, this will show the predominance of categories and citizenship education type.

2) How are the main priorities of learning outcomes specified within textbooks, national curriculums and policy documents?

To answer this question, by collecting qualitative data using page-by-page analysis of documents, sub-categories of learning outcomes will be explored.

3) How are the dominant citizenship tradition approaches specified within textbooks, national curriculums and policy documents?

Similarly, the aim is to collect qualitative data using page-by-page analysis of documents so that sub-categories of citizenship tradition can be explored.

3.2. Method

The present study was carried out by collecting both quantitative and qualitative data. The research method used was document analysis which was applied to the textbooks, curriculums and policy documents. There are mainly two reasons for studying textbooks, curriculums and policy documents rather than using student or teacher participants and employing other research methods such as observation or questionnaires. Firstly, the aim of the study was to understand the position of countries, with their political traditions and cultures, in terms of their type of citizenship education rather than to understand teachers' or students' attitudes toward the citizenship education. Although

students and teachers can provide important data about the type of national citizenship education of their country, personal differences or experiences could cause inconsistent results and findings.

Secondly, as many studies (Mikk, 2000; Şeker, 2013; Çayır, 2014; Günel & Pehlivan, 2015; Gök, 2004) suggest, textbooks have an importance place in general for all subjects and in particular for citizenship education courses. Mikk (2000) asserts that textbooks are used as an educational source for about 60% of the lesson time in advanced countries and students' homework also relies on textbooks. In terms of the content of lessons, textbooks are used for around 90% of lesson time (Mikk, 2000). To be more specific, Çayır (2014) argues that textbooks are important in Turkey, because many schools and a great number of students use textbooks as their only source of educational material, and he adds that textbooks are one of the main tools used to understand a country's official approach, due to the fact that content and messages in textbooks indicate a country's dominant discourse. Similarly, Şeker (2013), Günel and Pehlivan (2015) and Gök (2004) assert that textbooks as the cheapest and the easiest course materials to obtain have importance in the research field of citizenship education. Furthermore, Çayır (2014) argues that even when textbooks are not directly used as educational material by students and teachers, they still follow the content and message of the textbooks.

In the quantitative analysis, in terms of the textbooks, the page was used as a unit of reference: 1 page, 1/2 page, 1/4 page (see Mori & Davies, 2015; De La Caba Collado & López Atxurra, 2006) The current study conducted a page-by-page analysis which concentrated on the main body of the written text and the activities (apart from tests in both Turkish textbooks at the end of each chapter) to classify them according to five main categories; knowledge and understanding; skills and aptitudes; values and dispositions; rights and freedoms; and duties and responsibilities. In the qualitative analysis, while sub-categories of three learning outcomes are established prior to the study, sub-categories of citizenship tradition are employed according to data. However, it should be noted that sub-categories of learning outcomes overlapped several times on particular pages of the textbooks, because statements referred to different sub-categories at the same time. In Appendix A, coding of each pages of Thorpe & Marsh 2002 is shown as a of the textbook. Moreover, in order to ensure the reliability of the study, the method previously used by Mori and Davies (2015) was taken as an example and intra-rater reliability was applied by analysing documents twice and comparing the results.

3.3. Definition of Analysis Categories

After reviewing some textbook analysis literature which related to citizenship education textbooks and curriculums (Mori & Davies, 2015; De La Caba Collado & López Atxurra, 2006; Ünal, 2012; Gök, 2004; Davies & Issit, 2005; Şeker, 2013; Çayır, 2004; Kaya & Ersoy, 2014; Karaman Kepenekci, 2005; Çayır, 2014; Günel & Pehlivan, 2015; Kabapınar, 2002) and general textbook analysis methods (Weinbrenner, 1992; Mikk, 2000) it was decided to analyse documents from two aspects. The first aspect is learning outcomes key elements (QCA, 1998, p. 44), which is categorised by Crick as: knowledge and understanding; skills and aptitudes; and values and dispositions. Although there is a fourth category which is called ‘concept’, this study does not use it, since it overlaps with the knowledge category, which is more comprehensive than the category of concept. Moreover, Crick (QCA, 1998) also produced a detailed list for each of the categories. Therefore, the present study uses learning outcomes key elements as main categories and detailed lists of learning outcomes are used for sub-categories as demonstrated in Table 1. Although Crick (QCA, 1998) produced this learning outcomes category mainly for English citizenship education courses, as Mori and Davies (2015) argue, that Crick was well a known and influential academic in the area of citizenship education not only in England but also in the world. Therefore, there is no drawback to using these categories, with adaptations, for Turkey as well, due to their international feature. Secondly, the current study analyses citizenship tradition which is categorised as: liberal (right-based) and civic republican (duty-based). Sub-categories of duties and rights are assigned according to the data, rather than establishing them prior to the study.

Table 1: Main Categories and Sub-Categories of Learning Outcomes

| Main Categories | Sub-categories |
|-----------------------------|--|
| Values and Disposition | <p>1- Concern for common good 2- Belief in human dignity and equality 3- Concern to resolve conflicts 4- A disposition to work with and for others with sympathetic understanding 5- Proclivity to act responsibly 6- Practice of tolerance 7- Judging and acting by a moral code 8- Courage to defend a point of view 9- Willingness to be open to changing one's opinions and attitudes in the light of discussion and evidence 10- Individual initiative and effort 11- Civility and respect for the rule of law 12- Determination to act justly 13- Commitment to equal opportunities and gender equality 14- Commitment to active citizenship 15- Commitment to voluntary service 16- Concern for human rights 17- Concern for the environment</p> |
| Skills and Aptitudes | <p>1- Ability to make a reasoned argument both verbally and in writing 2- Ability to co-operate and work effectively with others 3- Ability to consider and appreciate the experience and perspective of others 4- Ability to tolerate other viewpoints 5- Ability to develop a problem-solving approach 6- Ability to use modern media and technology critically to gather information 7- A critical approach to evidence put before one and ability to look for fresh evidence 8- Ability to recognise forms of manipulation and persuasion 9- Ability to identify, respond to and influence social, moral and political challenges and situations</p> |
| Knowledge and Understanding | <p>1- Topical and contemporary issues and events at local, national, EU (for England), Commonwealth (for England) and international levels 2- The nature of democratic communities, including how they function and change 3- The interdependence of individuals and local and voluntary communities 4- The nature of diversity, dissent and social conflict 5- Legal and moral rights and responsibilities of individuals and communities 6- The nature of social, moral and political challenges faced by individuals and communities 7- Britain's/Turkey's parliamentary political and legal systems at local, national, European (for England), Commonwealth (for England) and international level, including how they function and change 8- The nature of political and voluntary action in communities. 9- The rights and responsibilities of citizens as consumers, employees, employers and family and community members. 10- The economic system as it relates to individuals and communities. 11- Human rights charters and issues 12- Sustainable development and environmental issues</p> |

(QCA, 1998, p. 44)

3.4. Sample

The study will use as a sample, citizenship education textbooks for secondary school education in Turkey (student ages 14-18) and England (key stage 4). In Turkey, schools use only two different textbooks (Appendix B-1), as a result the study analyses these two books as the sample for Turkey. While one of the books is published by a private publisher and officially authorised by the Board of Education, the other one is published by the Ministry of National Education itself.

(1) EKOYAY, (Işıklı, 2014) “Secondary Schools Democracy and Human Rights”, 143 pp.

(2) MEB [MoNE], (Tarman et al. 2014) “Secondary School Democracy and Human Rights Textbook”, 172 pp.

In England, schools have been using a number of textbooks. Therefore, for England, the study selected a sample of two textbooks (Appendix B-2) which are published by the following private publishers.

(1) Collins, (Culshaw et al. 2002) “Citizenship studies”, 144 pp.

(2) Hodder & Stoughton, (Thorpe and Marsh, 2002) “Citizenship today”, 144 pp.

These English books are widely used in schools. In order to select a representative sample, the study chose textbooks which are published by respected publishing companies. Therefore, the dissertation has validity and it is reliable.

Additionally, both the Turkish and English national curriculums (Appendix B-3), and one policy document for each country were analysed (Appendix B-4). It should be noted that because there was no access to direct policy documents about citizenship education in Turkey, the “*Democratic Citizenship and Human Rights Project – Annual Bulletin*” was used as a policy document. Although it is not a policy document, it has similarities with a policy document. For example, it was published by the MoNE and it reflects the aims and decisions related to the revised citizenship education courses in Turkey. In terms of the English policy document, the present study analysed the White Paper *Schools: Achieving success* (DfES, 2001) which was published after the decision to make citizenship education compulsory in secondary schools in England (Arthur,

2005). Therefore, it is a suitable policy document for the present study, in order to examine English citizenship education type.

The study received full ethical approval from the Department of Education Ethics Committee and it does not possess any significant ethical considerations. It focuses on citizenship education from an educational perspective rather than a politically sensitive one.

3.5. Limitations

As Weinbrenner (1992) states that lack of knowledge about how textbooks (or the content of courses) are perceived by teachers and students can be considered one of the empirical limitations. However, as mentioned above, rather than on personal attitudes, the research focuses on what is written in textbooks and other documents to understand countries dominant discourse.

Moreover, as many previous studies (Şeker, 2013; Kaya & Ersoy, 2014; Çayır, 2014; Günel & Pehlivan, 2015; Ünal, 2012) suggest, in the Turkish sample there are serious inconsistencies between textbooks and the curriculum. To be more specific, Şeker (2013) states that when the textbooks were prepared, the curriculum was not take into account in terms of learning styles. According to a related study (Kaya & Ersoy, 2014) t while the curriculum aims at more comprehensive learning outcomes, textbooks and the content of lessons were not prepared to meet this purpose. Likewise, Çayır (2014) indicates that although the curriculum was prepared to produce a constructivist philosophy and learning outcomes, such as the development of critical thinking, this is not seen in the textbooks. Therefore, in order to avoid and even to reveal, if it still continues, this inconsistency between policy and citizenship education textbooks, the present study analyses both curriculums and textbooks, and also, for more reliability, policy documents.

Chapter 4: Results and Analysis

Introduction

This chapter will show the results and analysis of the present study under two main headings according to the analysing approaches and under three sub-headings according to the type of documents.

4.1. Learning Outcomes

4.1.1. Textbooks

The four textbooks were analysed in the same way. While the Turkish textbooks have exactly the same content and headings, due to the Turkish education policy, the content of the English textbooks was considerably different from each other. Therefore, while the Turkish textbooks are shown on the same table (Table 2), the English textbooks are shown on separate tables (Table 3, Table 4). All the tables indicate the analysis of the textbooks under five main categories.

Tarman et al. (2014) indicated learning outcomes clearly at the beginning of the all chapters. Table 2 shows that knowledge and skills key elements are the most common learning outcomes in Tarman et al. (2014), the former has the highest page numbers with 50,25 pages and it is almost doubled of values.

When the key elements were specified, in terms of the knowledge key elements, the most common sub-category was *the nature of democratic communities, including how they function and change*. In this sub-category, besides explaining democratic communities in Turkey, Tarman et al. (2014, p. 25) also compared with other countries as following instruction of the new chapter shows: “At the end of this lesson, by comparing different types of democracy systems, you will interpret the function of the democratic system in Turkey.” The second most common sub-category was *human rights charters and issues*. The present study found that Tarman et al. (2014) devoted large space for human rights charters namely; Universal Declaration of Human Rights and the United Nations Human Rights Defenders Declaration in the main text of the textbook, and in the Appendix there was a long list of other charters. On the other hand, Tarman et al. (2014) devoted almost no space to sub-categories about economic issues or the rights and responsibilities of consumers, employees or employers.

The most prevalent skills key element was generally detected in activities and exercises in Tarman et al. (2014). In skills, two sub-categories were clearly more dominant than others. The first sub-category was *ability to make a reasoned argument both verbally and in writing*. However, it should be noted that the questions or exercises generally did not ask clearly for a reasoned argument from students as the following question shows: “Do you think the rules in the classes match democracy values?” (Tarman et al. 2014, p. 21) The second category was *ability to co-operate and work effectively with others*. Many exercises required group work during the lessons.

Finally, in terms of the least common values key element, the sub-categories of *commitment active citizenship* and *belief in human dignity* came into prominence. The present study found that there were some stories and questions especially related to human dignity. For example, “What does human dignity mean?” and a story entitled “A Human Dignity Story” (Tarman et al. 2014, p.40).

| Contents of Textbooks | Tarman et al. (2014) | | | | | Işıklı, (2014) | | | | |
|---|----------------------|--------------|-------------|--------------|--------------|----------------|--------------|--------------|-----------|-----------|
| | Knowledge | Values | Skills | Rights | Duties | Knowledge | Values | Skills | Rights | Duties |
| | 1,5 | 2,5 | 1 | - | 3 | - | 1 | 3 | - | 1 |
| | 2 | 0,5 | 1,5 | - | 3 | 0,75 | 1 | 2,5 | - | 2 |
| | 3 | 2 | 1,5 | - | 3 | 1,5 | - | 0,5 | - | - |
| 4. Pluralistic Perception of Diversity | 0,75 | 0,5 | 3,75 | - | 1,25 | 2 | 2 | - | - | - |
| | - | 1 | 2 | - | - | 2 | 0,5 | 1,5 | - | - |
| | - | 3,75 | 1,25 | - | 2 | - | 3 | 1 | - | - |
| | - | 1,5 | 2,5 | - | 1 | - | 1,5 | 2,5 | - | - |
| | 1 | - | 5 | - | 1 | | | | | |
| 5. Peace and Consensus | 0,75 | 0,25 | 3 | - | 1 | 1 | 1 | - | - | - |
| | 1 | 1 | 2 | - | - | 0,5 | 2,25 | 2,25 | - | - |
| | 1,5 | 0,5 | 2 | - | - | 0,5 | 2,5 | 1 | - | - |
| | 2 | 0,75 | 1,25 | - | - | 2 | - | 2 | - | - |
| | 3,5 | - | 0,5 | - | - | | | | | |
| Total Pages: | 41,25 | 28,75 | 50,5 | 11,75 | 22,75 | 31,25 | 23,25 | 35,75 | 14 | 14 |

As regards Işıklı (2014), Table 2 similarly demonstrates above that knowledge and skills key elements are dominant in Işıklı (2014), with 31,25 and 35,5 pages respectively, while it devoted 23,25 pages to key element of values. On the other hand, it should be noted that when compared to three other books although the number of pages devoted to knowledge were not many, they were intensive and contained an overwhelmed amount of information. Moreover, it was found that activities and exercises were aimed at achieving mainly knowledge transfer as well as skills, and also while three books started each chapter asking some questions and activities, Işıklı (2014) directly started with informative texts.

In terms of specifying the learning outcome key elements in Işıklı (2014), in the knowledge key element the most prevalent sub-categories were similar to Tarman et al. (2014) and were *the nature of democratic communities, including how they function and change* and *human rights charters and issues* and *the nature of diversity, dissent and social conflict*. However, although the textbooks were quite similar for the first two sub-categories, in the last one Işıklı (2014) declared more specific and problematic contemporary and past issues from Turkish society as the following activities statement shows:

Fill the blanks according to your point of view. To struggle with prejudice, exclusion and discrimination in Turkey 1) rightist-leftish 2) Alaouite-Sunni 3) uncovered-covered 4) Turkish-Kurdish 5) Turkish-Arabic 6) Easterner-Westerner 6) Peasant-Urban 7) Young-Old... Do not Discriminate! Because Everyone is People, Everyone is Equal! (p. 93).

As Tarman et al. (2014), Işıklı did not devote any pages to either economic issues or consumer rights.

In skills, similarly two sub-categories came into prominence which are *ability to co-operate and work effectively with others* and *ability to make a reasoned argument both verbally and in writing*. However, group work is more common in Işıklı (2014) than Tarman et al. (2014). In exercises, Işıklı (2014) generally directed students to exercises using the following instructions: “Make a group of 2-3 and match explanations with the democratic values” (p.19). In terms of values, the present study found that the most prevalent sub-category was again *belief in human dignity and equality* in Işıklı (2014). It is worth noting that Işıklı (2014) devoted pages to the sub-category of *a disposition to work with and for other with sympathetic understanding*, unlike Tarman et al. (2014).

Table 3 indicates that Thorpe and Marsh (2002) is divided into 10 chapters which include a wide range of contexts. As is seen in Table 3, knowledge key element is greatly dominant with 81,75 pages which means that it is almost four times more than values key element (21,25 pages), and skills key element is slightly more than values with 29 pages.

When the key elements were specified, it was revealed that the sub-category of *topical and contemporary issues and events at local, national, EU, Commonwealth and international levels* had considerably more pages in knowledge key element in Thorpe and Marsh (2002). Briefly, for the topical issues the following topics can be showed: Immigration, racism, refugees, family, educational issues, media, effect of globalisation today, fair trade and global warming. As can be seen when compared with the Turkish textbooks, Thorpe and Marsh (2002) contain more wide ranging and multi-dimensional issues. Following this, in Thorpe and Marsh (2002) the second most common sub-category was *Britain's parliamentary political and legal systems*. It was observed that there was a special effort made to include information concerning the basic principles of the British political and legal systems. Finally, Thorpe and Marsh (2002) devoted many pages to *the rights and responsibilities of consumers, employees, employers and the economic system*.

In terms of skills, sub-category of *ability to make a reasoned argument both verbally and in writing* was dominant in Thorpe and Marsh (2002). When compared with the Turkish textbooks, Thorpe and Marsh (2002) almost every time ask for clear reasons from the students for their arguments as the following question shows: "Does it matter if judges are drawn from a small section of the community? Give reasons for your view" (p. 17). Consistently with the knowledge content, skills also focused on *ability to identify, respond to and influence social, moral and political challenges and situations*, Thorpe and Marsh (2002) referred to topical issues and encouraged the students to challenge them. Surprisingly, activities did not include group work they were generally individual or a whole class activity.

In the last and the least common values key element, Thorpe and Marsh (2002) gave number of pages to the sub-category of *belief in human dignity and equality* similar to the Turkish textbooks. Especially, Thorpe and Marsh (2002) stressed human equality over issues such as racial, disability or gender discrimination. Moreover, *commitment to equal opportunities and gender equality* was revealed as the second most common sub-category.

Table 3: Analysis of Thorpe and Marsh (2002)

| Content of textbook | | Thorpe and Marsh (2002) | | | | |
|-----------------------------|-------------------------|-------------------------|--------|--------|--------|--------|
| | | Knowledge | Values | Skills | Rights | Duties |
| 1. Rules and laws | a) It's the rule | 2,75 | 0,75 | 0,5 | - | 3 |
| | b) The law machine | 9 | 1,5 | 1,5 | 6,75 | - |
| 2. Consumer Law | a) Consumer rights | 3,25 | - | 0,75 | 4 | - |
| | b) Consumer wrongs | 1 | - | 1 | 2 | - |
| | c) Consumer complaints | - | - | 4 | 4 | - |
| 3. Employment | a) Looking for work | 4,75 | 5,25 | 2 | 10* | 10* |
| | b) Working for a living | 4 | - | - | 4* | 4* |
| | c) Trade unions | 1,5 | - | 0,5 | 1 | - |
| | d) Losing your job | 4 | - | 2 | 4* | 5* |
| 4. Community Issues | a) Unequal Britain | 4 | 5 | 1 | 6 | - |
| | b) Older people | 2,5 | 0,25 | 3,25 | - | - |
| | c) Refugees | 6 | 1,5 | 2,5 | - | - |
| 5. Family and School | a) Families | 3 | 0,5 | 0,5 | 1 | - |
| | b) Education | 5,25 | 0,25 | 0,5 | 3 | - |

Continued

| | | Thorpe and Marsh (2002) | | | | |
|-------------------------------|-----------------------------------|--------------------------------|---------------|---------------|---------------|---------------|
| | | Knowledge | Values | Skills | Rights | Duties |
| 6. Government | a) Managing the economy | 1,5 | - | 0,5 | - | 0,75 |
| | b) Governing ourselves | 1,75 | - | 0,25 | - | - |
| 7. Media | a) The power of the media | 2,75 | 0,5 | 2,75 | 2 | - |
| 8. Making a Difference | a) Voting and elections | 4,75 | 0,25 | 1 | - | 0,75 |
| | b) Party politics | 2 | 0,25 | 1,75 | - | - |
| | c) Campaigning | 1,25 | 1,75 | 1 | - | - |
| 9. Global Citizenship | a) Big world, small world? | 5,5 | 0,25 | 0,25 | - | - |
| | b) Global warming | 3,25 | 0,75 | - | - | - |
| 10. Justice | a) Criminal law | 5,5 | 1 | 1,5 | - | 1 |
| | b) Civil law | 2,5 | 1,5 | - | - | - |
| Total Pages: | | 81,75 | 21,25 | 29 | 47,75 | 24,5 |

Table 4 shows Culshaw et al. (2002) which contains only 3 chapters and again had relatively few detailed sub-headings when compared with the three other books. Culshaw et al. (2002) demonstrated learning outcomes similar to Thorpe and Marsh (2002). While the knowledge key element was dominant in Culshaw et al (2002) with 81,25 pages, values were considerably neglected even much less than in Thorpe and Marsh (2002). Finally, skills key element was relatively similar to Thorpe and Marsh (2002).

As regards the most prevalent three sub-categories of knowledge in Culshaw et al. (2002) *Britain's parliamentary political and legal systems at local, national, European, Commonwealth and international level, including how they function and change and the economic system as it relates to individuals and communities* appeared respectively. As seen above, this appearance is quite similar to Thorpe and Marsh (2002), but the economic system is relatively more common. In skills, like the other three books *ability to make a reasoned argument both verbally and in writing* was the dominant sub-category, but in Culshaw et al. (2002) skills mostly consisted of only this sub-category. Finally, in values key element, although in the three books *belief in human dignity and equality* was dominant, Culshaw et al. (2002) devoted the main part of the values key element to *concern for the environment*.

Table 4: Analysis of Culshaw et al. (2002)

| Content of the textbook | | Culshaw et al. (2002) | | | | |
|---|---------------------------------------|-----------------------|--------------|-------------|-----------|----------|
| | | Knowledge | Values | Skills | Rights | Duties |
| 1. Human Rights | a) Communities and identities | 9,75 | 1,25 | 2 | 1 | - |
| | b) Roles, rights and responsibilities | 10,25 | 0,75 | 1 | 11** | 4** |
| | c) Criminal and civil justice | 7,5 | 1,75 | 0,75 | - | 2 |
| 2. Power, Politics and the Media | a) Power and politics | 21,75 | 2 | 2,25 | - | - |
| | b) The media | 5 | - | 9 | 2 | 1 |
| 3. The Global Village | a) Global business | 13 | - | 5 | - | - |
| | b) Environmental issues | 4,5 | 3,75 | 1,75 | - | - |
| | c) The UK's place in the world | 9,5 | 0,75 | 1,75 | - | - |
| Total Pages: | | 81,25 | 10,25 | 23,5 | 14 | 7 |

4.1.2. Curriculum

As seen in Table 5 below, the Turkish curriculum (MEB, 2013) had the same content as the Turkish textbooks. Since the curriculum (MEB, 2013, p. 17) had a topic which is called “Theme and Learning Outcomes”, the present study used only this related part as a sample. Under this topic, the curriculum (MEB,2013) gave key words for knowledge, skills and values for each chapter. Table 5 shows the frequency of key words for each chapter.

Table 5: Analysis of Turkish Curriculum (MEB, 2013)

| The Programmes of Study for Democracy and Human Rights Education | | | | | |
|---|------------------|---------------|---------------|---------------|---------------|
| | Knowledge | Values | Skills | Rights | Duties |
| 1. Democratic System and Living Democracy | 10 | 5 | 6 | 3 | 1 |
| 2. Human Rights and Freedoms | 5 | 11 | 9 | 5 | 4 |
| 3. Living Democracy: Active Citizenship | 11 | 12 | 14 | 3 | 3 |
| 4. Pluralistic Perception of Diversity | 10 | 12 | 7 | 1 | 6 |
| 5. Peace and Consensus | 13 | 10 | 15 | - | 2 |
| Total Pages: | 49 | 50 | 51 | 12 | 16 |

As can be seen in table 5, the number of key elements is nearly the same and similar to the textbooks skills was the most prevalent key element. However, interestingly values key element was the second one, although less prominent in the textbooks. When key elements were specified, it was found that the sub-category of *the nature of democratic communities, including how they function and change* included the biggest key words list: “Democracy, democratic citizen, democratic system, culture of democracy, division of powers and transparency” (MEB, 2013, p. 18). In terms of skills, *the ability to make a reasoned argument both verbally and in writing* was the most common and the same statements were used several times for different chapters. However, the statements did not refer again directly to making reasoned arguments as the following statement shows: “Using Turkish correctly and effectively” (MEB, 2013, p. 18). Moreover, the current study found that several times the key term “empathy” was used in the curriculum, which can be considered both as the sub-category *ability to tolerate other view points* and *ability to co-operate effectively with others*. Finally, as in

the textbooks, in the curriculum *belief in human dignity and equality* was very common in values key element. It was found that in the curriculum key terms of equality and human dignity was used several times (MEB, 2013).

On the other hand, there are three titles for learning outcomes in the English Curriculum (DfEE & QCA, 1999): “Knowledge and Understanding about becoming informed citizens; Develop Skills and Enquiry and Communication; and Develop Skills of Participation and Responsible Action” (pp. 15-16). As can be seen, although the present study adopted key elements of learning outcomes from English literature, values as one of the main key elements did not exist as a title of learning outcomes, but the last title and the first one had sub-categories of values. Under the main titles there were items to specify learning outcomes. As with the knowledge-based appearance textbooks, the curriculum consisted mainly of knowledge items with 9 items, and skills and values following this with 5 and 3 items respectively. In knowledge, almost all sub-categories were stated once. As regards skills, again all sub-categories were stated almost equally, but surprisingly although the *ability to use modern media and technology critically to gather information* sub-category was not used at all in Thorpe & Marsh (2002) and in Culshaw et. al (2002) it was used occasionally, in the curriculum (DfEE & QCA, 1999) it was emphasised twice as in the following item: “The importance of a free press, and the media’s role in society, including the interest, in providing information and affecting opinion” (DfEE & QCA, 1999, p. 15).

4.1.3. Policy Documents

In the Turkish policy document (Ólafsdóttir et al. 2013), which is the annual bulletin of the DCHRE Project, there have been recent developments in the field of citizenship education in Turkey. In Ólafsdóttir et al. (2013), interestingly the most common key element was values (22), while knowledge and skills had the same frequency (10 times), and also the title concerning learning outcomes stressed values with knowledge “Value(s)-added, Knowledge-based, Active Citizenship” (Ólafsdóttir et al. 2013, p. 13). Furthermore, there is a criticism about the knowledge-based characteristics of the previous course as can be seen in the following statement:

To put it more simply, we are talking about raising citizens who can make inferences from the happenings in their environment, who are critical about social issues and consider active participation as a part of their lives rather than people just memorising dry knowledge (Ólafsdóttir et al. 2013, p. 13).

Moreover, similar to the textbooks and the curriculum in values key element *belief in human dignity and equality* was prominent, additionally *practice of tolerance and concern for the environment* was also emphasised. In knowledge, again *the nature of democratic communities, including how they function and change* was prominent with *sustainable development and environmental issues*. Skills category was less detailed than others and only *ability to identify, respond to and influence social, moral and political challenges and situations* was used as a sub-category.

In the English White Paper *Schools: Achieving success* (DfES, 2001), the present study found that there was a strong emphasis on skills rather than knowledge. While knowledge and values were similar with 8 and 7 words, respectively, skills was almost double with 15 words. As usual in knowledge, *Britain's parliamentary political and legal systems at local, national, European, Commonwealth and international level, including how they function and change* and *the economic system as it relates to individuals and communities* and *topical and contemporary issues and events at local, national, EU, Commonwealth and international level* were prominent. While in skills, *the ability to make a reasoned argument both verbally and in writing* and *ability to use modern media and technology critically to gather information* sub-categories were common. Finally, in values key element, *commitment to active citizenship* was revealed as the most common sub-category with statements such as: "...active involvement in both school and the wider community...helping young people to develop into active and responsible citizens" (DfES, 2001, p. 28).

4.2. Citizenship Tradition (Rights-Duties)

4.2.1 Textbooks

Table 2 above shows that Tarman et al. (2014) emphasises duties and responsibilities rather than rights, and the number of pages related to duties is almost twice as many as rights. Rights are specified in Tarman et al. (2014) as human rights, social life and legal rights, and political rights. Human rights was very prominent, because of the prevalence of human rights charters in the knowledge key element. In terms of political rights, a wide range of elements were emphasised such as taking part in non-governmental organisations or individual enterprises, or as clearer and basic political rights such as: "voting and equality" (Tarman et al. 2014, p. 14). On the other hand, duties and responsibilities were specified under a number of sub-categories such as; active participation, moral rules, using rights responsibly, to be a conscious consumer,

responsibility of protecting the environment, and diversity and gender equality. In this list active participation was the most common sub-category. Although the concept of active participation can be explained using a different term rather than responsibility, in the context of Tarman et al. (2014) it was expressed as a responsibility of a citizen as the following statement demonstrates: “The culture of democracy entails the active participation of citizens. Citizens, everywhere, in family, at work, in society should make a contribution to the development of the culture of democracy as active citizens” (p.80). Surprisingly as can be seen in Table 2, the other Turkish textbook Işıklı (2014) has a similar proportion for rights and duties with 14 pages for each. Similarly, Işıklı (2014) mainly stressed human rights, and also political rights, basic rights were also mentioned. In terms of duties, again there were more specific sub-categories than Tarman et al. (2014) and they were almost the same. Also, interestingly the importance of taxation was stressed in relation to security as the following sentence illustrates: “If citizens do not contribute, the state cannot find human and money sources to take security measures” (Tarman et al. 2014, p. 54).

On the other hand, Table 3 demonstrates very different context in Thorpe & Marsh (2002) when compared to the two Turkish textbooks. Whereas the frequency of rights was almost twice as high as duties, at the same time there was a considerably detailed structure of rights with a number of sub-categories namely; human rights, consumer rights, rights of employees, rights of employers, minority rights, children’s rights and education rights. (Thorpe & Marsh, 2002). Another interesting point is that although human rights was a prevalent sub-category, the rights of employees was far and away the most prominent with stories from daily life and general knowledge about being an employee. In terms of duties, sub-categories were noted such as; family and community, moral roles and rules, legal rules, responsibilities of employers, taxation and voting. However, it should be noted that generally speaking Thorpe & Marsh (2002) did not expose students to duties as certain and compulsory objects, rather they were exposed to questions and these generally encouraged the students to find out the appropriate decisions or behaviour, as the following question from a story about voting shows: “Some people would say that Natalie was wrong for not voting. Here are some arguments they might use. Which do you think are the strongest, and why?” (Thorpe & Marsh, 2002, p. 106). However, in the Turkish textbooks, for example in Tarman et al. (2014) not only duties but also values or other key elements were transferred as compulsory indisputable facts as shown by the following introduction of a new chapter: “At the end of this class,

you will respect different cultures and values by understanding that cultural differences are normal in local, national and international dimensions” (Tarman et al. 2014, p. 108) or “At the end of this class, you will start to take responsibility to contribute to gender equality” (p.116).

Likewise, Culshaw et al. (2002) had a similar rights-based characteristic, as the number of pages devoted to frequency of rights is exactly twice as high as duties with 14 and 7 pages, respectively. However, it is worth noting that the number of rights and duties is much less than Thorpe and Marsh (2002). Culshaw et al. (2002) specified rights as similar to human rights, legal rights, rights of employees, consumer rights, rights of employers and the rights of the press. However, there was not such an emphasis on rights of employees as in Thorpe and Marsh (2002) and human rights was the most prevalent sub-category. As regards duties, similar to the Turkish textbooks, using rights responsibly was the most prominent (Culshaw et al. 2002).

4.2.2. Curriculums

As can be seen in Table 5, in the Turkish curriculum (MEB, 2013), the frequency of rights and duties was similar. The context of the rights was not specified in detail. The curriculum (MEB, 2013) generally used as key words: rights, freedom and equality of people and interestingly, just once, human rights. On the other hand, there were more different key words for responsibility namely; to be a volunteer, to be nationalistic, responsibility, responsibility in respect of differences. As regards the English Curriculum (DfEE & QCA, 1999), the present study did not detect many pages on duties and rights and they were generally used together.

4.2.3. Policy Documents

In the Turkish policy document (Ólafsdóttir et al. 2013), surprisingly, frequency of rights was dominant with 24 words and phrases, while frequency of duties was only 10 words. The present study found that human rights was repeated several times such as “develop skills to defend human rights” (Ólafsdóttir et al. 2013, p. 17), “international principles of human rights” (Ólafsdóttir et al. 2013, p. 19) or “promoting human rights” (Ólafsdóttir et al. 2013, p. 19). In terms of duties, there were no such specific explanations or categories, generally phrases like responsibility or sense of duty were used. Also, it is worth to noting that Ólafsdóttir et al. (2013) demonstrated the importance of rights-based education approach for the DCHRE Project as in the following statement: “... it is important that education, as the most important instrument of social development and

transformation, is given an international, human centred, rights-based identity at all levels” (p. 19). As regards the English policy document (DfES, 2001), not many pages were devoted to both rights and duties and they had equal frequency (5 times). Moreover, (DfES, 2001) almost did not specify both rights and duties, apart from phrases for rights such as “children’s rights” (p. 28) and “basic rights” (p.5).



Chapter 5: Discussion

Introduction

In this chapter, the questions and results of the study will be discussed in the light of previous research and the history of citizenship education of England and Turkey.

5.1. Priorities of citizenship education textbooks, national curriculums and policy documents in England and Turkey

In the Turkish case, the textbooks (Tarman et al. 2014; Işıklı, 2014) had very similar features from the perspective of learning outcomes. They emphasised the skills key element. Therefore, the present study differs from previous studies (Çayır, 2004; Karaman Kepenekci, 2005; Merey et al. 2012; Günel & Pehlivan, 2015; Kabapınar, 2002) which asserted that Turkish citizenship education is knowledge-based. To be more specific, according to Kabapınar (2002), Turkish citizenship educational materials are based on knowledge and, there are almost no pages for skills, while the study found skills key element to be most dominant learning outcome for both textbooks. The main reason for this difference is that while the present study analysed the most current textbooks and citizenship education courses, none of the previous studies analysed the current textbooks. Moreover, as mentioned above, the current course structure, textbooks and curriculums are a product of the four-year DCHRE Project, which was carried out taking into account deficits and criticisms. Thus, it can be asserted that the Project has achieved its aim to some extent. On the other hand, it should be noted that in spite of the low number of pages relating to the knowledge, particularly in Işıklı (2014) texts about knowledge are very intensive especially when compared with the English textbooks, so it can be said that some problems have still continued about the transfer of knowledge. Due to the nature of the Turkish education policy, both Turkish textbooks had the same context and were written under certain requirements, but interestingly they differed from each other in terms of rights and duties. Whereas Tarman et al. (2014) was mainly duty-based, Işıklı (2014) had the same number of pages for rights and duties. Therefore, it is difficult to make a general comment, but when considering Tarman et al. (2014) is MoNE's own textbook and Işıklı (2014) had the same frequency of rights and duties. Thus, it can be argued that the result is partly consistent with the previous studies (Duruhan & Şad, 2011; Çayır & Gürkaynak, 2008; Gök, 2004) which argue that Turkish citizenship education has a civic republican characteristic. Moreover, some didactic

statements from especially Tarman et al. (2014) are consistent with Kabapınar's (2002, p. 268) "manuals on decent behaviour" expression for textbooks.

In the English case, interestingly, the knowledge key element was dominant in both the textbooks (Thorpe & Marsh, 2002; Culshaw et al. 2002) and values was the least prominent. This result is inconsistent with Kan's (2010) results which describes English citizenship education as mainly values dominant and less knowledge-based. The reason for this inconsistency can be explained by the research methodology, because Kan analysed only a sample of the curriculum, and although Kan (2010) refers to teachers' teaching style, there is no explanation about an observation process of teachers in England. On the other hand, it should be noted that it was observed that texts about knowledge in both English textbooks were mostly based upon daily life stories and the topical issues in society. Moreover, both English textbooks devoted considerably more space to rights when compared with duties. Therefore, it can be argued that the English textbooks appear to reflect a rights-based or liberal citizenship tradition.

In the Turkish curriculum (MEB, 2013), learning outcomes had almost the same frequency and skills key element was again slightly more prominent, but interestingly values key element was the second most prominent key element. In terms of rights and duties, the prevalence of duties makes it clearly a more duty-based citizenship education type in Turkey. Despite many previous studies (Şeker, 2013; Kaya & Ersoy, 2014; Çayır, 2014; Günel & Pehlivan, 2015; Ünal, 2012) stating that there was an inconsistency between the textbooks and the curriculum, it can be argued that the current Turkish textbooks and the curriculum are consistent, apart from the emphasis on values key element. As regards the English curriculum (DfEE & QCA, 1999), knowledge key element was consistently the most dominant in the textbooks, and also the lack of any title for values in the learning outcomes section in the curriculum emphasises the lack of importance given to values key element. Furthermore, it can be seen that the English curriculum (DfEE & QCA, 1999) does not give sufficient information to allow an interpretation of the citizenship tradition of England, due to a lack of statements about rights and duties.

Finally, in the Turkish policy document (Ólafsdóttir et al. 2013), values key element had considerable dominance as opposed to the textbooks and also the curriculum. Thus, in spite of the fact that the textbooks and the curriculum were consistent, the annual bulletin of the Project gave importance to values. Likewise, the frequency of rights was

much more than the duties in the Turkish policy document (Ólafsdóttir et al. 2013) which was different from the other documents. The explanation for this is that while the annual bulletin of the Project was published by both CoE and MoNE in partnership, the curriculum and the textbooks were produced by only MoNE or under MoNE's relatively strict requirements. Therefore, it can be asserted that the Project did not entirely reflect the textbooks and the curriculum entirely. Interestingly, in the English policy document (DfES, 2001), there was also an inconsistency between the textbooks and the curriculum, because it greatly focused on skills while values and knowledge appeared almost with the same frequency. In terms of citizenship tradition, like the curriculum, it did not contain enough information about rights and duties due to the low frequency.

5.2. Specification of learning outcomes within textbooks, national curriculums and policy documents

The Turkish textbooks in terms of knowledge key element, mainly devoted pages to *the nature of democratic communities, including how they function and change and human rights charters and issues* sub-categories. They contained generally theoretical and abstract information rather than a practical dimension. In skills, again both textbooks had the same dominant sub-categories such as *ability to make a reasoned argument both verbally and in writing* and *ability to co-operate and work effectively with others*. However, these two sub-categories had some issues. In terms of making a reasoned argument, despite the fact that activities in both textbooks demanded verbal and written answers from students, they generally did not ask for a reasoned argument. This may discourage students from thinking critically, and instead of critical thinking they can tend to express only their feelings or even repeat what the teacher or the textbook said. Therefore, the results to some extent are consistent with Çayır's (2014) result about neglecting critical thinking. However, in this sense teacher's teaching style at the class or even their training has great importance. In order to understand clearly, observation of teachers during the class could provide sufficient information. Secondly, the main reason for such group work can be explained by the large classes in Turkey. As Karaman Kepenekci (2005) argues, due to over-crowded classes, teachers are struggling to ensure active participation of their students, so in this sense the real aim of group work can be means to deal with over-crowded classes rather than to improve the students' *ability to co-operate and work effectively with others*, since statements about group work generally did not emphasise co-operation or effective group work. Finally, in terms of values key element, *belief in human dignity and equality* was one of the most common sub-categories

not only in the Turkish textbooks, but also in the English textbooks, but in Tarman et al. (2014) it was the second most common, as there was slightly more emphasis on *commitment to active citizenship*.

In the English textbooks, different specifications existed. In terms of knowledge, in both textbooks the sub-category of *Britain's parliamentary political and legal systems at local, national, European, Commonwealth and international level, including how they function and change* was prevalent. While it was the most common knowledge key element in Culshaw et al. (2002), it was the second most common in Thorpe and Marsh (2002). It is worth noting that despite such prominence of the knowledge key element and specifically this sub-category, a great number of longitudinal studies (Kerr et al. 2003; Cleaver et al. 2005; Kerr et al. 2002; Ofsted, 2006; Ofsted 2010) have demonstrated that students' knowledge and understanding of democracy, democratic institutions, the European Union and the electoral system; political and legal institutions was extremely weak and each year it is getting worse. Although Ofsted (2010) explains this situation by citing the schools' misunderstanding or ignorance, the students' feelings and opinions could give another aspect to the issue. Therefore, questionnaires or interviews with students might be useful for further studies. Furthermore, in terms of Thorpe and Marsh (2002) *topical and contemporary issues* was the most common and in Culshaw et al. (2002) *economic system* was the second most common sub-category. In skills, ability to make a reasoned argument was the most common sub-category for both groups and activities encourage students to think critically, unlike the Turkish case. Finally, in values key element as in the Turkish textbooks, Thorpe and Marsh (2002) devoted most pages to human dignity and equality, while concern for the environment was prominent in Culshaw et al. (2002).

In the Turkish curriculum (MEB, 2013), consistent with the textbooks, *the nature of democratic communities* and *human rights charters and issues* were prominent. In skills, while *ability to make reasoned argument* was similarly dominant, there was no such emphasis on group work but rather there was an emphasis on tolerance of other viewpoints. Values key element reflected the usual characteristic with a prevalence on human dignity and equality. In the English Curriculum (DfEE & QCA, 1999), knowledge key elements referred to almost every sub-category equally, while in skills there was quite an emphasis on using modern media. It can be considered quite interesting, because there was almost no place in the textbooks about using modern media or technology, but this might be carried out through extra activities in English schools. Due to the fact that there

was not much place for value key element, subsequently sub-categories did not vary, but *commitment to active citizenship* was the dominant and distinguished sub-category.

Finally, policy documents had more similarities with other documents in this section when compared with the previous section. In the Turkish policy document (Ólafsdóttir et al. 2013), all prominent sub-categories of the key elements considerably reflected the general theme of Turkish citizenship education. Briefly, in values *human dignity and equality*, in knowledge *the nature of democratic communities* and also *concern for environment* were relatively common whereas in skills *ability to identify, respond to and influence social, moral and political challenges* were detected as the main aims. In the English policy document (DfES, 2001), in knowledge as the textbooks *Britain's parliamentary political and legal systems at local, national, European, Commonwealth and international level, including how they function and change* was considerably prevalent. Like the curriculum and unlike the textbooks, commitment to active citizenship was the dominant sub-category in values. Finally, in skills *ability to make reasoned argument and using media* were also prominent. Thus, it can be said that the English curriculum (DfEE & QCA, 1999) and the English policy document (DfES, 2001) were more similar than the textbooks. This can be explained by the policy of the English education system, because the requirements in the publishing of textbooks are not as strict as in Turkey.

5.3. Specification of citizenship tradition within textbooks, national curriculums and policy documents

In the Turkish textbooks, specification of rights and duties had a similar characteristic. In terms of rights, there were no detailed sub-categories in either textbook. They focused on human rights, and then some political and legal rights. The present study differs from the previous studies (Gök, 2004; Çayır & Gürkaynak, 2008) in terms of political rights. Gök (2004) asserts that political rights in the textbooks was confined to voting or joining political parties, and also Çayır and Gürkaynak (2008) argue that the concept of democracy was restricted to voting and elections. However, both the current textbooks focus on wider aspects of political rights and the democratic process such as; taking part in non-governmental organisations or individual enterprises, but it should be noted that such encouragement to active citizenship come under the concept of duty rather than rights. As regards duties, in both textbooks there were a number of sub-categories shown duties with nearly the same structure namely, active participation, using rights

responsibly, being a conscious consumer and responsibility to protect the environment, were the most dominant sub-categories. Additionally, Işıklı (2014) had one statement about duty of taxation, as mentioned above in the results and analysis chapter which was stated in relation to national security. As Çayır and Gürkaynak (2008) and Gök (2004) argue, previous textbooks emphasised internal and external threats to Turkey and gave over-whelming responsibilities to students. Although this statement did not exist in both textbooks, it was revealed in relation to taxation and national security.

In the English textbooks, there were more sub-categories under rights when compared with the Turkish textbooks. Although the sub-category of human rights was common in both books, interestingly, Thorpe and Marsh (2002) emphasise the rights of employees. This can also be explained by the main purpose of the English citizenship education textbook which was to prepare young people for their future life. Subsequently, the responsibilities of employers appeared as the most prominent duty in Thorpe and Marsh (2002). Following this, the responsibilities of employees and legal rules were common sub-categories. Culshaw et al. (2002) focused on human rights and legal rights, but the rights of employees was similarly prevalent. There were no significant sub-categories under duties, but responsibilities of employees and employers and using rights responsibly were the visible categories.

In the Turkish curriculum (MEB, 2013), almost no sub-category was detected apart from human rights, but for duties there were relatively more sub-categories such as, to be a volunteer, to be nationalistic and responsible and to respect differences. In terms of the English curriculum (DfEE & QCA, 1999), as stated in the first part in this chapter there was adequate information concerning duties and rights.

The Turkish policy document (Ólafsdóttir et al. 2013) almost only focused on the human rights sub-category with a variety of phrases and also the importance of right-based education was emphasised in the document. Like the learning outcomes, in terms of citizenship tradition the Turkish policy document (Ólafsdóttir et al. 2013) again differed from the textbooks and the curriculum. Also, the present study did not detect any sub-category of duties. Finally, in the English policy document (DfES, 2001), for rights some sub-categories were observed only once namely; children's rights, education rights and basic rights which are detected in Thorpe and Marsh (2002) not much, and there was almost no mention in Culshaw et al. (2002).

Chapter 6: Conclusion

6.1. Findings

According to the results, the gap between Turkish and English citizenship education type still continues. Turkish citizenship education has been criticised for being knowledge-based and duty-based in previous studies, although a number of improvements have been made as a result of political and educational transformation in Turkey. Subsequently, a new project called the DCHRE Project was carried out by MoNE and EU partnership to eliminate deficiencies and transform curriculum and textbooks at the end of this project. In spite of the fact that the project did remove some deficits and considerably improved the textbooks and the curriculum, it can be argued that it has not gone far enough. One of the indicators of this argument is the inconsistency between the policy document of the project and the textbooks and the curriculum. Therefore, Turkish citizenship education can be characterised as still being duty-based/civic republican tradition and between skills-based and knowledge-based. In terms of English citizenship education, the findings demonstrate that it has a knowledge-based and rights-based/liberal tradition characteristic. One of the surprising points was that in spite of its knowledge-based characteristic, students' weak knowledge and understanding has continued since the establishment of citizenship education as a compulsory subject in secondary schools.

6.2. Implications

The implications of these findings are that although the attempt of Turkey to transform citizenship education, in partnership with the EU, has achieved its aims to some extent, it needs more coherency between policy and practice. In addition, apart from main context, clear instructions and constructivist statements, instead of didactic, might also contribute positively to achieve the desired aims.

6.3. Limitations

Although the present study was not concerned with teachers' or students' attitudes, in the case of Turkey, some unclear statements in the textbooks and curriculum made necessary to know understanding and attitudes of teachers. Moreover, some documents did not provide expected data to analyse in detail.

6.4. Recommendations for Further Research

One of the possible areas for further research would be to understand Turkish citizenship education skills key element specification. To do this, some research methods should be employed to understand teachers' attitudes in class. One of the research focuses might be to analyse the Teacher's manual, and another possible research focus could be to observe teacher training sessions or observe the teachers' teaching methods during the class. What is more, in order to discover and provide possible solutions to the problem of weak grades of English students in the knowledge and understanding key element, questionnaires or interviews could be employed to elicit students' feelings and opinions towards related contexts with knowledge and understanding.



Notes

*Due to the rights of employees are at the same time duties of employers or vice versa, they were overlapped and they were stated on both rights and duties.

**As in Thorpe and Marsh (2002) duties and rights were overlapped, and they were stated on both rights and duties.



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Appendix A

Analysis of Thorpe and Marsh (2002)

Below coding of each page of Thorpe and Marsh (2002) is demonstrated with some characteristic quotations from pages. Colours were used for main categories to recognise them easily as the following classification; Red: Values and disposition, Green: Knowledge and understanding, Blue: Skills and aptitudes, Purple: Both for rights and duties.

Chapter 1: Rules and Laws (page 8-23)

1.1. It's the rule (page 8-11)

8

½ Values and Disposition: judging an acting by a moral code

“Lauren was breaking certain unwritten rules. Lauren wasn't behaving like a daughter. She was behaving like a guest.

½ Knowledge and understanding: legal and moral rights and responsibilities of individuals and communities

“Although we don't always realise it, most – if not all- our behaviour with other people follows certain rules.”

Duty, responsibility (family and community **moral role and rules**)

9

¾ Knowledge and understanding: legal and moral rights and responsibilities of individuals and communities / the nature of diversity, dissent and social conflict

“Morality versus the law”

¼ Skills and aptitudes: ability to consider and appreciate the experience and perspective of others.

“Some people believe there are other things that people do that are morally wrong, and should be forbidden by law. Select one of these, or choose an example of your own, and try to find out the arguments that people give for changing the law from its present state.”

10

1/2 Knowledge and understanding: the nature of democratic communities, including how they function and change / topical and contemporary issues and events at local, national, EU, Commonwealth and international levels.

“Many people have very negative views of the law.”

“Legal rules influence many aspects of our lives. Look at each pictures above and draw up a list of some of the laws that apply to each situation shown.”

1/2 Skills and aptitudes: ability to identify, respond to and an influence social, moral and political challenges and situations /

“Can you suggest any reasons why people might have a negative view of the law? “

“Does it matter if some people distrust the law or feel defeated by it? What are the possible consequences of this for them and for others?”

¼ Values and Disposition: Concern for common good

“What are the possible consequences of this for them and for others?”

Duty, responsibility (legal rules)

“Legal rules influence many aspects of our lives. Look at each pictures above and draw up a list of some of the laws that apply to each situation shown.”

“They (laws) are rules that apply in all situations, to everyone within the community – although there are some groups, such as children, who are not affected by some laws until they reach a certain age.”

11

Knowledge and understanding: legal and moral rights and responsibilities of individuals and communities / Britain's parliamentary **political and legal systems** at local, national, European, Commonwealth and international level, including how they function and change

“Civil and criminal law”

Duty, responsibility (legal rules; civil and criminal)

“Criminal law covers behaviour that the State has decided must be discouraged or prevented.”

1.2. The law machine (page 12-23)

12

Knowledge and understanding: Britain’s parliamentary political and legal systems at local, national, European, Commonwealth and international level, including how they function and change

“The law has created and developed in three main ways:...”

13

Knowledge and understanding: Britain’s parliamentary political and legal systems at local, national, European, Commonwealth and international level, including how they function and change / human rights charters and issues

¼ Rights (Human Rights)

“Human Rights Act” “its (The Council of Europe) most important achievements has been creation of the European Convention on Human Rights.”

14

Knowledge and understanding: Britain's parliamentary political and legal systems at local, national, European, Commonwealth and international level, including how they function and change

“Parliamentary Process”

15

Knowledge and understanding: Britain's parliamentary political and legal systems at local, national, European, Commonwealth and international level, including how they function and change / human rights charters and issues

“Stages of Bill”

½ Rights

16

¾ Skills and aptitudes: ability to make a reasoned argument both verbally and in writing

ability to consider and appreciate the experience and perspective of others.

1/4 Knowledge and understanding: Britain's parliamentary political and legal systems at local, national, European, Commonwealth and international level, including how they function and change

17

1/4 Knowledge and understanding: Britain's parliamentary political and legal systems at local, national, European, Commonwealth and international level, including how they function and change

1/4 Skills and aptitudes: ability to make a reasoned argument both verbally and in writing.

“Try to explain the advantages of developing the law through a system of case law. Can you think any of any disadvantages? If so, what are they.

½ Values and Disposition: commitment to equal opportunities and gender equality / belief in human dignity and equality

“Does it matter if judges are drawn from a small section of the community?”

18

Knowledge and understanding: human rights charters and issues, /Britain's parliamentary political and legal systems at local, national, European, Commonwealth and international level, including how they function and change / human rights charters and issues

Rights (Human rights)

19:

1/4 Knowledge and understanding: human rights charters and issues

1/4 Skills and aptitudes: ability to make a reasoned argument both verbally and in writing / a critical approach to evidence put before one and ability to look for fresh evidence / ability to identify, respond to and an influence social, moral and political challenges and situations

½ Values and Disposition: concern for human rights

Rights (Human rights)

20:

Knowledge and understanding: human rights charters and issues

Rights (Human rights) (speech, private life)

21:

1/4 Knowledge and understanding: human rights charters and issues

1/4 Skills and aptitudes: ability to make a reasoned argument both verbally and in writing / ability to identify, respond to and an influence social, moral and political challenges and situations

½ Values and Disposition: concern for human rights

Rights (Human rights)

22:

Knowledge and understanding: human rights charters and issues

Rights (Human rights)

23:

Knowledge and understanding: human rights charters and issues

Rights (Human rights)

Chapter 2: Consumer Law (page 24-33)

1.1 Consumer Rights (page 24-27)

24

Knowledge and understanding: the rights and responsibilities of citizens as consumers, employees, employers and family and community members

Rights (Consumer rights)

25

3/4 Knowledge and understanding: the rights and responsibilities of citizens as consumers, employees, employers and family and community members.

1/4 Skills and aptitudes: ability to develop a problem-solving approach

“What points would you suggest Elaine and Gary should make in their letter to the tour operator?”

Rights (Consumer rights)

26

Knowledge and understanding: the rights and responsibilities of citizens as **consumers**, employees, employers and family and community members.

Rights (Consumer rights)

27

1/2 Knowledge and understanding: the rights and responsibilities of citizens as **consumers**, employees, employers and family and community members.

1/2 Skills and aptitudes: ability to develop a **problem-solving approach** / ability to make a reasoned argument both verbally and in writing

Rights (Consumer rights)

2.2. Consumer Wrongs (page 28-29)

28

Knowledge and understanding: the rights and responsibilities of citizens as **consumers**, employees, employers and family and community members.

Rights (Consumer rights)

29

Skills and aptitudes: ability to make a reasoned argument both verbally and in writing / a critical approach to evidence put before one and ability to look for fresh evidence

“Would you find the toy company guilty of selling an unsafe toy?”

Rights (Consumer rights)

2.3. Consumer Complaints (page 30-33)

30

Skills and aptitudes: ability to develop a problem-solving approach

Rights (Consumer rights)

31

Skills and aptitudes: ability to develop a problem-solving approach

Rights (Consumer rights)

32

Skills and aptitudes: ability to develop a problem-solving approach

Rights (Consumer rights)

33

Skills and aptitudes: ability to develop a problem-solving approach

Rights (Consumer rights)

Chapter 3: Employment (page 34-57)

3.1. Looking for work (34-45)

“This unit looks at the rights and responsibilities that employers and employees at work”

34

Knowledge and understanding: the economic system as it relates to individuals and communities / the nature of diversity, dissent and social conflict

35

Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels / the economic system as it relates to individuals and communities

36

½ Values and Disposition: belief in human dignity and equality (racism)

½ Knowledge and understanding: the rights and responsibilities of citizens as consumers, employees, employers and family and community members

Rights of Employees and Responsibilities of Employers

37

½ Values and Disposition: belief in human dignity and equality (racism)

¼ Knowledge and understanding: the rights and responsibilities of citizens as consumers, employees, employers and family and community members

¼ Skills and aptitudes: ability to make a reasoned argument both verbally and in writing

Rights of Employees and Responsibilities of Employers

38:

½ Values and Disposition: belief in human dignity and equality (racism)

¼ Knowledge and understanding: the rights and responsibilities of citizens as consumers, employees, employers and family and community members

¼ Skills and aptitudes: ability to recognise forms of manipulation and persuasion / ability to make a reasoned argument both verbally and in writing / a critical approach to evidence put before one and ability to look for fresh evidence

“Damian says that his colour is one of the reasons why he has been unable to get the kind of he is looking for. Do these figures suggest that he is right?”

Rights of Employees and Responsibilities of Employers

39

¼ Values and Disposition: belief in human dignity and equality (racism)

½ Knowledge and understanding: the rights and responsibilities of citizens as consumers, **employees, employers** and family and community members

¼ Skills and aptitudes: ability to make a reasoned argument both verbally and in writing

Rights of Employees and Responsibilities of Employers

40

¾ Values and Disposition: commitment to equal opportunities and **gender equality**

“Karen suspected that she was a victim of sex discrimination.”

“Boys too... the person he spoke to said that they are looking for a young female.”

¼ Skills and aptitudes: ability to make a reasoned argument both verbally and in writing / a critical approach to evidence put before one and ability to look for fresh evidence.

Rights of Employees and Responsibilities of Employers

41

¾ Values and Disposition: commitment to equal opportunities and **gender equality** (gender)

¼ Knowledge and understanding: the rights and responsibilities of citizens as consumers, employees, employers and family and community members

Rights of Employees and Responsibilities of Employers

42

¾ Values and Disposition: commitment to equal opportunities and **gender equality**

¼ Knowledge and understanding: the rights and responsibilities of citizens as consumers, employees, employers and family and community members

Rights of Employees and Responsibilities of Employers

43

¼ Values and Disposition: commitment to equal opportunities and **gender equality**

¼ Knowledge and understanding: the rights and responsibilities of citizens as consumers, **employees, employers** and family and community members

½ Skills and aptitudes: ability to co-operate and work effectively with others / ability to make a reasoned argument both verbally and in writing

Rights of Employees and Responsibilities of Employers

44

½ Values and Disposition: belief in **human dignity and equality (disability)**

½ Knowledge and understanding: the rights and responsibilities of citizens as consumers, **employees, employers** and family and community members

Rights of Employees and Responsibilities of Employers

45

1/2 Skills and aptitudes: ability to make a reasoned argument both verbally and in writing

½ Values and Disposition: belief in human dignity and equality (age and other)

Rights of Employees and Responsibilities of Employers

3.2. Working for a living (46-49)

46

Knowledge and understanding: the economic system as it relates to individuals and communities / the rights and responsibilities of citizens as consumers, employees, employers and family and community members

47

Knowledge and understanding: the economic system as it relates to individuals and communities / the rights and responsibilities of citizens as consumers, employees, employers and family and community members

Both Rights and Duties of Employers and Employees

48

Knowledge and understanding: the economic system as it relates to individuals and communities / the rights and responsibilities of citizens as consumers, employees, employers and family and community members

Both Rights and Duties of Employers and of Employees

49

Knowledge and understanding: the economic system as it relates to individuals and communities / the rights and responsibilities of citizens as consumers, employees, employers and family and community members

Both Rights and Duties of Employers and of Employees

3.3. Trade Unions (50-51)

50

Knowledge and understanding: the economic system as it relates to individuals and communities / the rights and responsibilities of citizens as consumers, employees, employers and family and community members

Rights of Employees and Responsibilities of Employers

51

½ Knowledge and understanding: the **economic system** as it relates to individuals and communities

½ Skills and aptitudes: ability to make a reasoned argument both verbally and in writing / a critical approach to evidence put before one and ability to look for fresh evidence

3.4. Losing Your Job (52-57)

52

Knowledge and understanding: the economic system as it relates to individuals and communities

Rights of Employees and Responsibilities of Employers

53

½ Knowledge and understanding: the economic system as it relates to individuals and communities / the rights and responsibilities of citizens as consumers, employees, employers and family and community members

½ Skills and aptitudes: ability to make a reasoned argument both verbally and in writing

Duties of Employees

54

¼ Knowledge and understanding: the **economic system** as it relates to individuals and communities / the rights and responsibilities of citizens as consumers, **employees, employers** and family and community members

¾ Skills and aptitudes: ability to make a reasoned argument both verbally and in writing / a critical approach to evidence put before one and ability to look for fresh evidence

Both Rights and Duties of Employers and of Employees

55

¾ Knowledge and understanding: the **economic system** as it relates to individuals and communities / the rights and responsibilities of citizens as consumers, **employees, employers** and family and community members.

¼ Skills and aptitudes: ability to make a reasoned argument both verbally and in writing / a critical approach to evidence put before one and ability to look for fresh evidence

Both Rights and Duties of Employers and of Employees

56

¾ Knowledge and understanding: the economic system as it relates to individuals and communities / the rights and responsibilities of citizens as consumers, employees, employers and family and community members

¼ Skills and aptitudes: ability to make a reasoned argument both verbally and in writing / a critical approach to evidence put before one and ability to look for fresh evidence

Rights of Employees and Responsibilities of Employers

57

¾ Knowledge and understanding: legal systems at local, national, European, Commonwealth and international level, including how they function and change / topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

¼ Skills and aptitudes: ability to make a reasoned argument both verbally and in writing / ability to consider and appreciate the experience and perspective of others

Chapter 4: Community Issues (pages 58-83)

4.1. Unequal Britain (58-67)

This unit look at some of the inequalities that exist in Britain today and efforts that are being made to bring them to an end.

58

¼ Skills and aptitudes: ability to make a reasoned argument both verbally and in writing / ability to develop a problem-solving approach

¼ Values and Disposition: concern to resolve conflicts

½ Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels / the nature of diversity, dissent and social conflict

Minority rights

59

½ Values and Disposition: belief in human dignity and equality

½ Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels / Britain's parliamentary political and **legal systems** at local, national, European, Commonwealth and international level, including how they function and change / **legal** and moral rights and responsibilities of individuals and communities

Human rights

60

¼ Knowledge and understanding: the nature of diversity, dissent and social conflict / the nature of social, moral and political challenges faced by individuals and communities

¼ Skills and aptitudes: ability to make a reasoned argument both verbally and in writing / ability to develop a problem-solving approach

½ Values and Disposition: concern to resolve conflicts

61

1/2 Knowledge and understanding: the nature of diversity, dissent and social conflict / the nature of social, moral and political challenges faced by individuals and communities.

¼ Values and Disposition: concern to resolve conflicts

¼ Skills and aptitudes: ability to make a reasoned argument both verbally and in writing / ability to develop a problem-solving approach

62

Values and Disposition: commitment to equal opportunities and **gender equality**

“Men, as a whole, have better job qualifications than women”. “It was not until 1985 that women were eligible to obtain a degree at most British university”.

Women rights (economical)

63

3/4 Values and Disposition: commitment to equal opportunities and gender equality

¼ Knowledge and understanding: legal systems at local, national, European, Commonwealth and international level, including how they function and change

Women rights

64

¾ Values and Disposition: commitment to equal opportunities and gender equality

¼ Knowledge and understanding: legal and moral rights and responsibilities of individuals and communities

Women rights (political and social)

65

¾ Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

“At the 2001 election the figure fell to 118. Britain now ranks thirty-third in the world in terms of women MPs.

¼ Skills and aptitudes: ability to identify, respond to and influence social, moral and political challenges and situations / ability to consider and appreciate the experience and perspective of others / ability to make a reasoned argument both verbally and in writing

66:

¾ Values and Disposition: belief in **human dignity and equality** / determination to act justly

¼ Knowledge and understanding: the nature of political and **voluntary action** in communities

Disability rights

67

¼ Values and Disposition: belief in human dignity and equality

¾ Knowledge and understanding: the nature of political and voluntary action in communities / legal and moral rights and responsibilities of individuals and communities

4.2. Older People (68-73)

Lives of older people and how they are seen treated by others.

68

Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

69

Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

70

Skills and aptitudes: ability to make a reasoned argument both verbally and in writing

71

Skills and aptitudes: ability to identify, respond to and an influence social, moral and political challenges and situations

72

¾ Skills and aptitudes: ability to identify, respond to and an influence social, moral and political challenges and situations / ability to make a reasoned argument both verbally and in writing / a critical approach to evidence put before one and ability to look for fresh evidence

¼ Values and Disposition: judging and acting by a moral code

73

½ Knowledge and understanding: the nature of political and voluntary action in communities

½ Skills and aptitudes: a critical approach to evidence put before one and ability to look for fresh evidence

4.3. Refugees (74-83)

The reasons why they have left their country of origin and what kind of treatment they should receive from the countries to which they have chosen move.

74

¾ Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

¼ Values and Disposition: Concern for human rights

75

¾ Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

¼ Values and Disposition: judging and acting by a moral code

76

Skills and aptitudes: ability to make a reasoned argument both verbally and in writing / ability to develop a problem-solving approach

77

Values and Disposition: Concern for human rights

78

Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

79

Skills and aptitudes: ability to make a reasoned argument both verbally and in writing

80

¾ Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels.

¼ Skills and aptitudes: ability to recognise forms of manipulation and persuasion / ability to identify, respond to and influence social, moral and political challenges and situations

81

Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

82

Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels.

83

¾ Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels.

¼ Skills and aptitudes: ability to identify, respond to and influence social, moral and political challenges and situations

Chapter 5: Family and School (pages 84-93)

5.1. Families (84-87)

84

Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels.

85

$\frac{1}{2}$ **Knowledge and understanding:** topical and contemporary issues and events at local, national, EU, Commonwealth and international levels.

$\frac{1}{2}$ **Values and Disposition:** Concern for common good

86

Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels.

Children rights

87

$\frac{1}{2}$ **Knowledge and understanding:** topical and contemporary issues and events at local, national, EU, Commonwealth and international levels / Britain's parliamentary political and legal systems at local, national, European, Commonwealth and international level, including how they function and change (under law title)

$\frac{1}{2}$ **Skills and aptitudes:** ability to make a reasoned argument both verbally and in writing

5.2. Education (88-93)

The unit looks at the questions of **rights and responsibilities in education. How important is a person's right to education?**

88

$\frac{1}{4}$ **Skills and aptitudes:** ability to develop a problem-solving approach

$\frac{3}{4}$ **Knowledge and understanding:** topical and contemporary issues and events at local, national, EU, Commonwealth and international levels / the nature of social, moral and political challenges faced by individuals and communities

Education right

89

Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels / the nature of social, moral and political challenges faced by individuals and communities

Education right

90

¾ Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels / the nature of social, moral and political challenges faced by individuals and communities

¼ Values and Disposition: Concern for common good

91

Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels / the nature of social, moral and political challenges faced by individuals and communities

Education right

92

Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

93

¾ Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels / legal and moral rights and responsibilities of individuals and communities

¼ Skills and aptitudes: ability to make a reasoned argument both verbally and in writing

Chapter 6: Government (pages 94-97)

6.1. Managing the economy (94-

Decisions governments have to take when running the nation's economy.

94

¾ Knowledge and understanding: the economic system as it relates to individuals and communities

¼ Knowledge and understanding: legal and moral rights and responsibilities of individuals and communities

¾ Duty: Taxation

95

½ Knowledge and understanding: the economic system as it relates to individuals and communities

½ Skills and aptitudes: ability to make a reasoned argument both verbally and in writing

6.2. Governing Ourselves (96-97)

96

Knowledge and understanding: Britain's parliamentary political and legal systems at local, national, European, Commonwealth and international level, including how they function and change

97

¼ Skills and aptitudes: ability to make a reasoned argument both verbally and in writing

¾ Knowledge and understanding: Britain's parliamentary political and legal systems at local, national, European, Commonwealth and international level, including how they function and change

Chapter 7: Media (pages 98-103)

7.1. The power of the media (98-103)

98

¼ Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

¾ Skills and aptitudes: ability to make a reasoned argument both verbally and in writing

99

½ Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

½ Skills and aptitudes: ability to make a reasoned argument both verbally and in writing

100

1/2 Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

½ Skills and aptitudes: ability to consider and appreciate the experience and perspective of others / ability to develop a problem-solving approach / **ability to identity, respond to and an influence social, moral and political challenges and situations**

101

½ Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

½ Skills and aptitudes: ability to identity, respond to and an influence social, moral and political challenges and situations / ability to recognise forms of manipulation and persuasion

“You might like to look at the evidence of bias in this unit on the media. What kind of messages do you think the authors are trying to give? “

102

½ Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels / legal and moral rights and responsibilities of individuals and communities

¼ Skills and aptitudes: ability to identify, respond to and influence social, moral and political challenges and situations

¼ Values and Disposition: Concern to resolve conflicts

Right / Freedom of speech

103:

½ Knowledge and understanding: legal and moral rights and responsibilities of individuals and communities

¼ Skills and aptitudes: ability to identify, respond to and influence social, moral and political challenges and situations

¼ Values and Disposition: Concern for human rights

Right to respect for their private life – Human Rights act

Chapter 8: Making a Difference (pages 104-118)

8.1. Voting and elections (104-109)

104

¾ Knowledge and understanding: the nature of democratic communities, including how they function and change

¼ Skills and aptitudes: the nature of democratic communities, including how they function and change / ability to develop a problem-solving approach / ability to identify, respond to and influence social, moral and political challenges and situations

105

¾ Knowledge and understanding: Britain’s parliamentary political and legal systems at local, national, European, Commonwealth and international level, including how they function and change

¼ Skills and aptitudes: ability to identify, respond to and influence social, moral and political challenges and situations / ability to make a reasoned argument both verbally and in writing

106

½ Knowledge and understanding: the nature of social, moral and political challenges faced by individuals and communities / legal and moral rights and responsibilities of individuals and communities

“Responsibility: She has a responsibility to vote as a citizen”

“Where would this country be if nobody voted at all?”

¼ Values and Disposition: Concern for common good

¼ Skills and aptitudes: ability to identify, respond to and influence social, moral and political challenges and situations

¾ Responsibility

107

¾ Knowledge and understanding: the nature of social, moral and political challenges faced by individuals and communities / topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

¼ Skills and aptitudes: ability to identify, respond to and influence social, moral and political challenges and situations

108

Knowledge and understanding: Britain’s parliamentary political and legal systems at local, national, **European**, Commonwealth and international level, including how they function and change

109

Knowledge and understanding: Britain’s parliamentary political and legal systems at local, national, **European**, Commonwealth and international level, including how they function and change

8.2. Party Politics (110-117)

110

¼ Skills and aptitudes: ability to identify, respond to and influence social, moral and political challenges and situations

¾ Knowledge and understanding: the nature of democratic communities, including how they function and change / the nature of political and voluntary action in communities

111

½ Knowledge and understanding: the nature of political and voluntary action in communities

¼ Values and Disposition: concern for human rights /

¼ Skills and aptitudes: ability to identify, respond to and influence social, moral and political challenges and situations

112

¾ Skills and aptitudes: ability to recognise forms of manipulation and persuasion

“Most national newspapers tend to favour one political party in particular.”

“Newspapers also exert political influence through how and what they report...”

¼ Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

113

½ Skills and aptitudes: ability to recognise forms of manipulation and persuasion

½ Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

8.3. Campaigning (114-117)

How community action can be used to bring about change and asks what people need to do to improve their chances of success

114

Skills and aptitudes: ability to make a reasoned argument both verbally and in writing

115

Knowledge and understanding: the nature of democratic communities, including how they function and change / the interdependence of individuals and local and voluntary communities

116

Values and Disposition: commitment to active citizenship /

117

¾ Values and Disposition: commitment to active citizenship /individual initiative and effort /

¼ Knowledge and understanding: the nature of democratic communities, including how they function and change / the interdependence of individuals and local and voluntary communities / the nature of social, moral and political challenges faced by individuals and communities

Chapter 9: Global Citizenship (118-127)

9.1. Big world, small world? (118-123)

Benefits and drawbacks of globalisation

118

Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

119

Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

120

¾ Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels.

¼ Values and Disposition: proclivity to act responsibly: that is care for others and oneself; premeditation and calculation about the effect actions are likely to have on others; and acceptance of responsibility for unforeseen or unfortunate consequences

121

¾ Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

¼ Skills and aptitudes: ability to make a reasoned argument both verbally

122

Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

123

Knowledge and understanding: topical and contemporary issues and events at local, national, EU, Commonwealth and international levels

9.2. Global Warming (124-127)

What action should be taken in view of what we know?

124

Knowledge and understanding: sustainable development and **environmental issues**

125

¾ Knowledge and understanding: sustainable development and **environmental issues**

¼ Values and Disposition: concern for the environment

126

¾ Knowledge and understanding: sustainable development and **environmental issues**

¼ Values and Disposition: concern for the environment

127

¾ Knowledge and understanding: sustainable development and **environmental issues**

¼ Values and Disposition: concern for the environment

Chapter 10: Justice (pages 128-139)

10.1 Criminal Law

128

Knowledge and understanding: Britain's parliamentary political and legal systems at local, national, **European**, Commonwealth and international level, including how they function and change

129

Knowledge and understanding: Britain's parliamentary political and legal systems at local, national, **European**, Commonwealth and international level, including how they function and change / legal and moral rights and responsibilities of individuals and communities

130

½ Knowledge and understanding: Britain's parliamentary political and legal systems at local, national, **European**, Commonwealth and international level, including how they function and change

½ Skills and aptitudes: ability to make a reasoned argument both verbally

131

½ Knowledge and understanding: Britain's parliamentary political and legal systems at local, national, **European**, Commonwealth and international level, including how they function and change

½ Skills and aptitudes: ability to make a reasoned argument both verbally

132

½ Knowledge and understanding: Britain's parliamentary political and legal systems at local, national, **European**, Commonwealth and international level, including how they function and change / the nature of political and voluntary action in communities

½ Values and Disposition: belief in human dignity and equality / commitment to voluntary service

“Ethnic minorities and younger people are also under-represented on juries, as their names are less likely to appear on the electoral roll. “

Responsibility (jury)

133

½ Knowledge and understanding: Britain's parliamentary political and legal systems at local, national, **European**, Commonwealth and international level, including how they function and change / the nature of political and voluntary action in communities

½ Values and Disposition: belief in human dignity and equality / commitment to voluntary service

134

Knowledge and understanding: Britain's parliamentary political and legal systems at local, national, **European**, Commonwealth and international level, including how they function and change

135

½ **Knowledge and understanding: Britain's parliamentary** political and legal systems at local, national, **European**, Commonwealth and international level, including how they function and change

½ **Skills and aptitudes:** ability to make a reasoned argument both verbally

10.2. Civil Law (pages 136-139)

136

½ **Skills and aptitudes:** ability to make a reasoned argument both verbally

½ **Knowledge and understanding: Britain's parliamentary** political and legal systems at local, national, **European**, Commonwealth and international level, including how they function and change

137

½ **Knowledge and understanding: Britain's parliamentary** political and legal systems at local, national, **European**, Commonwealth and international level, including how they function and change

½ **Skills and aptitudes:** ability to identify, respond to and an influence social, moral and political challenges and situations

138

Knowledge and understanding: Britain's parliamentary political and legal systems at local, national, **European**, Commonwealth and international level, including how they function and change

139

½ **Knowledge and understanding: Britain's parliamentary** political and legal systems at local, national, **European**, Commonwealth and international level, including how they function and change

½ **Skills and aptitudes:** ability to make a reasoned argument both verbally

Appendix B

1. Turkish Textbooks

Işıklı, Ş. (2014). *Ortaöğretim demokrasi ve insan hakları [Secondary school - democracy and human rights]*. Ankara: Ekoyay. Retrieved July 7, 2014 from <http://www.meb.gov.tr/2014-2015-egitim-ogretim-yilinda-okutulacak-ilk-ve-orta-ogretim-ders-kitaplari/duyuru/7013>

Tarman, B., Acun, I., Ülger, M., Yıldız, A., and Kanlı, Y. (2014). *Ortaöğretim demokrasi ve insan hakları ders kitabı [Secondary school - democracy and human rights textbook]*. Milli Eğitim Bakanlığı (MEB). Retrieved June 27, 2014 from <http://www.meb.gov.tr/2014-2015-egitim-ogretim-yilinda-okutulacak-ilk-ve-orta-ogretim-ders-kitaplari/duyuru/7013>

2. English Textbooks

Culshaw, C., Wales, J., Clarke, P., and Reaich, N. (2002). *Citizenship today*. London: Collins

Thorpe, T., & Marsh, D. (2002). *Citizenship studies*. London: Hodder & Stoughton.

3. English and Turkish Curriculums

Department for Education Employment (DfEE), & Qualifications Curriculum Authority (QCA) (1999). *Citizenship: National Curriculum of England and Wales: Key stages 3 & 4*. London: DfEE and QCA

Milli Eğitim Bakanlığı (MEB) (2013). *Ortaöğretim Demokrasi ve İnsan Hakları Dersi Öğretim Programı [Secondary Schools Democracy and Human Rights Education Study Programme]*. Ankara: MEB. Retrieved June 17, 2013 from http://www.edchreturkey-eu.coe.int/Source/Resources/Curriculum_2013.pdf

4. English and Turkish Policy Documents

Department for Education and Skills (DfES) (2001). *Schools achieving success*. London: HMSO. Retrieved May 15, 2016 from <https://www.gov.uk/government/publications/schools-achieving-success>

Ólafsdóttir, O., Adzovic, E., Dombaycı, M., Dinç, E., Ekmekçi, H., Mercin, L.,
Akyeşilmen, N., Akbaba, T., and Dedeođlu, A. (2013). *Democratic Citizenship
and Human Rights Project - Annual Bulletin*. Retrieved May 10, 2016 from
http://www.edchreturkey-eu.coe.int/Source/Resources/Annual_Bulletin_2.pdf

