

GCSE

Citizenship Studies (Short Course)

Teacher support

Edexcel GCSE in Citizenship Studies (Short Course)

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Acknowledgements

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Teacher support resource – GCSE Citizenship Studies (Short Course)

About this resource

This teacher support resource gives answers to the key questions that arise during the teaching and assessment of *Unit 2: Participation in Society*.

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There are six exemplar-controlled assessment tasks for Unit 2. They are not compulsory and we encourage students to develop tasks that are relevant to them. You don't have to change what you do each year if you choose to use these tasks – providing you ensure that the task is relevant to your students. You can adapt and abridge these exemplar tasks to meet your needs as long as they meet the requirements of the unit.

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Section 1: Introduction from the Chief Examiner

From coursework to controlled assessment – the Chief Examiner’s view

Over the years teachers have proved themselves to be skilled managers of change. New ideas can be both stimulating and threatening and the new GCSEs bring an important change from coursework to controlled assessment. The significance of the QCA-inspired change is that, while coursework used to contribute 40 per cent to the final assessment, the new controlled assessment will be worth 60 per cent of the final short course outcome.

However, it is clear that controlled assessment is not coursework by another name. Controlled assessment is more skills based than coursework and the final ‘writing up’ in particular will take place under supervised conditions in the classroom or exam hall.

To help implement change, the Edexcel GCSE Citizenship Studies *Getting Started* document is an excellent starting point as it sets out the new specification in detail. It incorporates a teacher’s guide and sample assessment materials (SAMs).

This teacher support resource, which focuses on controlled assessment, has been written from a practical point of view and is designed to help understanding of what controlled assessment will mean for course planning and delivery.

We hope that the booklet will ‘fill in the blanks’, helping to clarify and interpret this important area of curriculum change. Edexcel coursework has been much praised in the past and we hope that controlled assessment can be an equally positive experience for both teachers and students.

Contact Edexcel

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Section 2: Assessment information

GCSE Citizenship Studies (Short Course) controlled assessment

What's new?

The new GCSE specifications (for teaching from September 2009) use controlled assessment rather than coursework, in accordance with QCA requirements. The main changes are given below.

- Skills are explicitly assessed and the controlled assessment reflects the skills that are in the Key Stage 4 programme of study.
- The action that students undertake for their controlled assessment needs to link explicitly to a citizenship issue.
- Students need to complete the writing up of the controlled assessment in controlled conditions, which means that additional care needs to be taken in writing up the assessment.

However, there are a number of features of the controlled assessment that will be familiar.

- There is still a response form (now called a **task response form**) which students complete.
- The response forms for the controlled assessment are still structured as in the old specification.
- Supporting evidence still has to be collected.
- Students still need to engage in a citizenship action.

Preparing for the controlled assessment

Frequently asked questions

How is the controlled assessment for Unit 2 different to the coursework we do now?

QCA asked all the GCSE awarding bodies to be more structured in how coursework is chosen and run. What they wanted was for us to fully integrate the relevant sections from the Key Stage 4 Programme of Study that relate to Citizenship Studies. Students will still complete a citizenship activity and they will still complete a response form; the form has been restructured and is now called the **task response form**. Coursework is now called **controlled assessment**.

How do I choose what to do for Unit 2 controlled assessment?

Unit 2 is designed to allow students the freedom to carry out an activity that is interesting and relevant to them. Students should follow a **five-stage process** when choosing and planning their task. Take a look at the suggested issues and actions on page 10. You need to be sure that students follow the following five stages.

- 1 Choose who you want to work with (you could choose to work alone).
- 2 Choose one issue.
- 3 Choose one action.
- 4 Make the activity work in your context.
- 5 As you complete the action, check that you are able to respond to all the questions.

Do we have to use one of the six exemplar controlled assessment tasks?

No. We encourage students to undertake a task which is relevant to them and has meaning. This means that students can undertake any task that meets the unit requirements. We have developed the six exemplar tasks (page 10) within this guidance as examples which you can use and adapt. You do not need to change the task you offer each year so you can continue to use the tasks in this guidance throughout the duration of the specification, provided they are relevant and meaningful for students.

Can I check if a controlled assessment idea meets the unit requirements?

Yes – just email gcsecitizenship@edexcelexperts.com

Can students use work experience as their Unit 2 activity?

No. Work experience is not part of any of the nine ‘range and content’ areas that make up the new specification.

What if there is no curriculum time for students to all do something different?

We understand the pressures on time for teaching citizenship. Therefore we have produced six exemplar tasks (page 10) to be used and adapted by centres. These exemplar tasks are suitable for groups. You don’t have to use them – we encourage students to develop tasks that are relevant to them. You can adapt and abridge these examples to meet your needs as long as you meet the requirements of the unit.

Who are ‘people in positions of power and authority’?

This will depend on the issue chosen for controlled assessment but could include people in school such as the headteacher, school governors, someone representing a business, a local charity or a local government department with an interest in a particular issue. People with knowledge of the issue and/or influence on the issue in some capacity could be considered to be in ‘positions of power and authority’.

Supporting students in Unit 2

Will there be a response form?

Yes. This is the form in the Sample Assessment Materials. We’ve called this the **task response form** but you will recognise the layout from the existing coursework response form. **Use of this form is compulsory.** The form will be made available on the Edexcel website in word format so that students can complete the fields easily. Please note that the wording must not be changed.

How do I record skills performance?

Some of the questions in the task require students to show evidence of specific **skills** (see *Appendix A*) such as negotiation and advocacy. We have provided a Witness Testimony form (*Appendix C*) on which you can briefly describe the skills used and whether the student has achieved the requirements of the assessment criteria. Students will not need to describe the skills they have demonstrated as the completed Witness Testimony form will provide enough evidence.

How much support can teachers give students?

Teachers can help students prepare by:

- making sure that they understand the issue, and know what citizenship skills are
- teaching them about the issue if necessary
- giving them support with learning relevant skills
- helping them find relevant information for the enquiry aspect
- supporting them in organising communication and action
- helping them select and collate evidence.

How do students produce individual evidence if they are in a large group?

When responding to Section 2 of the task, students need to produce evidence of communication with people in positions of power. This could be in the form of a well-structured question or statement and an acknowledged response. If communication is conducted in a meeting or forum it could be structured so that each student can ask a question or make a statement.

If students are working in a larger group they can prepare a delegate to ask questions, present a position and acknowledge responses on their behalf. The delegate must ask questions prepared by the group of students (which will include the delegate). This will require a meeting during which students agree the questions that they want to ask the people in positions of power, and their own position on the issue. All students must be able to show their involvement in the process to prepare the delegate.

Communication does not need to be verbal and could be in the form of a letter or email. However, in order to provide evidence of influencing and persuading, students will need to follow up written question responses.

When responding to Section 3 of the task, students need to produce evidence of their contribution to the action. The nature of the evidence will depend on the chosen task. Evidence from group activities is acceptable, provided it is clear that the student has participated.

In Section 4, how can a local issue contribute nationally?

Students should be aware that an issue and action, however localised, will always have an impact on the national perspective. This impact may be contributory, in the sense of local application of national policy, or it may further a national campaign strategy on a local level. Students should make links between their action and the national perspective.

Administering the controlled assessment – Unit 2

When do students need to write up the controlled assessment?

You can choose when students write up the controlled assessment and when they collate and attach evidence. There are three hours available for this and we recommend that you split this time so that students can complete different sections as and when appropriate during their course of study. The exemplar tasks on page 10 give suggested timings. You need to be sure that any evidence and the incomplete task response form are retained securely at the centre. Students can have access to their evidence but it must not be taken home. Students cannot have access to their task response form.

Is there a word limit?

There is no word limit restriction. Students will not be marked on the amount they write, as long as they provide what the mark scheme requires. In sections where students need to provide evidence of their skills, writing will not be necessary and evidence of skills can be shown using the Witness Testimony form (*Appendix C*) and videotaped evidence.

Is there a time limit?

Students have three hours in total to complete their controlled assessment. This can be split so that students can complete sections at the most appropriate time during their course of study.

How much evidence is required and what sort of evidence is recommended?

At least three pieces of evidence are needed:

- evidence of the issue
- evidence of communication with people in positions of power
- evidence of the skills used.

Evidence of the issue will typically show links with citizenship issues from Unit 1. This could be in the form of two or three relevant web pages. Evidence of communication with people in positions of power and of skills use in the action could take the form of witness testimony (*Appendix C*) and be supplemented with videotaped evidence. Evidence may also be scanned for electronic submission.

Three pieces of evidence should be sufficient, as long as they meet the requirements of the task as stated in the assessment criteria.

Can students use a computer to ‘write up’ their responses? If so, how can security of unfinished work be guaranteed?

Students can use a computer to write responses. This must be a computer supplied by the centre, not the student’s own. Centres need to save the work on a portable medium if students are writing up in several sessions. This should then be kept securely between sessions. The task response form will be made available as a word document for electronic use.

Can notes be used in the writing-up sessions?

Yes. Students can bring in notes and evidence. There is no restriction on the amount of notes or evidence that they bring to the controlled assessment. However, they cannot bring in a prepared draft of responses. Therefore, any notes and evidence that students bring to the write-up sessions must be properly checked.

What are notes?

- Notes are pieces of evidence relevant to student enquiry or representations
- Notes are not continuous sentences or paragraphs
- They can be bullet points, numbered points or short quotations
- They can be lists of key dates, names, events, causes or consequences.

(A student handout is available at *Appendix B*.)

Submitting the controlled assessment

When does controlled assessment need to be submitted?

Controlled assessment can be submitted only in the summer series. However, students can complete the controlled assessment earlier in the year. Centres must retain the controlled assessment responses securely until they can be submitted for marking. This means that centres could offer the controlled assessment in the autumn term, students could write their response in the spring term and centres could retain the responses securely and submit them in summer.

Section 3: Six exemplar controlled assessment tasks for Unit 2

Students need to choose an issue relating to a range and content area in the specification and then need to choose an appropriate action from the specification. Students need to think about how they can carry out their action in their local area. Finally, they need to check that they can answer all the questions in the task.

The nine range and content areas are listed below. The six examples of tasks that you can use for Unit 2, all of which are drawn from the range and content areas, are on page 10. These tasks are explained further on the pages that follow. You are free to use and adapt them with your students or devise your own. There are many different issues and actions that can be undertaken.

Range and content areas

- 1 Political, legal and human rights and freedoms in a range of contexts from local to global
- 2 Civil and criminal law and the justice system – police, youth offending teams, courts, lawyers, prisons and probation
- 3 Democratic and electoral processes and the operation of parliamentary democracy
- 4 The development, and struggle for, different types of freedoms both in the UK and abroad
- 5 The media
- 6 Policies and practices for sustainable development
- 7 The economy in relation to citizenship and the relationship between employers and employees
- 8 Origins and implications of diversity and the changing nature of society in the UK
- 9 The European Union, the Commonwealth and the UN.

Six exemplar controlled assessment tasks

Exemplar task title	Range and content area from the specification	Issue	Action (from the specification)	Context
A – Debating an issue before fundraising	1 Political, legal and human rights and freedoms in a range of contexts from local to global.	The right of children not to be involved in conflict.	Organising an event to raise awareness and debate issues.	You could organise a fundraising event to raise awareness. A representative from a charity could provide a question and answer session. After the fundraising you could organise a meeting to discuss the issue and how views have changed.
B – Religious beliefs display	8 Origins and implications of diversity and the changing nature of society in the UK.	How can we ensure that people understand each others religious beliefs?	Lobbying and communicating views publicly via a website or display.	You communicate with local community stakeholders and develop a display for school or a community centre that represents diverse beliefs. You survey onlookers to ascertain impact.
C – Recycling petition	6 Policies and practices for sustainable development.	Is recycling worthwhile?	Contributing to local community policies.	You could attend a local council meeting, make your views heard, and respond in a consultation process.
D – Elections to a school council	3 Democratic and electoral processes and the operation of parliamentary democracy.	How can student views be represented at school? (Elections to a school council).	Conducting a consultation, vote or election.	You might stage an election in your college, organising hustings and a vote.
E – Representing the views of others	5 The media.	Does the local media represent the views of older people?	Representing the views of others at a meeting or event.	You communicate with older people at a local centre to ascertain their views about local issues. You represent their views to the local media, through a petition or submitted article, to ensure that their voice is heard.
F – Interacting with your twinned/linked school	4 The development, and struggle for, different types of freedoms both in the UK and abroad.	The diversity of a school community in one locality compared with another.	Representing the views of others at a meeting or event.	You find out about views on identity from fellow students, and write to students in your linked school. You then present these views to another class, parents or another school.

Exemplar task A – Debating an issue before fundraising

We know that many centres have been running fundraising events for their Citizenship Studies coursework. This exemplar task is suitable if you want to continue doing something similar. **Note that fundraising in itself is unlikely to link to a citizenship theme and is not considered to be a suitable citizenship action. Therefore we propose that students convene a debate on their issue before undertaking any fundraising activity.** Students will need to assess the impact of the debate.

This exemplar task has four sections which reflect the four sections of the **task response form**. Preparation for Sections 2 and 3 is combined in this proposal.

Assessment criteria	What evidence?	The controlled assessment
<p>1 Enquiry into the citizenship issue</p> <ul style="list-style-type: none"> Students and teacher discuss the issue: ‘the right of children not to be involved in conflict’ (Range and content area 1). Students work as a group and undertake research into their issue using the internet with supervision (eg Coalition to Stop the Use of Child Soldiers). Students think about what their own view on the issue is. Students write up their response to Section 1. 	<p>Students download web pages as evidence of their issue and explain why it is important.</p>	<p>Students complete questions under Section 1 for controlled assessment.</p> <p>Suggested time 35 minutes.</p>

Assessment criteria	What evidence?	The controlled assessment
<p>2 Application of skills of advocacy and negotiation; and</p> <p>3 Participation in action to address the citizenship issue</p> <ul style="list-style-type: none"> • Students, in groups, decide on a debate meeting. • Students make notes on how they decided on the focus and format of the debate. • Students prepare questions to ask, for example, a representative from the charity associated with their issue, and a local person in a position of power with an interest in the issue. Students can also prepare a delegate to ask questions and present a point of view but they must contribute to the preparation process. • Students run a debate with, for example, a representative from the charity associated with their issue, and a local person in a position of power with an interest in the issue. • Students survey attendees of the discussion to ascertain the impact of their action in terms of raising awareness and to discuss the issue with attendees. All students should participate in this action. • Students undertake their fundraising event. • Students survey those involved in the fundraising to ascertain the impact of fundraising on their views of the citizenship issue. • Students write up their response to Sections 2 and 3 in the task. In Section 3 they must refer to their participation in the debate meeting and how they negotiated and decided on this action. 	<p>Students should generate evidence of their participation and contribution to the debate meeting. This should be in the form of witness testimony.</p>	<p>Students attach their Witness Testimony form which should give details of their interaction for 2a and complete questions 2b and 3a. Response to 3b should include evidence of deciding on action, the participation in the meeting (or preparation of the delegate, and their surveying and discussion with attendees).</p> <p>Suggested time 90 minutes or two sessions of 45 minutes.</p>
<p>4 Evaluate impact of own action</p> <ul style="list-style-type: none"> • Students make notes on the impact of the debate on their issue, locally and nationally. They should be conscious that an action which is local in context can contribute to the national context. Students write notes on their own view and how it has changed from the start. • Students complete Section 4 of the task. 	<p>Students write responses to the task questions – no additional evidence needed.</p>	<p>Students write responses to Section 4 and check all their previous responses.</p> <p>Suggested time 55 minutes.</p>

Exemplar task B – Religious beliefs display

This exemplar task will help if you are teaching GCSE short course Citizenship Studies with GCSE short course Religious Studies. It should enable you to cover some common areas of content whilst students develop their citizenship skills.

This exemplar task has four sections which reflect the four sections of the **task response form**.

Assessment criteria	What evidence?	The controlled assessment
<p>1 Enquiry into the citizenship issue</p> <ul style="list-style-type: none"> • Students and teacher discuss the issue: ‘How can we ensure that people understand each others’ religious beliefs?’ (Range and content area 8). • Students work as a group and undertake research into religious diversity in their school or community. They could use the internet. • Students think about what their own view on the issue is. • Students write up the response to Section 1 in the task. 	<p>Students download web pages as evidence of their issue and explain why it is important.</p>	<p>Students complete questions under Section 1 for controlled assessment.</p> <p>Suggested time 35 minutes.</p>
<p>2 Application of skills of advocacy and negotiation</p> <ul style="list-style-type: none"> • Students, in groups, decide on the focus and themes of their display. • Students run a debate with a representative from school and a local person in a position of power with an interest in the issue or an interest in a forthcoming display, ie a community centre worker. • Students ask questions about the issue, and the impact the display could have, ensuring that each student can ask a question and also explain their own view. • Students can prepare a delegate to ask questions and present a point of view but they must contribute to the preparation process. • Students write up their response to Section 2 in the task. 	<p>Student evidence will be in the form of Witness Testimony from the meeting.</p>	<p>Students attach their Witness Testimony form, which should give details of their interaction for 2a, and complete question 2b.</p> <p>Suggested time 45 minutes.</p>

Assessment criteria	What evidence?	The controlled assessment
<p>3 Participation in action to address the citizenship issue</p> <ul style="list-style-type: none"> • Based on their findings from researching the local community/school and the meeting described above, students develop a pictorial display to promote religious tolerance. Students should all undertake an aspect of the display. • Students exhibit the display. • Students briefly survey onlookers or fellow students on the effectiveness of the display. • Students write up their response to Section 3 of the task. 	<p>Students should generate evidence of their participation and contribution. This should be in the form of observation/photos of the display, a Witness Testimony form showing the student's contribution and survey results.</p>	<p>Students answer question 3a and attach evidence for 3b. Suggested time 45 minutes.</p>
<p>4 Evaluate impact of own action</p> <ul style="list-style-type: none"> • In class, students make notes on the impact of the display on their issue, locally and nationally. They should be conscious that an action which is local in context can contribute to the national context. Students make notes on their own view and how it has changed from the start. • Students complete Section 4 of the task. 	<p>Students write responses to the task questions – no additional evidence needed</p>	<p>Students write responses to Section 4 and check all their previous responses. Suggested time 55 minutes</p>

Exemplar task C – Recycling petition

This exemplar task has four sections which reflect the four sections of the **task response form**.

Assessment criteria	What evidence?	The controlled assessment
<p>1 Enquiry into the citizenship issue</p> <ul style="list-style-type: none"> • Students and teacher discuss the issue ‘Is recycling worthwhile?’ (Range and content area 6). • Students work as a group and undertake research into recycling in their school and community, researching local council policies and national debates. They could use the internet with supervision. • Students think about what their own view on the issue is. • Students write up the response to Section 1 in the task. 	<p>Students download web pages as evidence of their issue and explain why it is important.</p>	<p>Students complete questions under Section 1 for controlled assessment.</p> <p>Suggested time 35 minutes</p>
<p>2 Application of skills of advocacy and negotiation</p> <ul style="list-style-type: none"> • Students in groups decide on a course of action related to the issue (they could set up a petition to improve recycling facilities – or alternatively petition against recycling if they think its not worthwhile). • Students invite a council representative and a representative from an environmental charity (people in positions of power with an interest in the issue). • Students ask questions about the issue and the impact their action could have, ensuring that each student can ask a question and also explain their own view. Students can prepare a delegate to ask questions and present a point of view but they must contribute to the preparation process. • Students write up their response to Section 2 in the task. 	<p>Student evidence will be in the form of Witness Testimony from the meeting.</p>	<p>Students attach their Witness Testimony form, which should give details of their interaction for 2a, and complete question 2b.</p> <p>Suggested time 45 minutes.</p>

Assessment criteria	What evidence?	The controlled assessment
<p>3 Participation in action to address the citizenship issue</p> <ul style="list-style-type: none"> • Based on their findings from researching the local community/school and the meeting above, students devise and use a petition related to the issue. Under supervision, students petition their school or a local shopping centre. All students should prepare to engage in discussion about the issue with respondees. • Students present the completed petition to the local council. • Students question the local council representative about the possible impact of the petition on the cause. • Students write up their response to Section 3 of the task. 	<p>Students should produce evidence of their participation and contribution to the action and the meeting. This should be in the form of observations/photos of the petitioning results.</p>	<p>Students answer question 3a and attach evidence for 3b. Suggested time 45 minutes</p>
<p>4 Evaluate impact of own action</p> <ul style="list-style-type: none"> • In class, students make notes on the impact of their action on their issue locally and nationally. They should be conscious that an action which is local in context can contribute to the national context. Students make notes on their own view and how it has changed from the start of the task. • Students complete Section 4 of the task. 	<p>Students write responses to the task questions – no additional evidence needed (though any evidence of how the community has reacted to the action, eg a local newspaper report, could be of benefit).</p>	<p>Students write responses to Section 4 and check all their previous responses. Suggested time 55 minutes</p>

Exemplar task D – How can student views be represented at school? (Elections to a school council)

This exemplar task has four sections which reflect the four assessment criteria of the task response form.

Assessment criteria	What evidence?	The controlled assessment
<p>1 Enquiry into the citizenship issue</p> <ul style="list-style-type: none"> Students and teacher discuss the issue – ‘How can student views be represented at school? Elections to a school council’ (Range and content area 3). Students work as a group and undertake research into types of elections in their school, community and nationally, researching electoral processes and issues of democracy and representation. They should consider whether they feel they are properly represented and how a school council makes a difference. They could use the internet with supervision. Students think about what their own views on the issues of democracy and representation are. Students write up the response to Section 1 in the task. 	<p>Students download web pages as evidence of their issue and explain why it is important.</p>	<p>Students complete questions under Section 1 for controlled assessment.</p> <p>Suggested time 35 minutes</p>
<p>2 Application of skills of advocacy and negotiation</p> <ul style="list-style-type: none"> Students plan an election, deciding how students will be chosen to stand, and how to make sure the winner represents others. Students invite a representative from, for example, the local council, and a school governor to discuss the issue, focusing on how elections enable people to be represented, and how the school works with a school council. Students ask questions about democracy and representation, and the impact/importance of an election in school, ensuring that each student can ask a question and also explain their own view. Students can also prepare a delegate to ask questions and present a point of view but they must contribute to the preparation process. Students write up their response to Section 2 in the task. 	<p>Student evidence will be in the form of witness testimony from the meeting.</p>	<p>Students attach their Witness Testimony form which should give details of their interaction for 2a and complete question 2b.</p> <p>Suggested time 45 minutes</p>

Assessment criteria	What evidence?	The controlled assessment
<p>3 Participation in action to address the citizenship issue</p> <ul style="list-style-type: none"> • Students run hustings and an election. Students who are not standing for election should be involved in canvassing for others and all students should generate witness evidence of themselves discussing the issue with their peers. This evidence could most easily be collected during hustings. • Students question their peers about how successful the election was, whether the right people were elected, and their views about how they will be represented by the elected representatives. • Students write up their response to Section 3 of the task. 	<p>Students should produce evidence of their participation and contribution to the election. This should be in the form of observations/photos.</p>	<p>Students answer question 3a and attach evidence for 3b. Suggested time 45 minutes.</p>
<p>4 Evaluate impact of own action</p> <ul style="list-style-type: none"> • In class, students make notes on the impact of their action on their issue, locally and nationally. They should be conscious that an action which is local in context can contribute to the national context. Students make notes on their own view and how it has changed from the start of the task. • Students complete Section 4 of the task. 	<p>Students write responses to the task questions – no additional evidence needed</p>	<p>Students write responses to Section 4 and check all their previous responses. Suggested time 55 minutes</p>

Exemplar task E – Representing the views of others

This exemplar task has four sections which reflect the four assessment criteria of the task response form.

Assessment criteria	What evidence?	The controlled assessment
<p>1 Enquiry into the citizenship issue</p> <ul style="list-style-type: none"> Students and teacher discuss the issue ‘Does the local media represent the views of older people?’ (Range and Content area 5). Students work as a group and prepare a visit to a local residential home for the elderly, or a community centre. They prepare questions on local issues to canvass the opinions of people. They also ask questions about the local media. Do people think the media represents their views? Students think about what their own view on the issue of representation in the media is. Students write up the response to Section 1 in the task. 	<p>Students download web pages as evidence of their issue and explain why it is important.</p>	<p>Students complete questions under Section 1 for controlled assessment.</p> <p>Suggested time 35 minutes.</p>
<p>2 Application of skills of advocacy and negotiation</p> <ul style="list-style-type: none"> Students invite a representative from the residential home or community centre and a local journalist to discuss the issue, focusing on issues of representation and the issues raised by those surveyed. Students ask questions about the issue, ensuring that each student can ask a question and also explain their own view. Students can also prepare a delegate to ask questions and present a point of view but they must contribute to the preparation process. Students write up their response to Section 2 in the task. 	<p>Student evidence will be in the form of observation report/witness testimony from the meeting.</p>	<p>Students attach their Witness Testimony form which should give details of their interaction for 2a and complete question 2b.</p> <p>Suggested time 45 minutes</p>

Assessment criteria	What evidence?	The controlled assessment
<p>3 Participation in action to address the citizenship issue</p> <ul style="list-style-type: none"> • Students write an article or run a petition to capture views on representation. They submit their findings to a local newspaper. • Students survey a local residential home for the elderly or a community centre to ascertain impact of their article/petition story if published. If the story was not published, students ask the newspaper for the reasons why. • Students write up their response to Section 3 of the task 	<p>Students should produce evidence of their participation and contribution to the election. This should be in the form of observation reports.</p>	<p>Students answer question 3a and attach evidence for 3b. Suggested time 45 minutes.</p>
<p>4 Evaluate impact of own action</p> <ul style="list-style-type: none"> • In class, students make notes on the impact of the action on their issue, locally and nationally. They should be conscious that an action which is local in context can contribute to the national context. Students write notes on their own view and how it has changed from the start. • Students complete Section 4 of the task. 	<p>Students write responses to the task questions – no additional evidence needed.</p>	<p>Students write responses to Section 4 and check all their previous responses. Suggested time 55 minutes.</p>

Exemplar task F – Interacting with your twinned/linked school

This controlled assessment has four sections which reflect the four assessment criteria of the **task response form**. It is designed for a school that is twinned with another school overseas, or linked to another school in a different region of the UK.

Assessment criteria	What evidence?	The controlled assessment
<p>1 Enquiry into the citizenship issue</p> <ul style="list-style-type: none"> Students and teacher discuss the issue ‘What identity means to students in different places’ (Range and Content area 4). Students work as a group and undertake research into the concept of identity, starting by surveying their peers on key aspects of their identity. Students also undertake some research into the country or area of the UK where their twinned/linked school is and research similarities and differences. They could use the internet to research the area. Students think about their own views on identity and what it means to students across the world or, if there is a more local focus, in different areas of the UK. Students write up the response to Section 1 in the task. 	<p>Students download web pages as evidence of their issue and explain why it is important.</p>	<p>Students complete questions under Section 1 for controlled assessment.</p> <p>Suggested time 35 minutes.</p>
<p>2 Application of skills of advocacy and negotiation</p> <ul style="list-style-type: none"> Students correspond with the teacher at the twinned/linked school (who may want to establish a similar exercise) and a local educational representative who can comment on identity, focusing on the issue of identity in UK and/or abroad and the problems experienced by children growing up today. Students communicate with students in their twinned/linked school and exchange questions. Students, in groups, ask questions about the issues, ensuring that each student can ask a question and also explain their own view. Students could prepare a delegate to ask questions and present a point of view, if they don’t ask questions themselves, but they must contribute to the preparation process. Students write up their response to Section 2 in the task. 	<p>Student evidence will be in the form of witness testimony from the meetings and correspondence.</p>	<p>Students attach their Witness Testimony form which should give details of their interaction for 2a and complete question 2b.</p> <p>Suggested time 45 minutes.</p>

Assessment criteria	What evidence?	The controlled assessment
<p>3 Participation in action to address the citizenship issue</p> <ul style="list-style-type: none"> • Students collate their evidence and prepare a presentation on their own views, and those of the students at their twinned school, for students at another class or school. Students then answer questions from the audience. • Students ask students from another class or school for feedback about their views on the issue of identity and how these have changed after the meeting. • Students write up their response to Section 3 of the task. 	<p>Students should produce evidence that they have presented their views to others. This should be in the form of witness testimony.</p>	<p>Students answer question 3a and attach evidence for 3b. Suggested time 45 minutes.</p>
<p>4 Evaluate impact of own action</p> <ul style="list-style-type: none"> • In class, students make notes on the impact of their action on their issue, locally and nationally. They should be conscious that an action which is local in context can contribute to the national context. Students make notes on their own view and how it has changed from the start. • Students complete Section 4 of the task. 	<p>Students write responses to the task questions – no additional evidence needed.</p>	<p>Students write responses to Section 4 and check all their previous responses. Suggested time 55 minutes.</p>

Appendix A: What are citizenship skills?

There are three main skills that make up Unit 2.

1 Enquiry

Jargon buster: What does 'enquiry' mean?

'Enquiry' means to ask for information. This could include finding out about an issue from different sources and questioning and evaluating different viewpoints.

Example

Chloe watched the news and saw a report on the effects of war on children in Uganda, in particular child abduction. She decided to focus on this issue for Unit 2 and to complete an enquiry. After discussing the issue with her teacher, Chloe searched the internet and found some relevant articles on a national news website. The articles led to her discovering a specific charity that supported the rights of children in Uganda and which quoted the children's views.

Her enquiries led her to greater understanding of the problems including the realisation that different governments in the region held different views on how and when children should be returned to their families.

Her enquiries also led to her being able to produce evidence from the news website and the charity – and to be able to evaluate different viewpoints from the charity, the children, and different governments in the area.

2 Advocacy and representation

Jargon buster: What is advocacy and representation?

Advocacy and representation is about being able to explain viewpoints to others and present a view that might not be your own.

Example

Ahmed discovered that his local council did not recycle plastics and set about finding out what his neighbours thought. After some discussions he found out that roughly half of his neighbours were in favour of recycling plastics, but half thought that it was a bad idea. Of those who disagreed, some thought it caused more pollution than throwing the plastic away.

Ahmed did some research on the internet, with some other students who he was working with on his Unit 2 project, to find out about the different arguments. Together they presented all the arguments to their class, including the views they did not agree with.

3 Taking informed and responsible action

Jargon buster: What is taking informed and responsible action?

Taking informed and responsible action involves researching, planning and initiating action to address a citizenship issue and includes negotiating and deciding on the action, assessing the action and reflecting critically on the action when complete.

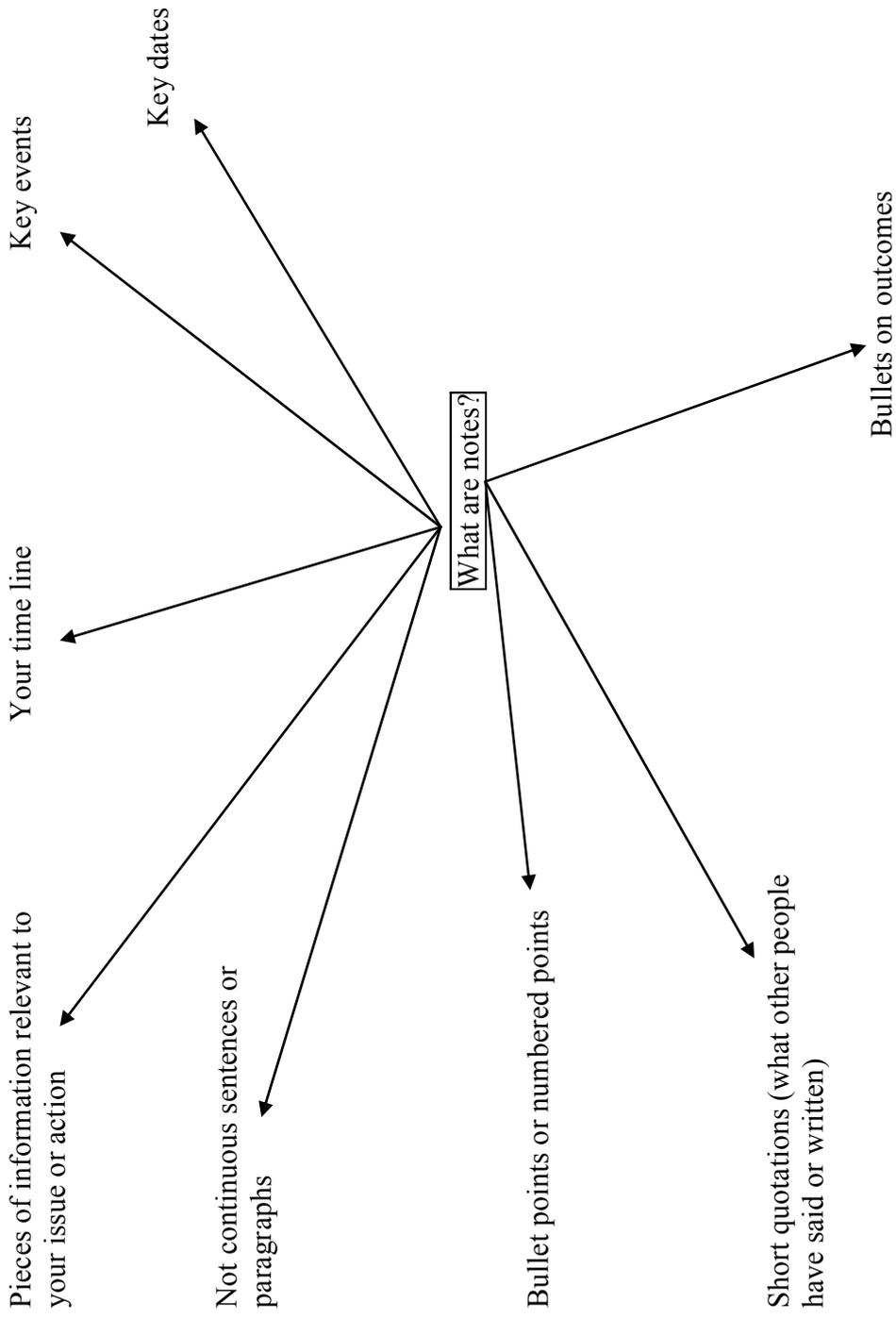
Example

David wanted to help his local community centre promote diversity within his local community for his Unit 2 controlled assessment. He spoke to the community centre organiser and they agreed that it would be good if David could devise a display to promote diversity.

David's school helped him to set up a meeting with representatives from the different groups in his community. Following David's suggestion and some discussion, each group agreed to contribute to the display.

After the display had been displayed, David and his group devised and conducted a brief survey to find out what people thought about the display and whether people had a better understanding of different cultures as a result.

Appendix B: What are notes?



Appendix C: Witness Testimony form

Candidate name:	Candidate number:
Centre name:	Centre number:

Unit title:

Controlled assessment task issue:

Controlled assessment activity description:

Skills	No skills	Some skills	Good skills	Excellent skills
Communicating				
Influencing				
Persuading				
Expression of own view				
Advocacy (expression of other views)				
Negotiating action (presenting and/or adapting own views)				
Contribution to action				
Please describe the skills used by the candidate in this activity:				

Witness _____ Signature _____
 Job role _____ Date _____

Assessor comments:

Assessor _____ Signature _____
 Date _____

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