

Teacher's Guide

Edexcel GCSE in Citizenship Studies



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Information for Edexcel centres

To ensure you and your students are confident about the depth and nature of study required in Unit 1, a *Clarification* section has been added to each theme. The themes could form the basis of an effective scheme of work. They can also be used to help students gain an understanding of, and exemplify, the key concepts of *Rights and responsibilities*, *Power, politics and the media* and *The global community*.

Unit 3 also has clarification. Response sheets will continue to be used for the controlled assessment activities (Unit 2 focusing on participation; Unit 4 on a campaign) as both teachers and students find them useful and effective.

Unit 1

In Unit 1 the topics are organised into three familiar themes (with minor differences in the allocation of topics between the themes).

No questions in the written examination for Unit 1 refer to citizenship activities, since these are fully incorporated into *Unit 2 Participating in Society*.

Instead of setting students three or four structured data-response questions, based on only one of the three themes, there will be three structured questions, each one based on source/stimulus material from a different theme. This avoids students spending a great deal of time on two themes, which then do not feature in the examination.

Unit 2

Although Unit 2 will be new to you, since it conforms to controlled assessment, as opposed to traditional coursework arrangements, you will notice that the generic task provides a lot of freedom for students to choose an issue that is motivating to them and well resourced locally. The concepts and terminology which have been added will be prominent, but you may feel that ideas such as rights, democracy or justice have always been present to some degree. Students are required to:

- enquire into a citizenship issue
- evaluate different ideas and viewpoints, presenting a convincing argument
- participate in action to address the citizenship issue
- evaluate the impact of their own actions.

Unit 3

The content for Unit 3, for the Full Course GCSE, gives you and your students an opportunity to focus on particular aspects in greater depth and to spend more time thinking about issues and controversies. Students will choose one theme from:

- Option A: Environmental change and sustainable development
- Option B: Changing communities: social and cultural identities
- Option C: Influencing and changing decisions in society and government.

There will be multiple-choice, data-response and short extended-writing questions linked to about five short extracts of source/stimulus materials.

Unit 4

The second controlled assessment unit, Unit 4 for the Full Course GCSE, explores how the individual can influence society. Students will be required to plan and run a campaign to raise awareness of, and influence a community about, a specified citizenship issue. In raising awareness students need to consider how they will represent the issue, as well as how they will cover the assessment criteria.

Students are required to:

- (i) develop a campaign strategy for an issue
- (ii) participate in a campaign
- (iii) evaluate the outcome of their own actions in the campaign.

The skills assessed through controlled assessment will be (i) *Enquiry (researching issues)*; (ii) *Advocacy and representation (evaluating different ideas and viewpoints and presenting a convincing argument)* and (iii) *Taking informed and responsible action (researching action to address citizenship issues, planning, negotiating and taking action with others to address citizenship issues and evaluating the impact of action)*.

Assessment

The balance between the written examination and internal assessment has changed in the Short Course – the written examination is now worth 40% of the total marks and the controlled assessment 60%. This split is replicated in the Full Course with two units of controlled assessment, totalling 60%, and two examined units totalling 40%.

The Assessment Objectives for both the written examination and the controlled assessment will be:

AO1 recall, select and communicate their knowledge and understanding of citizenship concepts, issues and terminology **26%**

AO2 apply skills, knowledge and understanding when planning, taking and evaluating citizenship actions in a variety of contexts **44%**

AO3 analyse and evaluate issues and evidence including different viewpoints to construct reasoned arguments and reach conclusions **30%**.

There is now more focus on concepts and terminology, and evaluation is applied in both the written examination and the controlled assessment.

Delivery approach

Short Course or Full Course for all (or a mixture)

Some centres may choose to enter all their students for just the Short Course or just the Full Course, but there is no reason (apart from logistics and organisation) why some students could not follow the Full Course while others are entered for just the Short Course.

Assessment over one year or two

A Short Course could be completed in one year. However, centres can undertake limited teaching of the topics from the Unit 2 activity so students take the controlled assessment at the end of Year 10 and the written examination at the end of Year 11.

In many colleges and some schools, students would be expected to undertake Units 1 and 2, or indeed the whole course, after one year. If this strategy is adopted, extra curriculum time may be required to prepare for the controlled assessment.

Normally, schools will see the Full Course as a two-year programme.

Content exemplification

The Edexcel GCSE in Citizenship Studies has been designed to give you the maximum support and flexibility, which means you can focus on the issues, activities and experiences which are most likely to engage your students. In preparing students to take Units 1 and 3, you will recognise that most questions in the written exams are based on source/stimulus questions and that scaffolding has been added to extended-writing tasks to support students.

The primary aims of teaching will be to help students develop a secure understanding of key terms and processes (see AO1 – terminology) and to recognise facts, opinions and bias in reaching conclusions (see AO3 – evaluation).

The GCSE emphasises that citizenship students should be able to question, and reflect on, different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems. These aims are most likely to be achieved through emphasising student research, investigation and debate.

The key topics to be covered for Unit 1, over 15 sessions, would be as set out on pages 5–7. The themes could be taken in any order so if a centre had a different member of staff delivering each theme they could operate a ‘carousel’ with different groups taking the various themes in a different order.

In deciding on the balance of content, including depth and breadth required, within each session, you should focus on the *Clarification of content* in the relevant unit of the specification.

Unit 1

Sessions	Theme and specification	Clarification of content—students need to focus on:
Rights and responsibilities Introduce the concepts of rights and responsibilities in the context of:		
1-5	1 Political, legal and human rights and freedoms in a range of contexts from local to global.	<ul style="list-style-type: none"> different kinds of rights, obligations and responsibilities – political, legal, human, social, civic and moral, involving freedoms which include speech, opinion, privacy, association and the vote, how they were achieved and why they are important
	2 The development of, and struggle for, different kinds of rights and freedoms in the UK.	<ul style="list-style-type: none"> contested areas surrounding rights and responsibilities, including checks and balances in relation to freedom of speech in the context of threats from extremism and terrorism; the role of the Universal Declaration of Human Rights, the European Convention on Human Rights, the European Union and the 1998 Human Rights Act in the UK in defining the rights and freedoms of UK citizens, and how they are safeguarded on a local, national and global level
	3 The rights and responsibilities of consumers, employers and employees.	<ul style="list-style-type: none"> how rights and responsibilities will differ between consumers, employers and employees
	4 The origins and implications of diversity and the changing nature of society in the UK.	<ul style="list-style-type: none"> the origins and implications of diversity; the UK as a constantly changing society to which groups from all over the world have migrated over the centuries; the historical contexts for some of these changes (and how some citizens come to have multiple identities)
	5 The perspectives and values that are shared or common; the impact of migration and integration on identities, groups and communities.	<ul style="list-style-type: none"> life in the UK today, including different kinds of communities and issues surrounding community cohesion and integration.

Section A: Content guide

Sessions	Theme and specification	Clarification of content—students need to focus on:
Power, politics and the media Introduce the concepts of democracy and justice in the context of:		
6–10	6 The media and how it is regulated; how biased or impartial it is; how far it informs and influences public debate.	<ul style="list-style-type: none"> bias in different media sources including broadcast media, print media and ICT; the extent to which the media reflect, distort or create opinion
	7 How information is used in public debate and policy formation, including information from the media and from pressure and interest groups.	<ul style="list-style-type: none"> the use that politicians make of the media in communicating with the public; and the use of the media by other groups wishing to influence public opinion and those in power
	8 The roles and operation of civil and criminal law and the justice system.	<ul style="list-style-type: none"> criminal law, the role of the police, youth offending teams, the probation service, courts, lawyers, what prison is for, types of punishment, how the justice system deals with crime and antisocial behaviour including issues such as the nature of offences, detection and conviction of offenders and the rates and reasons for recidivism; how civil law (divorce, adoption of children, disputes over contracts, consumer, employee and employer rights) differs from criminal law
	9 How laws are made and shaped by people and processes, including the work of parliament, government and the courts.	<ul style="list-style-type: none"> the main elements of parliamentary democracy including the significance of voting and other forms of participation, the system of elections, the key features and activities of both pressure groups and political parties, the importance of consultation, the role of the voluntary sector and how actions contribute to policy proposals, public debates and subsequent outcomes; students' studies will give them a good awareness of the force of public opinion, the main stages as a parliamentary bill becomes law, the roles of government and opposition, cabinet decision making and the relationship between constituents and their MP
	10 Actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond including the operation of parliamentary democracy within the UK, and of other forms of government, both democratic and non-democratic, beyond the UK.	<ul style="list-style-type: none"> recent changes to democracy including the devolution of power to the Scottish Parliament and the national assemblies in Northern Ireland and Wales and subsequent increases in power; the strengths and weaknesses of the 'first past the post' electoral system and other voting systems currently used in the UK and reasons for non-participation; the effectiveness of other methods of participation such as demonstrations, referendums and petitions, and forms of government other than parliamentary democracy operating in other countries, whether democratic (for example presidential) or non-democratic.

Sessions	Theme and specification	Clarification of content—students need to focus on:
<p>The global community Examine the interplay of rights and responsibilities, democracy and justice and identities and diversity in the context of:</p>		
II-15	I1 The impact and consequences of individual and collective actions on communities, including the work of the voluntary sector.	<ul style="list-style-type: none"> students will relate their studies not only to the key concepts, but will also focus on ethical considerations in actions and policy making relating to the role of the voluntary sector in supporting communities at local, national and global level
	I2 Policies and practices for sustainable development and their impact on the environment.	<ul style="list-style-type: none"> global warming and climate change and the impact of renewable and non-renewable energy sources, waste disposal and recycling, transport policies and business practices on the environment, including the role of councils and environmental groups and international efforts to combat global warming
	I3 The economy in relation to citizenship, including decisions about the collection and allocation of public money.	<ul style="list-style-type: none"> the difficult decisions made by those in power when setting priorities and raising/spending public money, for example balancing funding of education, health and welfare for all, fair taxation; the role of government in ensuring that business flourishes and citizens prosper in a free and fair economy; the impact of business on employment opportunities and consumer spending
	I4 The UK's role in the world, including in the European Union, the Commonwealth and the United Nations.	<ul style="list-style-type: none"> the different aims, activities, membership and institutions of the European Union – including the work of MEPs and the relationship between the EU and governments of member states; the role of the Commonwealth, its membership and purpose, and also the United Nations in pursuing its millennium goals, such as supporting human rights and addressing inequalities in the international community; debates relating to membership of the European Union, the Commonwealth of Nations and the United Nations
	I5 The challenges facing the global community, including international disagreement and conflict, and debates about inequalities, sustainability and use of the world's resources.	<ul style="list-style-type: none"> the challenges facing the global community such as population, diminishing resources, poverty, health, civil wars, climate change and the relationships between More Economically Developed Countries and Less Economically Developed Countries in terms of trade and aid.

Section A: Content guide

Unit 3

In Unit 3 students choose one option from three on which they will answer all questions. The three options are:

- Option A: Environmental change and sustainable development
- Option B: Changing communities: social and cultural identities
- Option C: Influencing and changing decisions in society and government.

The format of the three themes is the same as for Unit 1. The unit is based on a notional length of 15 sessions, though this could be adapted to satisfy the circumstances within an individual centre. The exemplar issues for consideration are largely based on the *Clarification* sections of the specification. They are not an exhaustive list of topics but indicate clearly the intended focus of the course. While the content of the specification is now established, some of the exemplar issues may decline in relevance and others may become more significant in future years.

Sessions	Unit 3A: Environmental change and sustainable development Theme and specification
Students need to be aware of the debates and perspectives indicated and be able to identify opinion and bias that may be evident in sources of information and consider how this affects interpretation.	
1 and 2	Individual Ways in which individuals could make a difference and what can be achieved by group action working collectively; the role of individuals to ensure that rights and obligations are balanced, supported and protected.
3 and 4	Community Forms of community action, local and global, and the role of organisations and governments to ensure that rights are balanced, supported and protected.
5 and 6	National National policies, the impact/accuracy of the media, the significance of identities and diversities.
7, 8 and 9	Global Global international relations, trade and aid; developed and developing countries - different kinds of rights and responsibilities and how these affect both individuals and communities; challenges facing the global community including international disagreements and conflict, and debates about inequalities, sustainability and use of the world's resources.
10 and 11	Political Local, national and global green policies; the impact of democracy and justice in different countries.
12 and 13	Social Individual and community values, judgements and responsibilities.
14 and 15	Ethical The importance of environmental change; judgements of what is fair and unfair in different situations; recognising and investigating ways in which rights can compete and conflict, and understanding that there are hard decisions to be made to try to balance these.

Sessions	Unit 3B – Changing communities: social and cultural identities
Students need to be aware of the following debates and perspectives and be able to identify opinion and bias that may be evident in sources of information and consider how this affects interpretation.	
1 and 2	<p>Individual</p> <p>How individuals and groups establish identities and deal with diversity; different perceptions of being a citizen in the UK, including from the media.</p>
3 and 4	<p>Community</p> <p>Common, shared and diverse identities and what unifies and divides communities; that communities are complex and can change over time; community cohesion and the forces that bring about change in communities over time.</p>
5, 6 and 7	<p>National</p> <p>National migration policies (arrivals and departures), the impact and accuracy of the media; the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them; the development and struggle for different rights and freedoms in the UK (speech, opinion, association and the vote).</p>
8, 9 and 10	<p>Global</p> <p>International relations and reasons for migration; consequences for diversity; the interconnections between groups in the UK and the rest of Europe and the wider world; the UK's role in the world including in Europe, the EU, the Commonwealth and the UN; challenges facing the global community including international disagreements and conflict, and debates about inequalities, sustainability and use of the world's resources.</p>
11 and 12	<p>Political</p> <p>Policies and actions that address inequalities; political, legal and human rights and freedoms in a range of contexts from local to global; how information is used in public debate and policy formation, including information from the media and from pressure and interest groups; the impact of democracy and justice in the UK and other countries.</p>
13 and 14	<p>Social</p> <p>The importance and extent of community cohesion and tolerance; the balance between rights and responsibilities.</p>
15	<p>Ethical</p> <p>The importance of respect; whether it is right to limit people's freedom.</p>

Section A: Content guide

Sessions	Unit 3C – Influencing and changing decisions in society and government Sessions
Students need to be aware of the following debates and perspectives and be able to identify opinion and bias that may be evident in sources of information and consider how this affects interpretation.	
1 and 2	Individual The ways in which individuals can participate in decision making, whether personally or collectively in groups.
3 and 4	Community Differences in decisions and the ways decisions are made in different communities; the impact and consequence of individual and collective actions on communities, including the work of the voluntary sector; the impact of identities and diversities.
5, 6 and 7	National Influences on public opinion and national decisions; the impact and accuracy of the media; the development and struggle for different rights and freedoms in the UK (speech, opinion, association and the vote); the operation of parliamentary democracy within the UK.
8, 9 and 10	Global Influence of global events and moral considerations on decisions and the economy; the operation of other forms of government, both democratic and non-democratic beyond the UK; the impact of democracy and justice in the UK and other countries.
11 and 12	Political Representation and accountability for decisions; whose opinions matter most?
13	Social Responsibility and redress for decisions the balance between rights and responsibilities.
14 and 15	Ethical Fairness of resource allocation and distribution; reasons that affect people's contribution to society and government.

Teaching ideas

You may find it beneficial to teach Units 1 and 3 from an appropriate textbook or around weekly factsheets, so that classroom activity involves research and feedback or debates between groups of students. If this approach is adopted you need to ensure that there is a conclusion, with supporting reasons, from every student and a plenary session to sum up the knowledge/understanding acquired and new terms learned.

However, citizenship should not remain a theoretical subject. Specific visits or activities may be helpful, for example:

- to a court case or to a council meeting when a controversial matter is being considered
- to Parliament
- to an activity sponsored by a pressure group
- to a media-production unit, perhaps a local radio or television station, or to an advertising firm or a newspaper.

However, visits need to be embedded in the planned programme and not imposed at the last minute. In arranging visits it is important, wherever possible, to ensure students will be engaged by the visit. For example, by being given an opportunity to participate, rather than simply acting as spectators.

Additionally, centres with sufficient resources may arrange for students to participate in Youth Parliament activities (<http://www.ukyouthparliament.org.uk/>), some of which could be integrated into a Unit 2 or 4 controlled assessment. It is important to focus on Citizenship skills in preparation for Units 2 and 4 as well as the contexts and issues. Whilst contexts and issues will change, the skills remain the same.

Similarly, centres may wish to enter teams of students for the mock court sessions promoted by the Bar Council (<http://www.citizenshipfoundation.org.uk/main/comps.php?21>) which could also be a basis for a Unit 2 or 4 controlled assessment.

The website also provides information concerning opportunities to enter a political journalism competition.

Note

All centres teaching Citizenship courses are reminded that their senior management team, academic board and governing body should adopt a policy in relation to teaching controversial issues, wherever possible.

The need for such policies is discussed in *Education for Citizenship and the Teaching of Democracy in Schools* (Final Report of the Advisory Group on Citizenship 22 Sept 1998), Sections 5.4 and 10, pp 27 and 56–61.

Student guide

What do I need to know, or be able to do, before taking this course?

Citizenship Studies is an exciting course to take for GCSE. It's not just about sitting in classrooms but gets you out and about. You will be involved in community activity which you plan and organise. You will plan a campaign for an issue that you choose and really care about. The course builds on citizenship lessons from Years 7, 8 and 9 and all sorts of things you have done before in English, geography and history.

Why should I study this course?

If you are interested in the world and people around you, this is the subject for you. It helps you to make decisions for yourself on all sorts of issues. We are bombarded with information about things like the environment, fair trade and people's rights across the world, but most of us find it hard to work out what's right and wrong. Citizenship helps you to develop the skills you need to decide for yourself. You will investigate issues that really matter and work out what can be done about them. You will also learn skills in taking action and presenting cases.

What will I learn?

If you are going to investigate current issues, you need to know how the world works. The course will help you to understand how an individual can change things, so it explores how we make laws, our place within the economy, what pressure groups do, and how we all relate to the rest of the world. The media are also important because they influence how we think – so we need to work out what their messages really mean. There is also a focus on communities, how we all live together, and our similarities and differences.

The aim is to help you to understand and play a part in the world locally, nationally and internationally.

How will I be assessed?

There is a Short Course and a Full Course GCSE in Citizenship Studies. If you choose the Short Course there is one exam and a community activity for coursework, called controlled assessment. If you choose the Full Course GCSE there are two of each. The first exam will test your knowledge and understanding of the material, and the second asks you to think about it from different points of view. They are based on real examples of things that are going on in the UK and further afield. The coursework for the Full Course also involves running a campaign. This might be for something local or a much bigger issue like protesting about child labour or encouraging people to be more environmentally friendly.

Whichever course you choose, the exam is worth 40% and the controlled assessment counts for 60%.

What can I do after I've completed the course?

You will learn lots of skills that will be useful in later life. Being able to see the world from other people's points of view will always help you to understand what's going on around you. The range of activities you will be involved in will help you to work with others and see the benefits of being part of a team – and even leading a team. You will learn to put a message together to persuade people of your point of view.

There are lots of opportunities to put these skills to work when you reach 16. Whatever you do next – A Levels, a Diploma or an apprenticeship – you will find that citizenship is an integral part of the course.

Next steps!

If you want to find out more, have a look at these websites. They show you the sort of things you could be doing if you take the course.

Citizen X gives an overview of the issues you will be dealing with:

<http://www.bbc.co.uk/schools/citizenx/>

There are examples of the international issues covered in the course on the Oxfam site:

<http://www.oxfam.org.uk/coolplanet/kidsweb/>

The Youth Parliament shows you how you can make a difference:

<http://www.ukyouthparliament.org.uk/>

Think you should have the vote at 16? See what the Youth Parliament has to say:

<http://www.ukyouthparliament.org.uk/votesat16.html>

This site has citizenship games – including developing a campaign, as you will be doing when you choose the Citizenship GCSE:

<http://www.demgames.org/>



Assessment overview

Unit 1	Percentage	Marks	Time	Availability
Citizenship Today Themes 1. Rights and responsibilities 2. Power, politics and the media 3. The global community	20% of the Full GCSE marks 40% of the Short Course marks	50	Compulsory unit, externally assessed. 60 minutes. Students answer questions on each theme.	June
Unit 2	Percentage	Marks	Time	Availability
Participating in Society A generic task provided by Edexcel. Students choose one issue from nine range and content areas.	30% of the Full GCSE marks 60% of the Short Course marks	50	Controlled assessment. Students are assessed through a single internally assessed, externally moderated assessment, consisting of one structured task. The activity and response form will be available at the start of the autumn term.	June
Unit 3	Percentage	Marks	Time	Availability
Citizenship in Context Options A. Environmental change and sustainable development B. Changing communities: social and cultural identities C. Influencing and changing decisions in society and government	20% of the Full GCSE marks	50	Compulsory unit, externally assessed. 1 hour 15 minutes. Students enter for one option and questions will relate to up to six sources.	June
Unit 4	Percentage	Marks	Time	Availability
Citizenship Campaign A generic campaign task provided by Edexcel. Students choose one issue from nine range and content areas.	30% of the Full GCSE marks	50	Controlled assessment. Students are assessed through a single internally assessed, externally moderated assessment, consisting of one structured task. The campaign and response form will be available at the start of the autumn term.	June

Examination question guide



The following questions are a sample from Unit 1. If you have offered the Edexcel GCSE Short Course previously then the question types will be familiar.

Theme 1: Rights and responsibilities (human rights)

1. “There would be less crime if punishments were more severe.”

Do you agree with this view?

Give reasons for your opinions, showing you have considered **another point of view**. You should support your answer with examples wherever possible.

Examiner guidance



To answer the question above, you could consider some of the following points and **other** information of your own.

- Do people break the law because they do not know right from wrong?
- Do people break laws because few wrongdoers are ever caught, arrested or punished?
- Should we make wrongdoers face their victims and prove they are sorry?
- Would more severe punishments conflict with the wrongdoer’s human rights?
- What might ‘more severe punishments’ involve and would this stop people breaking the law?



2. “Talk of human rights changes nothing: those who believe in them stick to them but other people just ignore them.”

Do you agree with this view?

Give reasons for your opinions, showing you have considered **another point of view**. You should support your answer with examples wherever possible.

Examiner guidance



You could include the following points in your answer and **other** information of your own.

- What are human rights?
- Are human rights respected throughout the world?
- Who upholds and who ignores human rights?
- How do human rights become legal rights?
- What is the link between human rights and people’s religion or culture?



3. “Breaking the law is never justified.”

Do you agree with this view?

Give reasons for your opinions, showing you have considered **another point of view**. You should support your answer with examples wherever possible.

Examiner guidance



You could include some of the following points and **other** information of your own. You should support your points with **examples** wherever possible.

- Is the law always right and can people who disagree with a law rightly break it?
- Are stealing, speeding, etc. justifiable in an emergency?
- If we all have the right to live in a law-abiding society, don't we all have a duty to obey all laws?
- If we dislike a law, shouldn't we campaign against it peacefully and avoid causing damage or injury?
- Is there a difference between the law and moral codes?



4. “In multicultural Britain, people from different cultures should not try to live separate lives.”

Do you agree with this view?

Give reasons for your opinions, showing you have considered **another point of view**. You should support your answer with examples wherever possible.

Examiner guidance



You could consider the following points and **other** information of your own.

- Why might people from different cultures want to live separate lives?
- What advantages would there be if people from different cultures all went to the same schools and lived in the same neighbourhoods?
- Do people have a human right to live their lives whatever way they choose?
- Why does it matter if people from different cultures choose to live separate lives?
- What are the advantages of having more mixing of people from different cultures in communities?



Theme 2: Power, politics and the media

1. "Joining a pressure group is the most effective way to put one's opinion forward."

Do you agree with this view?

Give reasons for your opinions, showing you have considered **another point of view**. You should support your answer with examples wherever possible.

Examiner guidance



You could consider the following points and **other** information of your own.

- How can we campaign against unfairness to prisoners or for a cleaner environment or animal rights?
- How do pressure groups such as trade unions or business organisations work for change?
- In what other ways can we put forward our opinions, for example joining a political party or writing to a newspaper or our MP?
- When is it best to use political parties, MPs or the media to put forward opinions?
- When is it best to use pressure groups to put forward opinions?



2. "In 2004 there was only one MP under the age of 30: we need many younger MPs and fewer MPs aged 60 or over."

Do you agree with this view?

Give reasons for your opinions, showing you have considered **another point of view**. You should support your answer with examples wherever possible.

Examiner guidance



You could include some of the following points in your answer and **other** information of your own. You should support your points with **examples** wherever possible.

- Would younger MPs understand the needs and opinions of young and old alike?
- Would young people be more likely to vote if more candidates were their own age?
- Many young people are better educated than older people, so would this make them better MPs?
- Older MPs often have wider experience of life's problems – do young people have sufficient experience to be effective?
- Why might an MP's age matter?



Section B: Assessment guide

3. “The only thing that really counts is the party an MP belongs to. Their age, sex, colour or previous job is not important.”

Do you agree with this view?

Give reasons for your opinions, showing you have considered **another point of view**. You should support your answer with examples wherever possible.

Examiner guidance



You could consider the following points and **other** information of your own.

- Do voters always choose candidates whose political views they share?
- Do the personal backgrounds or qualities or previous jobs of an MP make a difference to the way they represent the area?
- What differences can we observe among MPs from different parties?
- Should MPs always obey the party line in Parliament?
- If people vote for a party, is it fair if the MP opposes the party line (for example on hunting or the Iraq war) when speaking or voting in Parliament?



4. “The media are more interested in selling newspapers or attracting audiences than telling the truth.”

Do you agree with this view?

Give reasons for your opinions, showing you have considered **another point of view**. You should support your answer with examples wherever possible.

Examiner guidance



You could include the following in your answer and **other** information of your own.

- Income from advertising.
- Biased opinions.
- Providing entertainment.
- Challenging the powerful.
- Printing what customers want to see.



Theme 3: The Global Community

1. “Britain is never justified in going to war.”

Do you agree with this view?

Give reasons for your opinions, showing you have considered **another point of view**. You should support your answer with examples wherever possible.

Examiner guidance



You could include the following in your answer and **other** information of your own.

- Civil wars/war against terrorism.
- War to enforce United Nations resolutions, for example Iraq.
- Freedom from oppression.
- Peacekeeping/millions hurt and killed.
- Public opinion and protest.



2. “Until countries such as China, India and the USA take the dangers of greenhouse gas seriously, European countries should refuse to trade with them.”

Do you agree with this view?

Give reasons for your opinions, showing you have considered **another point of view**. You should support your answer with examples wherever possible.

Examiner guidance



You could consider the following points and **other** information of your own.

- Why is the USA not committed to cutting greenhouse emissions?
- Should developing countries such as India and China be allowed to make such large greenhouse gas emissions?
- How would a refusal to trade with certain countries fit with policies for free and fair trade?
- What do we buy from China, India or the USA at present?
- Would such a policy hurt producers or consumers in European countries?



Section B: Assessment guide

3. “The Commonwealth in the 21st century has no real purpose.”

Do you agree with this view?

Give reasons for your opinions, showing you have considered **another point of view**. You should support your answer with examples wherever possible.

Examiner guidance



You could include some of the following points in your answer and **other** information of your own.

- How and why was the Commonwealth formed?
- Who belongs to the Commonwealth and what does it aim to do? Give examples.
- How and why is Her Majesty, The Queen, an important figure in the Commonwealth?
- What does the Commonwealth’s decision to expel Zimbabwe show about its view of justice and law?
- Who would do the work of the Commonwealth if it did not exist?



4. “What Less Economically Developed Countries (LEDCs) need is trade, not aid.”

Do you agree with this view?

Give reasons for your opinions, showing you have considered **another point of view**. You should support your answer with examples wherever possible.

Examiner guidance



You could consider the following points and **other** information of your own.

- Why do some countries need aid and what do they do with it?
- What are the disadvantages to the country which receives aid?
- How would the certainty of long-term trade help an LEDC?
- Is trade or aid more likely to help a country develop and grow more prosperous?
- Is providing aid or trade of more benefit to European countries such as the UK?



Sample essay question

The following is a sample answer, with examiner comments.

Theme 1: Rights and responsibilities

“In today’s Britain everyone’s rights are protected, whatever their culture or religious beliefs.”

Do you agree with this view?

Give reasons for your opinion, showing you have considered **another point of view**.

You could consider the following points and **other** information of your own.

- Should the law be used to protect some rights or all rights?
- Which laws protect people from discrimination?
- How has this legal protection helped people live their lives in our society?
- Should people from different cultures have different rights?

Sample answer

Yes I agree with this view because the laws in Britain try to cover everybody’s rights. Laws should cover all rights because if they don’t then some peoples rights won’t be protected eg freedom of religion, education etc. [mention of any of the rights covered by the Human Rights Act 1998 acceptable], but sometimes laws seem unfair to some people. That could be because they don’t like the law or because the law stops them from treating people in any way they want to. [This shows the student has given some thought to the original question and the first bullet point.]

Some laws that protect people from discrimination are the Sex Discrimination Act so that men and women are treated the same (in the workplace), The Equal Pay Act also protects peoples salaries, The Race Relations act means that people cant be picked on because of their race, colour or culture [the more laws - the Equality Act, Sex Discrimination Act, Contract of Employment, Health and safety law, Disability Discrimination Act - mentioned with a clear explanation, the better the chance for gaining marks]. If people break these laws they can be prosecuted so therefore the people the laws protect can feel safe.

These laws mean that everyone in Britain can have their human rights protected. The laws I mentioned mean that people are free to do any work they want no matter if they are men or women or what colour they are.

I don’t think people from different cultures should have different rights because if they choose to live in Britain everyone should have the same rights otherwise some groups will have a better life than others.

Examiner comments



This essay is mainly opinion with some reasoning supported by limited relevant evidence and examples showing some knowledge and understanding of the issues.

Unfortunately, even if the student were to expand on human rights and other laws with excellent explanations, because this essay only includes points FOR their argument and none AGAINST, they would be restricted to a maximum of **6** marks.

If this student had included some points FOR **and** AGAINST the statement, their knowledge would have been sufficient to move them into the 7–9 range.

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Possible reasons **against** the statement include the following:

Not all the rights of everyone are protected by law as illegal immigrants or asylum seekers are covered by the Human Rights Act but not by some of the others, especially regarding employment. In-depth explanation of how the legal protection has helped people is needed, BUT not all these laws are enforced, with some examples necessary (can be gained from the news), such as people with disabilities unable to access places, the glass ceiling for women, etc.

The last bullet point begs for an argument regarding this issue which has been in the news a lot – mention of Sharia law, travellers, etc.

To improve a student from a C it is essential that they give a balanced argument: their own position may dominate the essay, but somewhere along the line they **MUST** discuss another viewpoint, even if only briefly.



Controlled assessment guide

About the controlled assessment

Controlled assessment places greater emphasis on the three skill areas:

- enquiry and research
- advocacy and representation (presenting a convincing argument and evaluating different ideas and viewpoints)
- taking informed and responsible action (which involves planning, negotiation, taking action to address citizenship activities and evaluating the outcome).

Greater emphasis will also be placed on students providing appropriate supporting evidence.

- The written examination contributes 40% to the final grade.
- The controlled assessment contributes 60% to the final grade.

Students taking the Full Course GCSE will take controlled assessment Units 2 and 4 whereas Short Course students will just take Unit 2.

- Students can do their controlled assessment task at any time during their course but it must be submitted at the end.
- The same three Assessment Objectives will apply to both written examinations and controlled assessments.
- Courses can be taken over one or two years.
- Controlled assessments focus on skills development, not content, so students can focus on topic areas that interest and motivate them, provided their choice for Unit 4 is not drawn from the same range and content as their Unit 2 choice.



Task setting

At the start of the autumn term, Edexcel will set a generic task for each of the controlled assessments. This task will be reviewed every two years but is unlikely to change.

Students can choose a title relevant to their interests and locality which will relate to one of the following nine areas:

- political, legal and human rights and freedoms in a range of contexts from local to global
- civil law, criminal law and the justice system – police, youth offending teams, courts, lawyers, prisons and probation
- democratic and electoral processes and the operation of parliamentary democracy
- the development of, and struggle for, different kinds of rights and freedoms both in the UK and abroad
- the media
- policies and practices for sustainable development
- the economy in relation to citizenship and the relationship between employers and employees
- origins and implications of diversity and the changing nature of society in the UK
- the European Union, the Commonwealth and the UN.

Task taking

As with coursework, Edexcel will provide response sheets for students to complete their controlled assessment tasks.

All students in a class can complete the same activity/campaign. Alternatively, they could complete different tasks providing there is an equitable level of support.

Students are encouraged to gather as much evidence as possible to demonstrate the citizenship skills they have developed. This evidence can take many different forms.

Levels of control

Different levels of control (high, medium or limited) have been set in relation to the completion and assessment of controlled assessment tasks.

The attachment of evidence and task writing must be conducted under direct supervision. Students must complete their controlled assessment tasks individually and student work must not be taken out of the centre. If several writing sessions are involved, work must be stored securely in between sessions.

Tasks may be completed under controlled conditions using IT but you must ensure students do not have internet access. Students are not permitted to take in pre-prepared draft responses or evidence that cannot be authenticated from the controlled assessment writing sessions.

How to make the controls work for you

Controlled assessment accounts for 60% of the final mark and is obviously very important. In particular, at different stages of the course, students will need guidance on:

- choosing an appropriate controlled assessment task for Units 2 and/or 4
- planning time and resources
- understanding how action is related to the GCSE course
- understanding, and applying, what is meant by advocacy and representation skills, and addressing citizenship issues in action
- different methods of finding out information
- how to develop arguments and anticipate counter-arguments
- what is appropriate supporting evidence and how it can be recorded for assessment purposes
- how to plan working in groups and as an individual so that both can form part of the controlled assessment
- how to reflect on actions, together with essential skills of evaluation.

Unit 2 overview

Students are required to enquire into a citizenship issue, identifying their own views and those of others, and using appropriate skills when participating in action. Students need to show how they:

- enquire into a citizenship issue
- evaluate different ideas and viewpoints, presenting a convincing argument
- participate in action to address the citizenship issue
- evaluate the impact of actions taken.

Students will have no more than **three hours** to write up the task in the centre under controlled conditions. This may be spread over several sessions.

Unit 4 overview

This unit enables students to extend the skills they developed in Unit 2 by planning, implementing and evaluating a self-generated campaign based on a series of actions used to advance a citizenship issue. They will aim towards a specific outcome. Students will need to:

- develop a campaign strategy for an issue
- participate in the campaign
- evaluate the outcome of individual actions in the campaign.

Students will have no more than **three hours** to write up the task in the centre under controlled conditions. This may be spread over several sessions.

Task marking

Unit 2 overview

Marks are out of 50 (10 for enquiry; 15 for application of skills of advocacy and representation; 15 for participation in action; 10 for evaluation) using a level mark scheme with descriptors at each level.

Unit 4 overview

Marks are out of 50 (15 for the development of a campaign strategy; 20 for evidence of participation; 15 for evaluation) using a level mark scheme with descriptors at each level.

Further guidance

Activities and topic areas for GCSE Citizenship Studies controlled assessment

Students must not select an issue for Unit 2 and a campaign for Unit 4 from the same range and content area. Teachers should be aware of the activities students undertake and the need to be able to demonstrate the citizenship skills required to achieve marks in controlled assessment. Suggestions of suitable activities for Unit 2, drawn from Key Stage 4, include:

- presenting a case to others about a concern
- conducting a consultation, vote or election
- organising a meeting, event or forum to raise awareness and debate issues
- representing the views of others at a meeting or event
- creating, reviewing or revisiting an organisational policy
- contributing to local community policies
- lobbying and communicating views publicly via a website or display
- setting up an action group or network
- training others in democratic skills such as advocacy, campaigning or leadership.

Activities and campaigns need to be contextualised to meet local requirements.

Suggestions for topics are given below.

Range and content area	Unit 2: political, social or ethical issue or problem	Unit 4: political, social or ethical issue or problem
1 Political, legal and human rights and freedoms in a range of contexts from local to global	Conflict overseas and how it affects children and communities.	Campaign to support the rights of children involved in conflict overseas.
2 Civil law, criminal law and the justice system – police, youth offending teams, courts, lawyers, prisons and probation	How can we stop knife crime in communities?	Campaign to highlight the problem of knife crime.
3 Democratic and electoral processes and the operation of parliamentary democracy	Does our local MP represent the views of teenagers?	Campaign to improve awareness of representative democracy in our community (e.g. a mock election).
4 The development of, and struggle for, different kinds of rights and freedoms both in the UK and abroad	Do smoking bans infringe on people's right of association?	Campaign to promote right of access to free healthcare whether people have smoked in the past or not.
5 The media	The role of the local/national media in representing a local/national issue.	Campaign to promote issues, to a local newspaper, of importance and relevance to school and community.
6 Policies and practices for sustainable development	We don't recycle enough in our community OR we recycle too much in our local community.	Campaign to improve recycling rates at school/college.

Section B: Assessment guide

Range and content area	Unit 2: political, social or ethical issue or problem	Unit 4: political, social or ethical issue or problem
7 The economy in relation to citizenship and the relationship between employers and employees	Closing down local swimming pools/leisure facilities affects the local community.	Campaign to save a local swimming pool/leisure facility.
8 Origins and implications of diversity and the changing nature of society in the UK	Local ethnic communities aren't involved enough in education.	A campaign to promote diversity in your community.
9 The European Union, the Commonwealth and the UN	My MEP doesn't represent me.	Campaign on the importance/lack of importance of the EU.

What sort of activities should your students undertake?

- One that can be linked explicitly to a range and content area.
- One that interests (individuals and groups of students).
- One that is relevant and appropriate to their locality.

Can students work in a group?

- Yes, this is a recommended course of action.
- There is no maximum/minimum group size but remember to take into account absences and the fact that some group members may not always be reliable.
- Although students can work as part of a group they must do the controlled assessment writing up themselves, under teacher supervision.
- Students must provide evidence of your personal involvement in the activity.

What evidence should students present?

- Students are encouraged to gather as much evidence as possible to demonstrate the citizenship skills they have developed. This evidence can take many different forms.
- Evidence needs to show students, demonstration of skills, particularly where AO2 is assessed. This means that witness testimony, observation reports and DVD/video evidence will be appropriate, whilst a written account by the student of what they have done, will not. The task questions related to AO2 do not necessarily require student-written work.
- For the Unit 4 campaign students need to attach a brief campaign plan. This should be no more than one side of A4 and should include a timescale, the resources they are going to use and brief details of their campaign strategy.
- Evidence might be in the form of leaflets, newspaper articles, correspondence, minutes of meetings, websites, video or tape recordings of people who are involved and witness statements.
- Students will need evidence of communicating with people in power, making clear the nature of their own contribution.
- Student evidence also needs to demonstrate their involvement in action.

How should students present their evidence?

- Written forms of evidence can be stapled or attached to the student's Edexcel response form.
- Taped evidence should be securely attached and clearly labelled so that it is easily identifiable and referenced to the task undertaken.

GCSE Citizenship Studies (Unit 5CS02 and / or Unit 5CS04)

Controlled Assessment checklist for teachers

MATERIAL TO BE SENT TO THE MODERATOR

Below is a checklist to help ensure that you send all the correct information to the moderator. This has been produced to help you – it is not compulsory to submit this checklist to Edexcel.

- | | | |
|---|---|--|
| 1 | Copy of the EDI or OPTEMS form with your marks entered

(Keep one copy of it for your records; send the Top Copy of the OPTEMS to Edexcel and the yellow copy to the Moderator.) | <input type="checkbox"/> |
| 2 | Sample of work as indicated on the EDI or OPTEMS form | <input type="checkbox"/> |
| 3 | If not already included in the indicated sample, work from: <ul style="list-style-type: none">• highest scoring candidate• lowest scoring candidate | <input type="checkbox"/>
<input type="checkbox"/> |
| 4 | Controlled assessment Record Sheet for individual sampled candidates (see Appendix 4 and Appendix 5 of the Specification). You must ensure that the record sheet is signed by the candidate and the teacher and the marks entered on it. | <input type="checkbox"/> |

For any queries regarding Controlled Assessment marks and sample submission, please refer to the FAQ section on our website using this link:

<http://www.edexcel.com/iwantto/Pages/coursework.aspx>

Failure to include any of the above material will delay the moderation process.

Controlled Assessment submission deadline: **15th May**

Controlled assessment exemplars

Unit 2 Exemplar activity task

I Enquiry into the citizenship issue

(a) Choose an issue and say why the issue is important locally and/or nationally. Attach issue-based evidence.

(10 marks)

Student response

The issue I have chosen is Fair Trade. It is a subject that we have talked about in citizenship lessons and a small group of us decided to use it for our citizenship controlled assessment. We wanted to:

- *raise awareness of Fair Trade and what it is across the school and in the local community;*
- *encourage people to buy more Fair Trade products.*

We noticed that more supermarkets are displaying and advertising Fair Trade goods and were surprised that these now included clothes as well as foodstuffs.

Evidence: *The evidence (leaflets) I have attached describes what Oxfam and the Co-op do to sell Fair Trade products. A list of relevant websites is also included. This list contains an evaluation of the websites including a summary of their aims and an assessment of their reliability. Different views about Fair Trade are included.*

Nationally, Fair Trade is important because of the principles which led to its development. It is often said that farmers in Less Economically Developed Countries are exploited by business people in More Economically Developed Countries. This keeps a lot of farmers and their dependants poor. Under Fair Trade they are paid fairly and rewarded with guaranteed prices. They also work under better conditions. They can use the extra money they receive to invest in better crop growing methods and perhaps to send their children to school so that they are better educated. Fair trade also encourages the growers concerned to use methods which support sustainable development so that resources for future generations are not used up.

It's important that more school students and adults understand the importance of Fair Trade so that they will choose their products over others when they are in the supermarket. It is like offering both trade and aid to the poorer farmers. It will not solve the problem of world poverty but it will help to ease it for more people and it will help them to get more self-respect. It is through local and national participation in purchasing more Fair Trade products that will add to its success. Sales of Fair Trade products in the UK have grown rapidly in recent years and it is estimated that they will be worth over £500 million by 2011.

(b) Describe how the issue links to citizenship themes from Unit 1.

One of the main themes in Unit 1 is the section on the global community. Sometimes we think we are poor but we don't have the poverty of some Less Economically Developed Countries. Fair Trade is a way of helping poorer communities to help themselves.

The global community faces many challenges and farmers in LEDCs may find themselves hit by drought or floods or by civil war in their country. There will always be some inequalities in every society but Fair Trade may help to reduce them and to encourage better use of world resources.

Unit 1 contains issues like the impact of individual actions on communities; the UK's role in the world, disagreement and conflict in the global community, sustainability and the use of the world's resources. All of these may feature in discussions about Fair Trade.

Another theme in Unit 1 is the way in which the media helps to inform people and how it can influence public debate. There are four of us working as a group and one of my main roles was to contact the local media in the hope that more people will be made aware of what Fair Trade is and what we are doing in citizenship. (When many adults were at school there was no citizenship!) The local media is important in raising awareness in our town. Ideally, it would have helped if we could have got onto local TV news or given a mention on local radio. I did try to make contact but without success.

Moderator comments



The student has a very clear understanding of the theme and its wider context, showing how a global issue can also be related to local and national action. There are excellent links between the chosen subject and citizenship themes. There is abundant evidence to support understanding and a very coherent personal view is evident.

Level 3 8–9 marks



2 Application of skills of advocacy and representation

(a) Communicate with two people in positions of power or influence about the issue to find out what they think. Attach evidence of your communication.

(15 marks)

Student response

Evidence

1. Recording of interaction with Co-op manager.
2. Recording of interaction with a newspaper editor.

As part of the activity, I communicated with the manager of the town's Co-op supermarket and the editor of the local newspaper. The group spent some time deciding what sort of people were in positions of power and whether any would have the time to talk to us.

The Co-op manager: I wasn't sure whether to phone, write or email but in the end I thought that personal contact might be the most effective way to make an approach. I summoned up my courage and asked to see him – only to be told it was 'her'. (I realised from citizenship that I should have thought more about stereotypes!)

Section B: Assessment guide

The editor of the local newspaper: People don't buy newspapers as much as they once did because there are so many new ways of communication. However, the town's local newspaper is very lively and has a good reputation. It is often bought by older people and they are among the people I want to target.

Having met the Co-op manager I was now more confident when we met and the editor asked me about our GCSE citizenship course, what I thought about exams, why my group had chosen Fair Trade and what I was trying to achieve. I set out the principles behind Fair Trade that I listed earlier. Because I am sincere about them, I felt I was a good advocate.

(b) Why do you think people hold different views on this issue?

Student response

I thought that everyone would be supportive of Fair Trade and I put a good case to the Co-op manager and the editor of the newspaper. The Co-op manager stressed that Fair Trade, co-operative principles were very important to her organisation but that Fair Trade products, based on fairer payments to producers, meant that Fair Trade products cost more in the shops and that this did not always find favour with all customers. Fruit does not stay fresh for long and if it doesn't sell the loss has to be carried by the store and the store can't carry too many losses like this.

It is important for young people to have ideals but there is now a 'credit crunch' and prices of many foodstuffs have risen rapidly in the last year while wages have not increased very much. Those on low wages, benefits and fixed incomes have to make hard choices that I don't have to make. Often, they have to buy 'value' goods because they are the cheapest. Fair Trade goods, like organic produce, tend to be the most expensive and may be the first ones to be sacrificed when the household budget is tight. Relative poverty might not be as bad as absolute poverty but it can seem so when you are used to a better standard of living which has to be cut. The manager allowed me to accompany her and to listen to different views of shoppers on Fair Trade (although many didn't realise they were buying Fair Trade products).

I asked the editor if he would put our story on the front page. He said he couldn't do that because the front page was reserved for local happenings that either seemed more important or more dramatic. He explained that 'bad news' often sold newspapers and that Fair Trade was not high in the list of priorities that many people had.

He also thought that not everyone was sympathetic to ideas like Fair Trade and even aiding those in poorer countries explaining that some people thought that our own poor people should come first and that there was no proof that the producers of the goods were treated more fairly. I tried to argue that this was selfish but his view was that most people were motivated by self-interest.

I didn't talk directly to the canteen manager at school but she said that she was allowed only a small budget to buy food, that chocolate was discouraged because of 'healthy eating' campaigns and that fruit had not proved very popular despite Jamie Oliver's campaign on more healthy school dinners.

Moderator comments

“ The two pieces of evidence for part (a) show that the student communicates effectively using citizenship skills; however there are no marks here for description and explanation by the student of how skills were used, so some of the descriptive writing in (a) is unnecessary. The evidence shows that she has engaged with two people, with rather different viewpoints, who are both in a position of power in the local community. The Co-op manager may have needed little persuading about Fair Trade but the student was able to widen the discussion in a way that helped to deal with the dangers of accepting stereotypes. The response to part (b) is a clear explanation of why people hold different views, sharing some of the constraints that affect people’s positions.

Level 4 | 3–15 marks



3 Participation in action to address the citizenship issue

(a) Describe how you can affect your issue through action.

(15 marks)

Student response

My group was very clear about the issue that we wanted to address. We wanted to participate, get involved and to change things for the better. We discussed the responsibilities and played to our strengths. I was mainly responsible for the external contacts. Jack and Emily talked to our head teacher and the canteen manager. Ruby arranged the display and made sure that information went out to parents.

Maybe we won't change things very much as four individuals learning about working together as a group. But if everybody thought like that nothing would ever happen. There are lots of groups all over the country who try to help and lots of people who volunteer their time in places like Oxfam shops which sell Fair Trade products.

In some ways, only governments have the sort of resources that can make a big difference to what's going on in the world. They have the power to promote trade that is both fairer and freer and to cut, or even wipe out, debts to poorer countries.

Yet living in a democracy gives us important rights and also responsibilities. We have more advantages and privileges and should be prepared to give up some of our time to help others and to change the unfair images that many adults have of young people.

Learning in citizenship is not just about researching a topic, writing it down, learning it and then repeating information in an examination. Education, like democracy, should involve participation – of demonstrating to others, and perhaps persuading them that there are times when we need to think in global as well as local and national terms.

- *We decided to develop a newsletter.*
- *We set up a display to promote the issue locally.*
- *We organised weekly meetings to discuss progress.*
- *We produced a questionnaire after the newsletter and display.*
- *We felt that conversations at school and in the community supported this as the main strategy for our campaign.*

Section B: Assessment guide

(b) Participate in action, showing how you address this issue. In your action you need to show how you negotiated, decided on and took action. Attach evidence of your action and how you made a contribution.

Student response

- *Examples of minutes and agendas of the meetings that took place each week together with photographs of our display explaining the importance of what we have done.*
- *a witness statement from Ms Blewett, Head of Citizenship. This is very important because it confirms both my involvement in action and the skills I used to promote Fair Trade and to persuade others of its importance.*
- *There is also a short video attached in which we all took turns to explain the importance of Fair Trade to those who visited our display at lunchtime.*

Moderator comments



Again there is plenty of evidence to confirm the student's participation and contribution. This includes a video and a witness testimony by the head of citizenship – one of the best people to make reliable judgements. It is clear that the individual sought to follow some of the main principles of citizenship and that the individual student has a good understanding of how she and others can use skills to best make an impact on the issue. If there is something lacking here it is evidence of more comprehensive consultation that fully informs the case for action as set out in the Level 4 descriptor. Additionally, minutes and agendas are not evidence of skills use.

Level 3 11–12 marks



4 Assessment of the impact of your own action

(a) Assess how your action contributed to your issue, both locally and nationally.

(10 marks)

Student response

We weren't over-ambitious in what we set out to do and we were very self-critical, always thinking that we could have done more. Sometimes we disagreed and argued but we all tried to keep to our roles.

*At the end of our activity we produced a questionnaire (**evidence** of a questionnaire and summary of results attached) which we sent to all people in Year 11. We got about 60% back which was very good and almost all were positive saying that we had made them think about Fair Trade and that they would try to look out for Fair trade products (especially clothes) which some had noticed in Sainsbury's.*

Lots more people were aware of what Fair Trade meant and, when I went back to see the Co-op manager, she said that sales of Fair Trade products had increased.

*Some parents wrote in the Newsletter (**evidence** attached) that our activity (and the activities of others) was very impressive and a great credit to us and our citizenship teachers. They felt that we were making a positive contribution in the community.*

The canteen manager promised to put the case for Fair Trade fruit to her boss but she was not optimistic and only half-jokingly said she'd have more chance with Fair Trade chips and burgers.

We weren't sure if what we did would make a real difference in the longer term. To some people it might but it would be hard to quantify.

(b) Now that you have finished, assess how the action has affected your view.

Student response

It was very hard work and much more time-consuming than we anticipated. I realised that it was necessary not just to give my opinions but to put forward arguments backed up with some of the evidence we found about Fair Trade during our research.

I did not change my view about the importance of helping people in Less Economically Developed Countries not with handouts but with positive action used to support their efforts. If anything, the action taken confirmed and re-enforced my view.

A major thing I learned was that other people had views which didn't always go in line with mine and sometimes were quite opposed to them. I wanted everyone to support my view and to see the justice of the case for Fair Trade. However, I learned to respect the arguments of others even if I didn't always agree with them. Most people were sincere in what they said and circumstances vary from family to family.

For me, and others in the group, there was a feeling of self-realisation and fulfilment. We had done something real and tangible though not always without argument. Our action gave us confidence and made us think of ourselves more positively as better citizens.

Our skills of communication became more developed and were put to good use. We also had a better understanding of concepts – learning by doing is more attractive than just learning from a textbook because we could apply what we had learned even though we could not see those directly who had benefited from the Fair Trade scheme.

Meeting people in positions of power was a bit daunting. At first I didn't say much but I grew in confidence and the Co-op manager was impressed enough to offer me a part-time job in the store.

In the end, perhaps the contribution of 4 people in an activity like ours was a drop in the ocean but if this sort of enterprise is repeated across the country it will have more of an impact and gain more publicity. Sales figures speak for themselves. Nobody can be sure why more people are buying Free Trade products and the rise of 'ethical shopping'. All we can say is that, as I hope all the evidence shows, we made a very positive impact and feel that our own actions were important and, we hope, successful.

Moderator comments



The QWC (Quality of Written Communication) which is contained in each of the level descriptors in this section is very high indeed. The student writes fluently and comes across as someone prepared to look critically at herself and her achievements. She understands what citizenship is about and uses specialist vocabulary effectively. The student offers quite a wide perspective and clearly has the ability to evaluate in an analytical manner and with a sense of overall coherence. The additional questionnaire evidence, bringing into play views of her peers, was very helpful.

Level 3 9–10 marks



Section B: Assessment guide

Unit 4 Exemplar campaign task

I Development of a campaign strategy for the issue

(a) Choose a campaign issue and state the objectives you want from the campaign and how these address citizenship issues.

(15 marks)

Student response

The campaign issue I have chosen is one from my local community. I live in an ethnically diverse area of a big city. My campaign will be against the council which wants to close a community centre and this was an easy choice for me because there is a lot of talk about it in the community. And the issue can be clearly linked to my citizenship course.

The centre is used by older members of our community and also helps to advice on rights. Many of the people who go there speak in Urdu rather than English. It is like a social centre where they can meet and feel comfortable with their friends. My grandfather goes there. He and his friends like to talk about the old days. It is open two days a week only. Now it is planned to close. The council says it cannot afford the costs. I have three objectives:

- to stop the centre closing;
- to encourage more people to play an active part in their community. Like the post office notice says – ‘use it or lose it’.
- to learn more about local politics which is part of citizenship.

This is an important citizenship issue because it is to do with our community. In citizenship we learn about different rights but the main thing is about what our teacher calls diversity. This is about communities that have a racial mix like ours. Many people like my grandfather came from India and Pakistan many years ago. People of my generation and those of my parents were born here and have made it our home.

I like to listen to stories that my grandfather and his friends tell of how things have changed in the community since they came here bringing their religion and culture.

Me and my friend will try to campaign against closing down the social centre.

(b) Decide on the methods of campaigning you will use and say why methods will help you achieve your outcomes.

The methods of campaigning we will use will involve trying to warn people about what will happen. We will need to find out more about the council and politics. Our local councillors are members of our community.

We will have to know more about politics. That is also part of our citizenship course. Me and my friends know very little about politics. We are 16 and we can't vote until we are 18 so this limits our power. Also people are less likely to listen to us. Our councillor is Liberal Democrat which is a political party.

Relations with other groups are good and there is not usually much trouble in our community although some of the younger people are in gangs and there are sometimes fights over turf wars when gangs from other parts of the city come close to ours. There has been some graffiti saying unkind things. My grandfather says the BNP are trying to stir things and I need to research about them.

I will need to make more things public so that the older people can understand. Also the advice about rights helps against discrimination. The people who come in to help can speak Urdu. There will be nowhere else to get advice for those who do not speak in English. Lots of the older people, especially the women, never really learned English.

(c) Attach a brief plan of your campaign which shows how you manage times and resources.

Student response

Here is my plan.

- Use the internet to research about politics and the council. That will give us the background knowledge. (2 weeks in September)
- Talk to my grandfather and some community leaders to find out more. Older members of our community are often respected because of their age and wisdom. (1 week in September)
- Try to have a meeting with people who use the social centre. (an evening in September/October)
- Put up posters in English and Urdu to tell people what is going to happen. (September)
- Ask my uncle if he will print some leaflets. (October)
- Most of the resources will be time, mine and my teams. My uncle will do printing cheaply and I have a part-time job. It is not much for 1000 leaflets.
- See how long it takes the council to make a final decision.
- Reflect on the decision.

Moderator comments



It is clear that the student has some idea of what he is trying to achieve as the basis of his campaign and that links have been made with citizenship issues in a diverse and multi-ethnic community. The campaign aims are not sufficiently detailed and this means that the methods and plan are not as coherent as they would be in a top-level answer. The written plan is fairly brief and a bit vague on timing and use of resources and the campaigning methods, though identifiable, are not very developed despite evidence of some knowledge, skills and understanding.

Level 2 8 marks



2 Participate in the campaign

(a) Participate in a campaign, showing how you address citizenship issues.

Attach evidence of:

- how you aimed to meet objectives
- communication of your issue with others, including those in a position of power, showing how you tried to influence them about your campaign aims
- the views of others on your campaign issue and strategy.

(20 marks)

Student response

The evidence I have attached is:

(a) A newspaper article on the plans for closing the social centre.

(b) Some photographs of the social centre and people who go there.

(c) A letter from my local councillor.

(d) A poster that we did and put on display.

(e) One of my leaflets that my uncle printed.

(f) A witness testimony from my citizenship teacher of my meeting and the skills I used to represent my views.

Moderator comments



There is no doubt that the student's participation shows relevance to citizenship issues appropriate to the local community and action has been taken to influence others and to bring about change, demonstrating some potential obstacles to change in that particular community.

There is some negotiation with two people in positions of power within the community and several pieces of supporting evidence. A witness testimony does provide sufficient evidence of skills, provided the witness has recorded and authenticated the use of skills. However, a letter from a councillor will not be sufficient evidence of use of skills.

Level 3 9-10 marks



3 Evaluation of the outcome of own actions in the campaign

(a) What were the outcomes of your campaign? Give reasons for your outcomes.

(15 marks)

Student response

People in our community knew more about what was going on although not many people wanted to get involved directly. They complain but mostly leave the action to others.

We had a public meeting and different views were expressed. Some people got angry and there were divisions between those who wanted to talk it through with the council and those who wanted a protest march to the city hall.

The best thing was the news that the social centre will not close but that is only for a period of months until April. Then the council will look again at their finances. I'd like to think that the campaign made a big difference but I think a lot was sorted out by adults. There are soon local elections so our councillor was involved even though the council leaders are the Labour Party. The Labour Party run the council so they have most of the power.

Some of our community leaders are quite well known in the city. They have ways of doing things that are secretive and sometimes make others impatient but the main thing is keeping the centre open. Community relations are still good and people want to keep it that way.

(b) Did you meet your objectives?

Student response

Our main objectives were to run a campaign to stop the closure of the social centre. It won't close for at least six months but this may be temporary. It might still close after April. So what will happen after that?

We didn't get enough people involved. A lot are older and prefer to leave things like this to our community leaders but I felt that we were trying to do something for the community as young people. A lot of young people prefer hanging around and trying to look cool.

I learnt more about politics and what happens in local affairs and that was one of my objectives.

(c) Assess whether you have made a positive impact for your issue, drawing on your evidence.

Student response

I think we mostly made a positive impact for our issue but it's difficult to really know.

- (a) *They had a quote from me in the newspaper article. 'Schoolboy fights social centre closure.'*
- (b) *The photographs give an impression of life in the social centre.*
- (c) *The posters made some impact although some were defaced. Rafiq who was my partner is very good at art.*
- (d) *We took out a lot of leaflets and these were printed in Urdu and English.*
- (e) *The letter from my local councillor shows that what we were trying to do was taken seriously.*
- (f) *The testimony of my teacher contained a lot of feedback about my skills.*

Moderator comments



A clear effort has been made to provide some evaluation and to relate it to evidence although this has not been widely developed. Quality of Written Communication (QWC) is assessed in this section and while the writing is not necessarily fluent it is very sound with few spelling and punctuation errors and some limited use of specialist vocabulary. The student is honest in saying that, although the desired outcome was gained, he is not sure how much his own campaign contributed to this. There are some reasoned and valid conclusions but, again, these are not very developed. In particular, the student's knowledge of politics could have been made clearer.

Level 2/3 8/9 marks.



Section B: Assessment guide

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