



Citizenship Action Guidance

Theme E: Guide to answering exam
questions on the citizenship action

Pearson Edexcel GCSE Citizenship Studies

How is citizenship action assessed?

Students will be assessed on the investigation and action they have undertaken through a series of examination questions.

Section A of Paper 2 will focus on assessing the citizenship action.

- This part is worth **15%** of the total qualification.
- A maximum of **24** marks are available.

This comprises of one question divided into a number of separate parts. Tasks will require short and medium responses, and will end with a 12-mark question.

Students must base all of their answers on the knowledge and understanding that they have gained while carrying out their citizenship action.

In the examination, students will be required to provide the title of their citizenship action which identifies and summarises what action was taken, in no more than 20 words.

There are three assessment objectives which apply to questions across Section A of Paper 2:

Assessment Objectives

Students must:		% in GCSE
AO1	Demonstrate knowledge and understanding of citizenship concepts, terms and issues.	30
AO2	Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.	30
AO3	Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.	40
Total		100%

Assessment Objectives covered in Section A of Paper 2

1 (a)	1 (b)	1 (c)	1 (d)	1 (e)
2 marks	4 marks	2 marks	4 marks	12 marks
AO1	AO2	AO2	AO2	AO2/ AO3

Past questions relating to Theme E

	SAMS	2018	2019	2020	2021	2022
Question 1a [2]	Explain one factor that caused a problem for your group in carrying out your citizenship action	Explain one reason that led your group to choose the issue for your citizenship action	Explain one outcome you hoped your citizenship action would achieve	Explain one role undertaken by another member of your team and how this contributed to the outcome of your action.	Explain how the topic of your citizenship action is linked to the study of citizenship	Explain one way in which you carried out secondary research to help choose your citizenship action
Question 1b [4]	Explain two reasons why it was important to allocate specific roles to members of the group when planning your citizenship action	Explain how your group used two different types of sources in the research for your citizenship action	Explain two ways in which you evaluated the success of your citizenship action	Explain one impact that collaboration with others had on the planning of your citizenship action	Explain one reason why careful primary research is so important when planning a citizenship action	Explain two reasons why some evidence or viewpoints may be more strongly persuasive than others when organising a citizenship action
Question 1c [2]	Explain one of the criteria you chose to evaluate the success of your citizenship action	Explain one reason why considering different viewpoints helped to improve your citizenship action	Explain one way that working in a group affected the outcome of your citizenship action	Explain two ways in which the action you chose affected the methods you adopted to carry out your citizenship action	Explain one advantage and one disadvantage of collaborating with others during a citizenship action	Explain why collaborating with others during a citizenship action may be challenging
Question 1d [4]	Explain two ways in which the need to consider different points of view affected your choice of citizenship action	Explain one potential difficulty that you identified with managing resources for your citizenship action and how you planned to overcome this difficulty	Explain two ways in which initial research helped you select your citizenship action	Explain how you used two types of primary research in your citizenship action	Explain two things you would do differently, other than more careful research, if you were to work on another citizenship action	Explain two methods used to evaluate the extent to which you achieved the goals set for your citizenship action
Question 1e [12]	<i>'Thorough research is just as important when planning citizenship action as the choice of the action itself.'</i> How far do you agree with this view? You must base your answer on your experience of your own citizenship action. Give reasons for your opinion, showing that you have considered another point of view.	<i>'It is essential to collaborate when planning a successful citizenship action.'</i> How far do you agree with this view? You must base your answer on your experience of your own citizenship action. Give reasons for your opinion, showing that you have considered another point of view.	<i>'All members of the team need to participate equally if a citizenship action is to be successful.'</i> How far do you agree with this view? You must base your answer on your experience of your own citizenship action. Give reasons for your opinion, showing that you have considered another point of view	<i>'Unrealistic goals are the main obstacle to achieving the intended outcome of a citizenship action.'</i> How far do you agree with this view? You must base your answer on your experience of your own citizenship action. Give reasons for your opinion, showing that you have considered another point of view.	<i>'The success of a citizenship action depends on the size of the team involved and on the evidence from secondary sources used.'</i> How far do you agree with this view? You must base your answer on your experience of your own citizenship action. Give reasons for your opinion, showing that you have considered another point of view.	<i>'Lack of thorough planning is the main reason why citizenship actions fail.'</i> How far do you agree with this view? You must base your answer on your experience of your own citizenship action. Give reasons for your opinion, showing that you have considered another point of view.

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Question 1a requirements

This section focuses on Q1a, a 2-mark question, where students are to demonstrate AO1 skills. You will notice, included at the bottom of this page, are the past questions that have previously been asked in exam series.

Assessment Objectives covered in Section A of Paper 2

1 (a)	1 (b)	1 (c)	1 (d)	1 (e)
2 marks	4 marks	2 marks	4 marks	12 marks
AO1	AO2	AO2	AO2	AO2/ AO3

Assessment Objectives

Students must:		% in GCSE
AO1	Demonstrate knowledge and understanding of citizenship concepts, terms and issues.	30
AO2	Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.	30
AO3	Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.	40
Total		100%

	SAMS	2018	2019	2020	2021	2022
Question 1a [2]	Explain one factor that caused a problem for your group in carrying out your citizenship action	Explain one reason that led your group to choose the issue for your citizenship action	Explain one outcome you hoped your citizenship action would achieve	Explain one role undertaken by another member of your team and how this contributed to the outcome of your action.	Explain how the topic of your citizenship action is linked to the study of citizenship	Explain one way in which you carried out secondary research to help choose your citizenship action

Analysis of exemplar answers

Q1a: Explain one reason that led your group to choose the issue for your citizenship action [2]

How did candidates perform?

Many responses were very general and not always clearly related to the candidate's own experience of 'taking action', for example, '*we felt passionately about this topic*'. This meant that a significant minority of candidates were unable to access the marks on this question.

There were several responses where candidates simply stated a reason with no development, such as 'it affects young people'. 'Explain' questions require more than a brief response.

Examiner Advice

Try to make sure candidates have a **considered reason for their choice of action**, and that this reason can be **linked to a realistic, manageable aim** to help them research and plan how to carry out the chosen action.

Exemplars

Below are two answers which exemplify a weak and a strong response:

You have been part of a group that organised and took part in a citizenship action. In no more than 20 words, write the title of your citizenship action below.

LGBTQ in the military

1 (a) Explain **one** reason that led your group to choose the issue for your citizenship action. (2)

We took interest in that issue and we wanted to explore more about it

No credit was given to this response.

It exemplifies the general nature of many of the answers given by candidates that would not be awarded marks.

There is no specific reason related to the choice of action, nor is the aim of the action clear.

You have been part of a group that organised and took part in a citizenship action. In no more than 20 words, write the title of your citizenship action below.

Litter at Kenilworth school

1 (a) Explain **one** reason that led your group to choose the issue for your citizenship action. (2)

We found that littering was an important topic to consider because it affected our school in negative ways such as destroying the surrounding wildlife. We came to the conclusion democratically and found littering needed to be stopped

This response scores the full 2 marks.

It gives a clear reason for the choice of action related to the local community, in this case, the school, with some development of what the aim of the action would be.

Q1a: Analysis of exemplar answers

Q1a: Explain one outcome you hoped your citizenship action would achieve [2]

How did candidates perform?

Many responses to this question were very general and not always clearly related to the candidate's own experience of taking action e.g. *'we raised awareness'*. This meant that a significant minority of students were unable to access the marks on this question.

There were also a number of responses where candidates simply stated a reason with no development. Centres are reminded that 'explain' questions require more than a brief response such as *'we wanted to raise money for X'*.

Examiner Advice

Try to make sure candidates have a **considered reason for their choice of action**, and that **this reason can be linked to a realistic, manageable aim** to help them research and plan how to carry out the chosen action.

Exemplars

Below are two answers which exemplify a weak and a strong response:

1 You have been part of a group that organised and took part in a citizenship action. In no more than 20 words, write the title of your citizenship action below.

Euthanasia - raise a discussion within a group of people, debate between MPs.

(a) Explain **one** outcome you hoped your citizenship action would achieve. (2)

we hoped our citizenship action would be discussed and debated.

This is an example of a generic response that gained no credit.

Candidates are to be reminded that their response needs to be clearly related to their own action. Here, it is unclear what the candidate wished to have discussed and debated.

1 You have been part of a group that organised and took part in a citizenship action. In no more than 20 words, write the title of your citizenship action below.

to reduce the amount of plastic packaging being used in our school

(a) Explain **one** outcome you hoped your citizenship action would achieve. (2)

to have recycling bins in every classroom and raise awareness to make people recycle in their homes.

This response has a clearly identified and explained outcome, so gains full marks.

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Question 1b requirements

This section focuses on Q1b, a 4-mark question, where students are to demonstrate AO2 skills. You will notice, included at the bottom of this page, are the past questions that have previously been asked in exam series.

Assessment Objectives covered in Section A of Paper 2

1 (a)	1 (b)	1 (c)	1 (d)	1 (e)
2 marks	4 marks	2 marks	4 marks	12 marks
AO1	AO2	AO2	AO2	AO2/ AO3

Assessment Objectives

Students must:		% in GCSE
AO1	Demonstrate knowledge and understanding of citizenship concepts, terms and issues.	30
AO2	Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.	30
AO3	Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.	40
Total		100%

	SAMS	2018	2019	2020	2021	2022
Question 1b [4]	Explain two reasons why it was important to allocate specific roles to members of the group when planning your citizenship action	Explain how your group used two different types of sources in the research for your citizenship action	Explain two ways in which you evaluated the success of your citizenship action	Explain one impact that collaboration with others had on the planning of your citizenship action	Explain one reason why careful primary research is so important when planning a citizenship action	Explain two reasons why some evidence or viewpoints may be more strongly persuasive than others when organising a citizenship action

Q1b: Analysis of exemplar answers

Q1b: Explain how your group used two different types of sources in the research for citizenship action [4]

How did candidates perform?

Most candidates identified sources used in their planning. A minority made general responses, stating that they had used the internet which is not creditable unless explicitly related to a particular website or campaign.

Questions using the command word 'explain' require development to access full marks. Responses were limited by solely making simple statements about the source used, rather than expanding about how the sources were used. The development needed to focus on two distinct points rather than giving the same development twice.

Examiner Advice

Make sure candidates can identify specific sources for research rather than just '*the internet*' or '*social media*'. Candidates should be prepared to analyse how useful sources were in relation to ensuring a successful action.

Exemplars

Below are two answers which exemplify a weak and a strong response:

1. primary research - this is when we used our information that no one has used before
an example of primary research we used in our campaign was the questionnaire.

2. secondary research - this is using information someone else may have already used.
an example of secondary research we used in our campaign was using the internet to find statistics.

This response scores 2 marks.

It identifies two sources, but it is not clear how the sources were used.

1. Our first source of research was looking at newspaper articles that were documenting the human rights violations and pick the most severe cases to study in more depth.

2. Our second source was to survey our peers to see what their knowledge of the situation in Saudi Arabia was like. We asked them 30 questions on the topic, testing their knowledge.

This response scores the full 4 marks.

It clearly identifies two sources; newspaper articles and surveys and gives some development of how each source was used to help research the action.

Q1b: Analysis of exemplar answers

Q1b: Explain two ways in which you evaluated the success of your citizenship action [4]

How did candidates perform?

The majority of candidates were able to identify one evaluation method, most using a questionnaire or survey after the action, to check if opinions had changed. A minority of candidates were generalised simply stating they had carried out a questionnaire. These were not creditable unless explicitly related to how it helped measure the success of their outcome.

Questions using the command word 'explain' require some development to access full marks. A number of responses were limited by relying on simple statements about the method of evaluation rather than adding development about what this told them about their success.

The development needs to be two distinct points rather than giving the same development twice e.g. 'we surveyed students who attended our assembly to find out what they had learned about X' and 'we asked teachers who watched the assembly what they had learned about X'.

Exemplars

Below is one answer which exemplifies a weak response which does not answer the question:

1. the first way to our success was team work because in my citizenship action they ~~was~~ were fear of us so we had to work hard and keep motivating each other to get to the next step.

2. the second way ~~was~~ to our success was to teach the Y7 about human right and how this impacted the immigrants. so we had to explain carefully so they can understand us well get their opinion.

This response describes what the candidate did rather than how the methods were used to evaluate success. This was a common mistake by candidates, and gains no credit as it does not address the question set.

Question 1c requirements

This section focuses on Q1c, a 2-mark question, where students are to demonstrate AO2 skills. You will notice, included at the bottom of this page, are the past questions that have previously been asked in exam series.

Assessment Objectives covered in Section A of Paper 2

1 (a)	1 (b)	1 (c)	1 (d)	1 (e)
2 marks	4 marks	2 marks	4 marks	12 marks
AO1	AO2	AO2	AO2	AO2/ AO3

Assessment Objectives

Students must:		% in GCSE
AO1	Demonstrate knowledge and understanding of citizenship concepts, terms and issues.	30
AO2	Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.	30
AO3	Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.	40
Total		100%

	SAMS	2018	2019	2020	2021	2022
Question 1c [2]	Explain one of the criteria you chose to evaluate the success of your citizenship action	Explain one reason why considering different viewpoints helped to improve your citizenship action	Explain one way that working in a group affected the outcome of your citizenship action	Explain two ways in which the action you chose affected the methods you adopted to carry out your citizenship action	Explain one advantage and one disadvantage of collaborating with others during a citizenship action	Explain why collaborating with others during a citizenship action may be challenging

Q1c: Analysis of exemplar answers

Q1c: Explain one reason why considering different viewpoints helped to improve your citizenship action [2]

How did candidates perform?

Many responses were generic rather than related to the candidates' experiences of taking action. Candidates need to link the reason given to their own action rather than making simple statements, such as '*to learn about other people's views*'. The best responses specifically referred to the different viewpoints considered and how they then changed or improved their plans, based on what they learned about different views on their chosen issue.

Examiner Advice

Candidates should be prepared to explain what different viewpoints they considered in choosing, planning and carrying out their actions, as well as why this is important, to avoid giving generic answers which will gain no credit. Candidates should try to link their responses directly to their own experiences of taking action as far as possible.

Exemplars

Below are two answers which exemplify a weak and a strong response:

Using different viewpoints helped us
because looking at different sides showed
us the good and bad sides.

This response gained no credit as the answer is too vague.

It is not clear what the different viewpoints did to help the candidate with their action, and so it is too generic to be awarded any marks

This is because it gave us a more broad
and a 'birdseye' view on all the reasons
that can play a role in mental health
illness. By this it gave us a clear aim
for our project and a strategic way
to overcome this issue.

This response scores the full 2 marks as it gives a clear reason related directly to the candidate's own experience of taking action; *having a broad view on the reasons for mental health problems.*

The candidate links this directly to the impact, considering these viewpoints, on their action and gives the candidate an aim and way of helping with this problem.

Q1c: Analysis of exemplar answers

Q1c: Explain one way that working in a group affected the outcome of your citizenship action [2]

How did candidates perform?

Many responses to this question were generic rather than related to candidates' experiences of taking action. In order to access marks, candidates are required to link how working in a group affected the outcome of their own action rather than making simple statements such as "working in a group made our outcome a success", which largely paraphrases the question.

The best responses came from candidates who specifically referred to the different viewpoints they considered and what they then did to change or improve their plans, based on what they learned or found out about different views on their chosen issue.

Exemplars

Below are two answers which exemplify a weak and a strong response:

One way that working in a group would affect the outcome of my citizenship action is because by working in a group people are more likely to listen.

This response gains no credit as it is generally about group work rather than how group work affected the outcome of the action.

Candidates should be reminded to answer the whole question rather than focus on a small part of the wording like this.

Working in a group made our citizenship action a lot more successful than it would have been otherwise, since we everyone had different skills, so we were given different roles. This allowed us to do things faster, and also to do them better well.

This response clearly links how working in a group - so being able to allocate different jobs - affected the outcome of the action - allowing the action to be completed faster, thus gaining full marks for identifying one way with some development.

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Question 1d requirements

This section focuses on Q1d, a 4-mark question, where students are to demonstrate AO2 skills. You will notice, included at the bottom of this page, are the past questions that have previously been asked in exam series.

Assessment Objectives covered in Section A of Paper 2

1 (a)	1 (b)	1 (c)	1 (d)	1 (e)
2 marks	4 marks	2 marks	4 marks	12 marks
AO1	AO2	AO2	AO2	AO2/ AO3

Assessment Objectives

Students must:		% in GCSE
AO1	Demonstrate knowledge and understanding of citizenship concepts, terms and issues.	30
AO2	Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.	30
AO3	Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.	40
Total		100%

	SAMS	2018	2019	2020	2021	2022
Question 1d [4]	Explain two ways in which the need to consider different points of view affected your choice of citizenship action	Explain one potential difficulty that you identified with managing resources for your citizenship action and how you planned to overcome this difficulty	Explain two ways in which initial research helped you select your citizenship action	Explain how you used two types of primary research in your citizenship action	Explain two things you would do differently, other than more careful research, if you were to work on another citizenship action	Explain two methods used to evaluate the extent to which you achieved the goals set for your citizenship action

Q1d: Analysis of exemplar answers

Q1d: Explain one potential difficulty that you identified with managing resources for your citizenship action and how you planned to overcome this difficulty. [4]

How did candidates perform?

This question was generally well answered with most candidates able to identify a difficulty and how they overcame it.

Some answers were not clearly related to the citizenship action, thereby limiting the marks awarded for the lack of development about the candidates' own experiences of taking action. A minority of candidates also misread the question and talked about difficulties in general, rather than difficulties with managing resources, and so were unable to access any marks.

Examiner Advice

Candidates should be reminded that 'explain' questions require some development of the points made to reach full marks. This development should be related to candidates' own experiences of taking action.

Exemplars

Below are two answers which exemplify a weak and a strong response:

Potential difficulty identified

It was difficult to ensure we each had a fair share of the workload when finding resources for our citizenship action.

How you planned to overcome this difficulty

We all tried to find at least one appropriate resource for our citizenship action.

This response scores 2 marks.

The candidate has identified one difficulty and stated how to overcome it, but with no development or detail from their own experiences of taking action.

Potential difficulty identified

We didn't have any money to advertise our group in newspapers or on the side of busses, meaning we would struggle to get support.

How you planned to overcome this difficulty

We overcame this difficulty by setting up a social media page on Instagram which informed people of what our goal was and told them how to get in touch. It helped raise our people's awareness of our goal and it was free.

This response scores the full 4 marks.

It is an example of a response with clear development of both the difficulty and the plan for overcoming it.

Q1d: Analysis of exemplar answers

Q1d: Explain two ways in which initial research helped you select your citizenship action.
[4]

How did candidates perform?

A significant number of candidates misread the question and talked about research they had carried out in general rather than how the research helped them choose their action, and so were unable to access any marks.

Exemplars

Below are two answers which exemplify a weak and a strong response:

1
Everyone knows that mental health is around but they're not aware how many people it actually affects and how it impacts on their lifestyle

2
People needed to hear how it actually impacts you on a daily basis, and how anyone can get it from any age.

This response identifies two reasons for the choice of action, but because they are not directly linked to the research carried out, this response cannot be awarded any credit.

1 We asked people to complete a survey on their mental health to see if it was a problem and what areas of mental health we needed to focus on. After receiving the results we decided that it was something that we needed to try and help with.

2 After brain storming ideas on which citizenship action to take, someone ~~mentioned~~ mentioned mental health. We decided to research it and realised we didn't know enough about it and that it isn't spoken about as much as it should be.

This response clearly identifies two methods of research and explicitly explains how these methods helped them choose their citizenship action, thus meriting full marks

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Question 1e requirements

This section focuses on Q1e, a 12-mark question, where students are to demonstrate AO2 and AO3 skills. You will notice, included at the bottom of this page, are the past questions that have previously been asked in exam series.

Assessment Objectives covered in Section A of Paper 2

1 (a)	1 (b)	1 (c)	1 (d)	1 (e)
2 marks	4 marks	2 marks	4 marks	12 marks
AO1	AO2	AO2	AO2	AO2/ AO3

Assessment Objectives

Students must:		% in GCSE
AO1	Demonstrate knowledge and understanding of citizenship concepts, terms and issues.	30
AO2	Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.	30
AO3	Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.	40
Total		100%

	SAMS	2018	2019	2020	2021	2022
Question 1e [12]	<i>'Thorough research is just as important when planning citizenship action as the choice of the action itself.'</i>	<i>'It is essential to collaborate when planning a successful citizenship action.'</i>	<i>'All members of the team need to participate equally if a citizenship action is to be successful.'</i>	<i>'Unrealistic goals are the main obstacle to achieving the intended outcome of a citizenship action.'</i>	<i>'The success of a citizenship action depends on the size of the team involved and on the evidence from secondary sources used.'</i>	<i>'Lack of thorough planning is the main reason why citizenship actions fail.'</i>
	How far do you agree with this view? You must base your answer on your experience of your own citizenship action. Give reasons for your opinion, showing that you have considered another point of view.					

Q1e: Analysis of exemplar answers

Q1e: *'It is essential to collaborate when planning a successful citizenship action.'*

How far do you agree with this view? You must base your answer on your experience of your own citizenship action. Give reasons for your opinion, showing that you have considered another point of view. [12]

Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none">Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the citizenship action. [AO2]Little analysis of relevant viewpoints. The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. An overall judgement is missing or asserted. [AO3]
2	5-8	<ul style="list-style-type: none">Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the citizenship action. [AO2]Some analysis of relevant viewpoints, but unsustainable and focused mainly on one side of the argument. The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and/or depth. An overall judgement is given, but with limited substantiation. [AO3]
3	9-12	<ul style="list-style-type: none">Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Effective and sustained comment is made, which shows good understanding of how these apply to the citizenship action. [AO2]A convincing and sustained analysis of relevant viewpoints on both sides of the argument. The evaluation contains reasoned, coherent arguments, showing good breadth and depth. An overall judgement is given which is well substantiated through the evidence provided. [AO3]

How did candidates perform?

This question required candidates to evaluate a given viewpoint based on their own citizenship action. However, many candidates responded to the viewpoint in a more general way, with few references to their own experiences of taking action. Several candidates simply gave generic answers about the most important factor in planning well or working in a team, rather than addressing the question on collaboration, which limited marks to Level 2, and because of the lack of understanding demonstrated with regard to how the key concept of collaboration applies to taking action.

A significant number of candidates did not understand what was meant by collaboration, despite being an explicit skill in Theme E of the specification.

The most common issue with this question was the lack of substantiation for the arguments made. Centres are reminded that Section A of this examination requires candidates to be able to reference their own experiences of taking action, which was missing from many responses to this question.

Examiner Advice

Candidates should be advised that Section A questions expect and require candidates to be able to refer to specific examples from their own experiences of taking action, particularly to access the higher levels on the extended response question.

Exemplars

On the following pages are two answers which exemplify a mid-achieving and a strong response.

Q1e: Analysis of exemplar answers

Q1e: 'It is essential to collaborate when planning a successful citizenship action.'

How far do you agree with this view? You must base your answer on your experience of your own citizenship action. Give reasons for your opinion, showing that you have considered another point of view. [12]

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I agree with this because by collaborating you are able to get a wider view and interpretation of the subject as not everyone has the same opinion. This also means that if someone doesn't properly know about the subject then someone else in the group can educate them.

I also agree with this because people in the group will have different skills, so one person might be really good at speaking and will be able to go round to people and tell them more about the subject. Someone could also be very smart with computers and be able to make a website or blog which anyone can then visit online.

This response is awarded Level 2 and scores 7 marks.

The candidate makes a number of points with some reasoning and considers both sides of the argument.

However, there is no reference to the candidate's own experiences of taking action, which limits the mark.

Q1e: Analysis of exemplar answers

Q1e: 'It is essential to collaborate when planning a successful citizenship action.'

How far do you agree with this view? You must base your answer on your experience of your own citizenship action. Give reasons for your opinion, showing that you have considered another point of view. [12]

Page 2/2:

On the other hand I also disagree with this statement because not everyone will have someone to collaborate with but that doesn't mean that their action can't be successful, all it means is that they would have to work harder and put in more effort than they would if they were in a group.

Another reason I disagree with this is ~~because~~ because even if someone did collaborate with others it doesn't mean that it'll be successful, to be successful you have to just try your best and do the best you can.

Overall I disagree with this statement because you don't need a group of people to have a successful action, you just need to try hard.

This response is awarded Level 2 and scores 7 marks.

The candidate makes a number of points with some reasoning and considers both sides of the argument.

However, there is no reference to the candidate's own experiences of taking action, which limits the mark.

Q1e: Analysis of exemplar answers

Q1e: 'It is essential to collaborate when planning a successful citizenship action.'

How far do you agree with this view? You must base your answer on your experience of your own citizenship action. Give reasons for your opinion, showing that you have considered another point of view. [12]

Page 1/2:

I agree that it is essential to collaborate when planning a successful citizenship action because if not, deadlines would not be met. For example, in ~~my~~ ^{my} group, some members lacked in effort so we all had to work together to ~~complete~~ help complete their task otherwise we wouldn't be able to educate younger people and older people on homophobia and the LGBTQ+ community.

I also agree because if we didn't collaborate members may dislike the issue of homophobia or dislike their job which would've caused major problems later on. For example, we all ~~agreed~~ voted democratically for our action so that we were able to work together on it and we negotiated roles until everybody was satisfied, allowing us to appreciate each other and work together better.

However, I disagree because we all have our own individual tasks to complete so collaboration is not needed. For example, I created a website to

This response is awarded Level 3 and scores 10 marks.

It is a balanced response with some reasoning on several points and with explicit reference to the candidate's own experience of taking action. The response comes to a considered conclusion, thus reaching Level 3.

Q1e: Analysis of exemplar answers

Q1e: 'It is essential to collaborate when planning a successful citizenship action.'

How far do you agree with this view? You must base your answer on your experience of your own citizenship action. Give reasons for your opinion, showing that you have considered another point of view. [12]

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help support people who have experienced homophobia and I didn't have to collaborate all the time because I had a deadline to meet and other members were creating powerpoints and questionnaires

Furthermore, I disagree because collaborating is time consuming and if you spend too much time working together then your action may be incomplete as not all deadlines are met. Lucky for us we completed our action on homophobia, yet we didn't complete the final set of questionnaires to find out if our educating ~~effect~~ impacted their ~~&~~ current views on homophobia.

Overall, I agree that collaboration is essential because it's a team ~~part~~ action. If you are stuck you need to be able to discuss it with your team members and the only way to do that is collaboration. Majority of the members who were stuck came to me for help as I was also the group leader and if I didn't collaborate, I would've let the whole group down.

This response is awarded Level 3 and scores 10 marks.

It is a balanced response with some reasoning on several points and with explicit reference to the candidate's own experience of taking action. The response comes to a considered conclusion, thus reaching Level 3.

Q1e: Analysis of exemplar answers

Q1e *'All members of the team need to participate equally if a citizenship action is to be successful.'*

How far do you agree with this view? You must base your answer on your experience of your own citizenship action. Give reasons for your opinion, showing that you have considered another point of view. [12]

Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none">Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the citizenship action. [AO2]Little analysis of relevant viewpoints. The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. An overall judgement is missing or asserted. [AO3]
2	5-8	<ul style="list-style-type: none">Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the citizenship action. [AO2]Some analysis of relevant viewpoints, but unsustainable and focused mainly on one side of the argument. The evaluation contains some reasoned, coherent arguments. The answer is generally relevant, but lacks breadth and/or depth. An overall judgement is given, but with limited substantiation. [AO3]
3	9-12	<ul style="list-style-type: none">Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Effective and sustained comment is made, which shows good understanding of how these apply to the citizenship action. [AO2]A convincing and sustained analysis of relevant viewpoints on both sides of the argument. The evaluation contains reasoned, coherent arguments, showing good breadth and depth. An overall judgement is given which is well substantiated through the evidence provided. [AO3]

How did candidates perform?

This question required candidates to evaluate a given viewpoint based on their own citizenship action.

However, many candidates responded to the viewpoint in a more general way, with few - if any references to their own experiences of taking action. A number of candidates simply gave generic answers about the most important factor in guaranteeing success such as planning well or working in a team rather than addressing the question on the importance of equal participation by all team members, which limited marks to level 2 because of the lack of understanding demonstrated in regards to how the key question focus of participation by all applies to taking action.

The most common issue with this question was the lack of substantiation for the arguments made. Centres are reminded that Section A of this examination requires candidates to be able to reference their own experiences of taking action, which was missing from many responses to this question.

Examiner Advice

Candidates should be reminded that it is essential to substantiate their responses in Section A of this examination with examples from their own action.

Exemplars

On the following pages are two answers, one which exemplifies a low Level 2 answer and a top Level 3 response.

Q1ie: Analysis of exemplar answers

Q1e'All members of the team need to participate equally if a citizenship action is to be successful.'

How far do you agree with this view? You must base your answer on your experience of your own citizenship action. Give reasons for your opinion, showing that you have considered another point of view. [12]

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To an extent I do agree with this view for many reasons. For example, if a person in a group decide not to participate equally, they will be giving the people in their group more to do. This can massively slow things down and potentially cause the group to be out of time and unfinished on their citizenship action which will make it unsuccessful.

However, I believe that there are much more important things to do to make a citizenship action successful. For example, adaptability. Adaptability is important because if one of your ideas goes wrong, you can change the idea and still make it work. This is more important than equal participation because without adaptability, your action could go wrong and never be recovered. Adaptability is also important for when problems like unequal participation happen as the group must adapt to different roles to get the citizenship action done.

Another reason for why I agree with the view that everyone must participate equally is because we might encourage/make others in the group not want to participate fully. This is important because if everyone starts to put in minimal effort, the citizenship action will potentially be given up and unfinished.

This is a typical low level 2 response.

The candidate attempts to give a balanced response with simple development but fails to include any detail from their own experiences of taking action. Candidates should be reminded that it is essential to substantiate their responses in Section A of this examination with examples from their own action.

Q1e: Analysis of exemplar answers

Q1e 'All members of the team need to participate equally if a citizenship action is to be successful.'

How far do you agree with this view? You must base your answer on your experience of your own citizenship action. Give reasons for your opinion, showing that you have considered another point of view. [12]

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Another reason against this view is that time management is more important for a successful citizenship action. For example, without good time management, the group will fall behind and potentially have an unfinished action. Spending too much time on one thing would mean less time on something else. This links to the person's view because with good time management, it wouldn't matter if ^{there} wasn't equal participation as the group could still finish and be successful if time was used well.

In my opinion

In conclusion, there are a lot more points/reasons against this view which show why equal participation is not needed for a successful citizenship action.

This is a typical low level 2 response.

The candidate attempts to give a balanced response with simple development but fails to include any detail from their own experiences of taking action. Candidates should be reminded that it is essential to substantiate their responses in Section A of this examination with examples from their own action.

Q1d: Analysis of exemplar answers

Q1e 'All members of the team need to participate equally if a citizenship action is to be successful.'

How far do you agree with this view? You must base your answer on your experience of your own citizenship action. Give reasons for your opinion, showing that you have considered another point of view. [12]

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I agree with this view because participation means that ~~different view points can be given~~. This is good as ~~in my group we all decided~~ no one feels left out or isolated or left out in the group. ~~The~~ participation is good because in my team we made sure everyone was participating by voting on every idea. This is good as people felt more comfortable giving ideas ~~and models~~ and having a ^{freedom} ~~number~~ of expression which is essential for democracy which we mirrored in our action. I also agree with this because participation means ~~people can~~ that we can carry out our action quicker and more easily, because in my group we worked together so therefore we could carry out our assembly to our best ability. This is good as ~~we~~ ^{you} ~~we~~ ^{can} ~~could~~ get your point across quicker so more people are aware so action can be taken quicker. Another reason why I agree is that participation means that people

This response gives a balanced answer with developed arguments and explicit links between the arguments made and their own experiences of taking action, thus meriting full marks, at the top of level 3.

Q1d: Analysis of exemplar answers

Q1e 'All members of the team need to participate equally if a citizenship action is to be successful.'

How far do you agree with this view? You must base your answer on your experience of your own citizenship action. Give reasons for your opinion, showing that you have considered another point of view. [12]

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can give their points of view, in my group we asked everyone to give their opinion on a certain topic. This is good as more view points means that we can get as much information so we can carry out a better action.

However I disagree as participating equally means that people aren't doing jobs better suited to their strengths. For example in my group we highlighted ^{a person's} strengths and gave a person a job for collecting information. This means that the action can't be carried out to the best ability

However I disagree as participating equally means that people aren't doing jobs better suited to their strengths. For example in my group we highlighted ^{a person's} strengths and gave a person a job for collecting information. This means that the action can't be carried out to the best ability as it meant that people didn't understand so can't give the right information to the audience. I also disagree as participating

This response gives a balanced answer with developed arguments and explicit links between the arguments made and their own experiences of taking action, thus meriting full marks, at the top of level 3.

Q1d: Analysis of exemplar answers

Q1e 'All members of the team need to participate equally if a citizenship action is to be successful.'

How far do you agree with this view? You must base your answer on your experience of your own citizenship action. Give reasons for your opinion, showing that you have considered another point of view. [12]

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Equally means that it can be more time consuming as people fixate on the fact they have to share responsibility instead of doing it. For example in my group we set out certain roles for different people so that we could get the action done quicker. This means that people lose the idea that we are trying to make and focus on less important things. I also disagree as it can cause tension. For example in my group one person thought they were doing more than another person. This is an issue as people feel that a certain person might be doing less so they are more likely to conflict and waste time so our action can't be carried out.

Although I agree that participation is important to the success of an action I feel that everything else is just as important so should be thought about as well.

This response gives a balanced answer with developed arguments and explicit links between the arguments made and their own experiences of taking action, thus meriting full marks, at the top of level 3.

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