**Citizenship action: exam practice**

Students will find these questions useful in preparation for paper 2, section A (theme E: Taking Citizenship Action).

Please refer to **https://qualifications.pearson.com/en/qualifications/edexcel-gcses/citizenship-studies-2016.html** for the exam board’s guidance on specification and assessment.

***The following questions are all worth different marks. Check the number in brackets next to each question before answering. Remember to give more time to a 12-mark question than to a 2-mark question.***

## PAPER 2. Section A. Theme E: Own Citizenship Action

During your course, you were part of a group that organised and took part in a citizenship action. In a maximum of 20 words, write the title of your citizenship action below (0).

1a. Explain **one** way in which you/your group considered different viewpoints to make the case for what your citizenship action should be. (2)

1b. Describe **one** way in which you took account of the time and resources available when planning your citizenship action. (2)

1c. You had to analyse answers to your research questions, in order to identify evidence to help you decide upon your citizenship action. (4)

* How did you analyse answers to research questions?
* How did your analysis identify evidence to help choose your citizenship action?

How did you analyse answers to research questions?

How did these answers identify evidence to help choose your citizenship action?

1d. Explain two ways in which a method that you chose for your citizenship action worked/didn’t work in practice. (4)

1e. ‘How well a group works as a team is the most important aspect of 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)

**EXAM PRACTICE ANSWERS FOR TEACHERS**

## PAPER 2. Section A. Theme E: Own Citizenship Action

1a. Explain **one** way in which you/your group considered different viewpoints to make the case for what your citizenship action should be. (2)

|  |  |  |
| --- | --- | --- |
| **Question number** | **Answer** | **Mark** |
| 1a | Award 1 mark for describing how different viewpoints were considered, and the second mark for developing how this consideration made the case for what the citizenship action should be (AO2), e.g.:   * We considered the different viewpoints (about cuts to school funding) of ten teachers by using pie charts to show their agree/disagree answers to our survey. (1) Realising that all teachers surveyed were against the spending cuts highlighted that an anti-funding cuts campaign group would be useful. (1) * One of our team surveyed parents and sixth-formers, to complement the research findings from the teachers we’d surveyed. (1) By collating views from different parties, we had a strong case for setting up our anti-funding cuts campaign group. (1)   Do not accept generic answers that do not clearly relate to the candidate’s own specific citizenship action. | (2) |

1b. Describe **one** way in which you took account of the time and resources available when planning your citizenship action. (2)

|  |  |  |
| --- | --- | --- |
| **Question number** | **Answer** | **Mark** |
| 1b | Award 1 mark for describing how time or resources were taken into account, and the second mark for developing how this was relevant to planning the citizenship action (AO2), e.g.:   * We knew that we only had eight lessons in school time to complete our citizenship action (1), so in lesson 1 we created an action plan of what we aimed to achieve in each of the following seven lessons. (1) * We did all our research and writing up electronically (1) because we knew that making photocopies and/or printing out resources would be bad for the environment – and thus against the aims of our citizenship action about green living! (1)   Do not accept generic answers that do not clearly relate to the candidate’s own specific citizenship action. | (2) |

1c. You had to analyse answers to your research questions, in order to identify evidence to help you decide upon your citizenship action. How did you analyse answers to research questions?   
How did your analysis identify evidence to help choose your citizenship action? (4)

|  |  |  |
| --- | --- | --- |
| Question number | Answer | Mark |
| 1c | How did you analyse answers to research questions?  Award 1 mark for clear reference to a method used to analyse answers to research question/s, and the second mark for developing this explanation, up to a maximum of 2 marks, e.g.:   * We analysed the answer to our research question (‘who did Manchester voters vote for?’) by producing a bar chart showing how many votes each party got in Manchester (1). The bar chart helped us write a simple sentence to capture voter behaviour. (1)   How did your analysis identify evidence to help choose your citizenship action?  Award 1 mark for clear reference to the analysis, and the second mark for explaining how it was relevant to helping choose the citizenship action (AO2), up to a maximum of 2 marks, e.g.:   * Our analysis of voting behaviour helped us identify the party most popular with Manchester voters (Labour). (1) This led us to choose our citizenship action: helping The Green Party persuade Labour voters to vote Green in the next general election. (1)   Do not accept generic answers that do not clearly relate to the candidate’s own specific citizenship action. | (4) |

1d. Explain two ways in which a method that you chose for your citizenship action worked/didn’t work in practice. (4)

|  |  |  |
| --- | --- | --- |
| **Question number** | **Answer** | **Mark** |
| 1d | Award 1 mark for outlining the method chosen for the citizenship action up to a maximum of 2 marks, with the additional marks for developing how the method/s did or didn’t work in practice (AO2), e.g.:   * Our chosen secondary research method was gathering key facts (about diversity amongst MPs), from reputable websites e.g. BBC and *The Guardian*. (1) This method worked well because the five websites that we chose provided the same information on the number of female MPs, etc; we were confident that we were using reliable information. (1) * Once we’d done our research, the main method we used to roll out our citizenship action was leading a yr-7 assembly encouraging more students from minority ethnic backgrounds to become MPs. (1) This turned out to be a bad idea in practice, because of our audience were too young to appreciate how relevant MPs are to everyday life. (1)   Do not accept generic answers that do not clearly relate to the candidate’s own specific citizenship action. | (4) |

1e. ‘How well a group works as a team is the most important aspect of 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)

|  |  |  |
| --- | --- | --- |
| **Question number** | **Answer** | **Mark** |
| 1e | Award marks according to general guidance outlined below re. AO2 and AO3 (AO2 and AO3 should be considered in tandem). AO2 and AO3 are equally weighted: for answers not displaying AO3 qualities, award a maximum of 6 marks.  Only award marks when answers relate specifically to the candidate’s own citizenship action.  Indicative content guidance  Candidates should answer according to the experience and knowledge gained during their own citizenship activity. Answers will obviously vary depending on each candidate’s own work, but might include some of ideas below (other relevant ideas must also be credited).  Points in support may include:   * Both primary and secondary research are at their most useful when all members of the team comment openly upon findings; not everyone interprets data in the same way and contrasting views are very valuable. * Good teamwork can help with decisions getting made quickly (e.g. who will do what on the action plan) and goals being met efficiently (e.g. students who need help get assistance from their team mates). * When all group members work as a team, good communication follows – meaning there is less risk of duplication and of wasting resources. * By definition, any citizenship action (whether a GCSE exam project or a member of the public setting up a pressure group), is most successful if it represents the voice of many rather than of an individual. Hence, teamwork is vital.   Counter points may include:   * Although effective teamwork is recommended in any group setting, it doesn’t guarantee that the actual goals set are useful! For example, a team might very efficiently produce brilliant ‘recycle your paper’ posters for teachers in the staffroom. However, if their school is paperless, then the goal is somewhat pointless. * In a large team, a citizenship action could still be very successful even with a few lazy students in the team. For example, Team X might still exceed their target to raise £100 for charity through non-lazy team members working extra hard. * You can’t afford to rely on having consistently good teamwork because sometimes team morale drops, e.g. due to illness, arguments or students moving school. However, as long as there’s a strong team leader, deadlines can still get met if s/he takes on most of the work. * It depends how you define your success criteria. If your goal is to improve the way in which male and female students address each other, good teamwork goes hand-in-hand with this. If your goal is to paint the school’s gym, then arguably the goal could still be met by students who disrespect their team mates (as long as everyone knows which bit they’re painting!).   PLEASE SEE TABLE ON NEXT PAGE. | (12) |

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Descriptor** |
| – | 0 | No rewardable material. |
| 1 | 1–4 | * Limited knowledge of concepts, terms and issues of relevance to question. Limited understanding of how the above apply (demonstrated in simple undeveloped comment). [AO2] * Little analysis of relevant viewpoints. Evaluation is undeveloped and lacks reasoned, coherent commentary. Some of the answer is irrelevant. Overall judgement is missing (or asserted). [AO3] |
| 2 | 5–8 | Some knowledge of the concepts, terms and issues of relevance to question. Some understanding of how the above apply (demonstrated by some developed comment about the citizenship action). [AO2]   * Some analysis of relevant viewpoints – but unsustained and mainly one-sided. Evaluation contains some reasoned, coherent commentary. The answer is generally relevant, but it lacks breadth and/or depth. Overall judgement is given, but has limited substantiation. [AO3] |
| 3 | 9–12 | * Detailed knowledge of concepts, terms and issues of relevance to question. Effective and sustained commentary made, showing good understanding of how concepts, etc. apply to citizenship action. [AO2] * Analysis is convincing and sustained; shows relevant viewpoints on both sides of argument. Evaluation contains reasoned, coherent arguments, with good breadth and depth. The overall judgement given is well substantiated through the evidence provided. [AO3] |