**Source-based questions: exam practice**

Students will find these source-based questions useful in preparation for paper 2, section B.

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. For example, remember to give more time to a 6-mark question than to a 2-mark question.***

## PAPER 2. Section B. Theme D: Power and Influence: Others’ Actions

**SOURCE A: SCHOOL FUNDING CRISIS!**

As part of their ‘Worth Less?’ campaign, head teachers from thousands of schools recently spoke as one, to warn the public about government cuts to school funding.

‘Worth Less?’ sent a letter to the chancellor – delivered in person to Downing Street – to highlight unfair differences in terms of how school funding was being awarded. Some teachers, so desperate to obtain extra money following government cuts, had resorted to pleading with families to donate much-needed money for sports equipment, books and furniture.

According to Department for Education (DfE) statistics, certain schools were being allocated 60% less funding than those of the same size. As a Devon head teacher commented, “The funding gap is ludicrous! Why should one school be able to afford over 100 more teachers than a school a few miles away with the same number of pupils?” Her outrage draws on schools in Barnsley, Norfolk and Cornwall (for example) being assigned significantly less money than those in Manchester and London.

Head teachers caution that, despite government claims to the contrary, there has been a real-terms cut of expenditure on schools of nearly £2 billion. This, they urge, rings serious alarm bells for those schools who have suffered in the latest postcode lottery: special needs students will get less support, lessons will be taught by non-teachers, class sizes will increase and non-core subjects will be taken off the timetable. In the words of a Hackney head teacher: “My school is due to receive nearly £8000 per year, per pupil. This contrasts starkly with my colleague’s school in York; his pupils will each be worth less than £5000 a year. The government are literally saying that students in York deserve less than my pupils. This disparity will cause immediate shockwaves; the York pupils can kiss goodbye to good-quality careers guidance, fit-for-purpose IT equipment and reasonably-sized sixth form classes!”

Key Labour politicians have pleaded with the government to act upon head teachers’ concerns, arguing that so-called improvements to school funding are actually masking other cuts in education provision. Conservative spokespersons have denied overall funding cuts and stated that most secondary schools will receive nearly £5000 per pupil by 2020.

Findings from the ‘Institute for Fiscal Studies’ demonstrate that, in the next few years, schools will face a government spending cut of £1.7 billion.

Sources: [www.bbc.co.uk/news/education-41969961](http://www.bbc.co.uk/news/education-41969961)

[www.theguardian.com/education/2017/oct/10/school-funding-headteacher-challenge-jules-white](https://www.theguardian.com/education/2017/oct/10/school-funding-headteacher-challenge-jules-white)

1. Source A mentions the ‘Worth Less?’ campaign. Suggest ways that the campaign could benefit
from using: (4)

 social media

 surveys

2. ‘Worth Less?’ campaigners (head teachers) delivered a letter of complaint to the chancellor in Downing Street. Give one strength and one weakness of this campaign method. (2)

 Strength

 Weakness

3. According to source A, Conservative politicians claimed there were no overall cuts to spending on schools. Using the source, explain why this viewpoint might be wrong. (2)

4. Explain how ‘Worth Less?’ might benefit from involving more students and parents/carers in the campaign. (6)

**EXAM PRACTICE ANSWERS FOR TEACHERS**

1. Source A mentions the ‘Worth Less?’ campaign. Suggest ways that the campaign could benefit from using:

* social media
* surveys

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| **Question number** | **Answer** | **Mark** |
| 1 | In each case, award 1 mark for each relevant suggested benefit from using social media/surveys. Award the second mark for extra development (AO2), up to a maximum of 2 marks, e.g.: social media* Campaigners could benefit from using social media to get their message heard by more relevant parties across the country – quickly and at no/low cost (1). For example, they could use Twitter to engage with those head teachers and members of teaching unions who have not yet heard about the campaign (1).

surveys* Campaigners could use surveys to find out which schools are feeling the impact of the spending cuts (1). This information could be collated and shared with the public and with politicians, e.g. evidence of head teachers making staff redundant, cancelling clubs or increasing class sizes (1).
 | (4) |

2. ‘Worth Less?’ campaigners (head teachers) delivered a letter of complaint to the chancellor in Downing Street. Give one strength and one weakness of this campaign method.

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| **Question number** | **Answer** | **Mark** |
| 2 | Award 1 mark for a strength and 1 mark for a weakness of this citizenship campaign method (AO2) in the source context, e.g.: * Delivering the letter in person was a good publicity stunt as the media would have been interested in publishing photos (1). However, sending a letter does not have the same immediate and direct impact on the average citizen as an action like a national teachers’ strike (1).
 | (2) |

3. According to source A, Conservative politicians claimed there were no overall cuts to spending on schools. Using the source, explain why this viewpoint might be wrong.

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| **Question number** | **Answer** | **Mark** |
| 3 | Award up to 2 marks for a reason derived from analysing (AO3) the comments within the source. The first mark is for providing a valid argument. The second is for developing this into an explanation relating to evidence within the source, e.g.: * Head teachers are very busy and have children’s interests at heart; it is unlikely they would waste precious time campaigning about an issue that they had not investigated properly (1). The ‘Institute for Fiscal Studies’ found that there would be a real-terms cut to school funding of nearly £2 billion, which backs up the campaigners’ argument (1).
* DfE statistics indicated that some schools would get up to 60% less funding than other schools of the same size (1). This is supported by a head teacher from Hackney, who found out that her pupils would get significantly more money than those at a similar school in York (1).

Accept any other valid answer. | (2) |

4. Explain how ‘Worth Less’ might benefit from involving more students and parents/carers in the campaign.

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| **Question number** | **Answer** | **Mark** |
| 4 | Marking instructions Use the marking guidance below (see ‘descriptors’ column).Indicative content guidance The indicative content below is not prescriptive; candidates do not need to include all the material which is suggested in the bullet points. Other relevant material must be credited. Relevant points may include: * Some of the parents/carers might work in relevant occupations (journalism, civil service, PR, etc.) that would help further promote the campaign.
* The voices of children and families ‘at the coalface’ would increase the pressure on the government to make school funding fair; students from poorer schools sit the same exams as everyone else but do not get special consideration for having fewer teachers/resources.
* To attract social media followers, students from schools receiving less than £5000 per child could share media clips showing their daily school lives: increased class sizes, school sports day with limited equipment, canteen in need of repair, etc.
* Getting young people involved in active citizenship from an early age empowers them to take part in democracy and encourages them to vote/remain politically engaged when they reach adulthood.
* Head teachers have important and stressful jobs. They need assistance from the wider community with large campaigns, otherwise they cannot get on with their daily tasks (e.g. supporting children with safeguarding issues and organising training for their staff).
 | (6) |

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| **Level** | **Mark** | **Descriptor** |
| – | 0 | No rewardable material. |
| 1 | 1–2 | Limited knowledge shown of concepts/terms/issues of relevance. Limited understanding of how concepts apply shown: simple, undeveloped comment about actions in the source context. |
| 2 | 3–4 | Some knowledge shown of concepts/terms/issues of relevance. Some understanding of how concepts apply shown: some developed comment about actions in the source context. |
| 3 | 5–6 | Detailed knowledge shown of concepts/terms/issues of relevance. Good understanding of how concepts apply shown: effective and sustained comment about actions in the source context. |