

Teacher Resource Bank

GCE Citizenship

Candidate Exemplar Work:

- CIST2 Democracy, Active Citizenship and Participation



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General Certificate of Education
Specimen
Advanced Subsidiary Examination



CITIZENSHIP STUDIES **CIST2**
Unit 2 – Democracy, Active Citizenship and Participation

Specimen Question Paper

For this paper you must have:

- an 8-page answer book
- your completed Active Citizenship Profile

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is CIST2.
- Answer **three** questions.
In Section A, answer Question 1 and **one** other question.
In Section B, answer all parts of Question 4.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

Information

- The maximum mark for this paper is 90.
- The marks for questions (or part questions) are shown in brackets.
- In Section A, excluding the part (a) questions you will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.
- In Section B, part (b), part (c) and part (d) questions should be answered in continuous prose. For these part questions you will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate

Advice

- You are advised to read through the examination paper before you attempt the questions.

CIST2

SECTION A – MAKING A DIFFERENCE

Answer Question 1 and **one** other question.

This section carries 30 marks.

- 1 Read the extract below and answer parts (a) and (b) which follow.

The Countryside Alliance

This extract represents the views of a pressure group.

The Countryside Alliance works for everyone who loves the countryside and the rural way of life. Through campaigning, lobbying, publicity and education the Alliance influences legislation and public policy that impacts on the countryside, rural people and their activities.

The Alliance campaigns on a wide range of rural issues.

Our campaigning activities are supported by our public relations, political, and policy teams.

The Alliance is a membership organisation with incorporated company status and has over 107,000 members. The Alliance is politically non-aligned and acts in partnership and cooperation with many other rural groups including the British Association for Shooting and Conservation, the Country Land and Business Association, the Farmers' Union of Wales, The Game Conservancy Trust and the National Farmers' Union. The Alliance distributes a free weekly e-bulletin called the grass e-route. The grass e-route is open to all members and supporters and brings all the Alliance's latest news, views, events and plans straight to your inbox.

Source: adapted from www.countryside-alliance.org.uk

Your answers should refer to the extract as appropriate, but you should also include other relevant information.

- (a) Identify **two** ways in which the internet aids campaigning. (5 marks)
- (b) To what extent is the Countryside Alliance an outsider pressure group? (10 marks)

EITHER

- 2 Assess the reasons, using case studies, why some pressure group campaigns are more successful than others. (15 marks)

OR

- 3 Why should citizens be concerned about who owns and controls the media in the UK? (15 marks)

SECTION B – ACTIVE CITIZENSHIP

Answer all parts of this question.

This section carries 60 marks.

4

- (a) Outline how developing an area of citizenship knowledge helped with an active citizenship task you have undertaken. (5 marks)
- (b) What are the advantages and disadvantages of working with others when carrying out citizenship activities? Use examples of your own activity to support the points you are making. (15 marks)

Read the extract below and answer part (c) which follows.

Active Citizenship
Citizenship Aims to Teach Pupils about the Working of Society

Tony Blair was booed and faced chants of “out, out, out” by pupils at a London secondary school. A small group of teachers cheered and applauded Mr Blair as his cavalcade approached the school gates but they were drowned out by about 60 protesters who gathered in the street outside the school.

What did you think of the actions of these pupils? Were they being rude to a distinguished visitor or were they being active citizens, using their understanding of the democracy, civil protest, and the media to influence the political process?

Source: adapted from CITIZENSHIP LESSONS PROMPT DEBATE, *from BBC News at bbc.co.uk/news*, 29 September 2006 and
BLAIR JEERED BY COLLEGE STUDENTS, *from BBC News at bbc.co.uk/news*, 7 September 2006

- (c) How effective is the protest detailed in the extract as a form of active citizenship participation? Use examples of your own activity to support the points you are making. (15 marks)
- (d) ‘Active citizenship is just about helping others’. Using examples from your own active citizenship participation, critically assess this claim. (25 marks)

END OF QUESTIONS

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CANDIDATE B

Making A Difference

1.a) The Internet has become an easy way to communicate and reach out to places all over the world. This in itself is a great tool for protestors/alliances etc. to speak their word and be listened to throughout the world.

A key way for the Countryside Alliance to promote themselves would be to set up a website. This in itself would open itself up to a mass audience. Emails and blogs for people to get in contact with could be displayed on the website also. This could then help fundraising for the cause and when enough has been raised could spark media coverage.

Setting up an online petition would also be a great way of using the internet to their interests. As I previously said, the internet is used by billions of people, many of which would be happy to contribute to the cause by signing a petition.

Also, which could be used for both, is that in making an online petition and website you could begin to advertise a rally, involving thousands, if not millions of people throughout the ~~world~~ world, to see this at once and begin an instant response.

b) There are two types of pressure groups;
 Insiders: Groups who work alongside and are funded
 supported by the government. e.g. RSPCA

AND

Outsiders: Groups that are neither funded or
 associated with the government. e.g. Green Peace,
 Fathers for Justice

This here sums up that the Countryside Alliance
 are an outsider pressure group. They are independent
 yes, but dependant on their followers to help and
 pursue the cause.

Also the fact that it is non-aligned with the
 government or any insiders such as stated, 'British yet
 the countryside Alliance has many insider links,
 therefore not only do they not ~~not~~ need to become
 'insider pressure groups' because they are highly
 linked to them, but because of that very reason,
 they have the best of both worlds.

CANDIDATE CSection B Active Citizenship

Q4 A) Outline how developing an area of citizenship knowledge helped with an active citizenship task you have undertaken.

The task I have undertaken is to save energy ~~and~~ at my local college. I have done this by starting an environmental group in my college by putting posters up to tell people that one exists for the college and how they can help in the process and who they need to contact.

B) What are the advantages and disadvantages of working with others when carrying out citizenship activities? Use examples of your own activity to support the points you are making.

Firstly, the advantages. If you have a number of members more things get done; for example with my environmental group all members have 'most of the time' something to do each week. Making less time for the Chairman.

Another advantage is that more people is better than one; making people listen to more people than one member.

Secondly, disadvantages. The ~~more~~ ^{more} people that are members of a group, the more people may disagree about an issue, like that of environment issues. Also the more members there are the more people you need to run the projects that the group have decided to run.

CANDIDATE D

Citizenship Unit 2.

4C)

In the source schoolchildren are shouting and calling out to Tony Blair about the war in Iraq when he is visiting their school. Because it was Tony Blair and they were shouting at him it got on the news and was shown on the television.

It wasn't very effective as a protest as it didn't change his mind about the war.

I expect the school wasn't too happy about their students doing this.

But, it did get publicity so you could say it achieved something. At my own school, I have been involved in organising events raising the awareness of Fair Trade, we did this by organising a eating and drinking event and explaining what Fair Trade was about. I think this was far more effective as a form of action as far more students and teachers now know about fair trade.

CANDIDATE ESection B - Active Citizenship.

4. (d) 'Active citizenship is just about helping others'. Using examples from your own active citizenship participation, critically assess this claim.

In my own active citizenship participation, I want to change people's views on environmental issues. Making them think about what will happen if we keep on putting Carbon dioxide and sulfur dioxide into the atmosphere and change their views on the subject ~~to~~ to make them help slow down or ~~more~~ may be even stop global warming.

Doing these activities I am helping other learn about the issues of Global warming and what the consequences are and how they can help. I think this is very Active ~~to~~ citizenship. We have also brought in professionals of the subject like MPs, ministers and other people that have taught the members of the college and the ~~rest~~ members of the environment group about the subject.

I think that Active citizenship doesn't just have to be about helping people cross the road but can also teach people about subject making a difference ~~on~~ ^{on} different ~~areas~~ ^{issues} ~~of the UK~~. issues on the UK

GCE Citizenship Unit 2 Commentaries

CIST 2 Question 1a

Candidate B

This is an extended response that covers all the aspects raised in the mark scheme. The candidate identifies websites, e mail, blogs and using the internet to raise funds and to set up a petition. This response is at Level 3. This student might have time allocation issues with the balance of the paper.

CIST 2 Question 1b

This response covers in outline terms many of the key points, but much is underdeveloped. The key idea of insider and outsider status is understood. Little or no attempt to utilise any material from the source. No use of additional examples of pressure group activity. Does identify other pressure groups but fails to develop the rationale for their inclusion. Some elements from the mark scheme but reference is needed to the generic levels. AO1 Level 2, AO2 Level 2 AO3 just Level 2.

CIST 2 Question 4

Candidate C

- a) Clear outline of the Active Citizenship but there is a failure to link to the question which asked which area of citizenship knowledge. Level 2.
- b) Clear attempt to write about the advantages and disadvantages of group work. Whilst the task is mentioned a number of the points are generic and no further mention of the task takes place. The response could have been further developed as this is a 15 mark response. AO2 Level 1/2 AO3 Level 1/2.

Candidate D

- c) Some attempt to use the sources some of the comments could have been developed. One example of their own action mentioned not clearly related to the source example. For 15 marks the response should have been more structured and give a clearer understanding of the term Active Citizenship. AO2 Level 2, AO3 Level 2/3.

Candidate E

- d) Good outline of the intention of an Active Citizenship activity. The account then outlines the nature of the work undertaken. The response fails to develop the issue of critically assessing the candidate's activity against the statement in the question. This response lacks a clear structure and is not fully developed for a 25 mark response. The conclusion could clearly have been the opening paragraph from a clearer structure would have emerged. AO3 Level 2 at the lower end.



Active Citizenship Profile Form 2009

GCE Citizenship Studies (2101)

Centre name: SAMPLE ONE
.....

Centre no:

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Candidate name: UNIT LINKED MODEL
.....

Candidate no:

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Guidance

As a part of this GCE course you will be expected to be involved in a wide range of active citizenship tasks. Your involvement in these tasks should be recorded in this *Active Citizenship Profile*. You will need to complete this Profile and take the completed document into the examination for Unit 2. In addition, we recommend that you retain a copy of this document in order to refer to its contents as a part of your revision for Unit 4.

Active citizenship is about making a difference. The contexts can relate to developing your own knowledge, applying your knowledge in a real or simulated situation involving others, developing active citizenship skills and applying them in real and simulated situations; active citizenship participation to bring about change, working alone or with others. These activities can take place in the classroom, your school, college or within the wider community.

Examples of active citizenship tasks:

- A) **Developing your own knowledge:** You need to carry out research in order to inform yourself about an element of the course. This research could involve speaking and questioning others or using ICT abilities. Once undertaken this research is then applied to a citizenship task.
- B) **Applying your knowledge through citizenship skills:** Taking part in a discussion or formal debate: having to present a case and convince others by advocating a point of view.
- C) **Participation to bring about change:** You and others organise an event to raise awareness of an issue.

Other examples could include influencing decisions by taking part in the democratic process, help empower others to put forward their point of view, make a change for the better, challenge an injustice or resist an unwanted change.

This document contains a number of log sheets in relation to the forms of participation outlined above. Some of your work will range over all three headings, i.e. you develop your knowledge, you determine a course of action using your citizenship skills which leads to your participation in an active citizenship task.

Completing the log sheets.

The start and completion dates enable you to review the amount of time you devoted to this task and when.

Content area: This section helps you identify from which unit of the specification content your task is drawn (see Section 3 of the specification: Subject Content). This ensures that there is a clear citizenship focus to your work.

Nature of the work undertaken: This enables you to identify the range of citizenship skills you have used.

Evidence: In this section you identify any sources of evidence you may have retained in relation to the task. This material will help you refresh some of the detail of the activity when you review it at a later date.

Reflection: This section is completed after you have completed the task. It enables you to reflect upon the work undertaken. These comments can be both negative and positive. As your work develops, it is hoped that these reflective points are taken into account when undertaking future tasks.

Note for centres: As part of the assessment for Unit 2, candidates should bring their completed *Active Citizenship Profile* into the examination. Candidates' *Active Citizenship Profiles* should be kept securely by centres until after the deadline for enquiries about results and may be requested by AQA.

A) Developing your own knowledge

Start date and completion date	Content area	Nature of the task	Evidence	Reflection
Sept 08	What is a Citizen?	Research using the internet to investigate differing ideas	Print outs and notes I made for a presentation to the group.	Could have used a wider range of examples for differing cultures/political systems.
Oct 08	Multiculturalism	In groups we had to find out the extent to which UK is multicultural.	Research period in the Library as well as access to the internet. Two of the group spoke to people in school.	We needed to find out more about the recent nature of the UK population.
Feb 09	Media ownership and control	Who owns and controls the media. Essay Question.	Internet research, also wrote letters to the local media.	Didn't do enough background research into the background of the holding companies.
March 09	Pressure Groups	Had to give a talk to the group.	I choose a local PG so I meet the organisers and researched news items in the local papers.	The talk went well, but I think if I have done a power point presentation I would have held people's attention better.

B) Applying your citizenship knowledge through citizenship skills

Start date and completion date	Content area	Nature of the task	Evidence	Reflection
Sept 08	What is a Citizen?	Class debate	Notes and essay written afterwards	Should have more notes about the debate to help my essay.
Nov 08	Multiculturalism	Group Display and questionnaire	Results of the questionnaire and Photos.	Our display wasn't as clear as some of the other groups.
Feb 09	How elections work	What are the key elements of a fair election system.	Organised differing types of elections using material from the Electoral Reform Society. Each system had to be explained and run by different groups of students.	We should have each done a dry run and we ran out of time and got confused between the systems.
March 09	Pressure Groups	Talk to the group.	My notes and a teachers comment sheet.	Just reading from notes didn't hold every body's attention.

C) Participation to bring about change

Start date and completion date	Content area	Nature of the task	Evidence	Reflection
Feb 09	I choose sitting on a jury.	A citizenship day at school I set up a workshop asking students to be a part of a jury. I invited a Magistrate to help me out. I wanted others to know what it meant to serve on a jury.	Video of the day. In my file for the event I have copies of letters I wrote, research I undertook and meeting I had with my teachers. I also have evaluations of the event done by students.	It all went well. The Magistrate was very helpful. I wish I had prepared more cases as by the third workshop people had told others the answers.

This document is available electronically from the AQA website (www.aqa.org.uk).



Active Citizenship Profile Form 2009

GCE Citizenship Studies (2101)

Centre name: SAMPLE TWO

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Centre no:

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Candidate name: THEMED ACTIVITY

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Candidate no:

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A) Developing your own knowledge

Start date and completion date	Content area	Nature of the task	Evidence	Reflection
Feb 09	Citizens and Change	Research a range of different Pressure Groups.	Essay Notes, Marked Essay. Initial book and resource notes.	I could have chosen a wider selection of Pressure groups.
March		Successful Campaigning	Poster displays about successful groups. Background research material in our files.	Our IT presentational skills were not as good as the others.
March/April 09		Investigate in depth one Pressure Group.	Letters/e mails we sent and the replies. Material in our folders. Notes for our Action Day.	We could have been better organised as a group. We left most things to the last minute and relied too much on others keeping to our deadlines.

B)Applying your citizenship knowledge through citizenship skills. Start date and completion date	Content area	Nature of the task	Evidence	Reflection
Feb 09	Pressure Groups.	How to plan an Action Day	Taught lesson on planning an activity based on Pressure Groups. Class notes and handouts.	We took too long deciding what to do.
Feb 09		Working in Groups	Workshop on how to work in groups. Who does what. We had to produce an action plan of what, who and how. Signed off action plan in my file.	We tried to be too clever and a lot of thing we couldn't do in the end.
Feb 09		Citizenship Concepts and Skills	Group sessions with a teacher looking at our plans and getting us to think about the Citizenship skills and concepts involved.	Really brought things together for me. Just a in blind panic about how much there is to do.

C) Participation to bring about change

Start date and completion date	Content area	Nature of the task	Evidence	Reflection
	Pressure Groups	Plan and organise an Action Day.	Once we had done our research and meet the PG reps who were coming into school things fell into place. Video record of the assembly for Year 10 about local homelessness. Record of the vote at the end about what action to take.	Very nervous about speaking to the assembly but everybody kept to their scripts. The Year Groups got really keen when they could vote about what we do next.
		Follow up Action. The Year Group wanted to raise money for the pressure group and hear from the local council.	Picture in the local paper after the mufti day raised £500. The Chief Housing Officer agreed to speak to an Assembly.	I really enjoyed this work, I now know more about homelessness and feel if I am concerned about something I now know how to get started to make a difference.

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