

Teacher Resource Bank

GCSE Citizenship Studies

Unit 4 'Taking Informed and Responsible Action' Support

- Expectations for a Unit 4 Response



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Expectations for a Unit 4 response

The boxes for teacher comments at the end of each stage are important. This is an opportunity to provide supportive comments for the marks awarded: this is especially important for Stage 3.

Stage 1 - Identify/justify and select information

This stage should include some identification of knowledge and understanding about the citizenship concepts and skills that candidates expect to be involved within their task. This could be included in any of the first five boxes, making appropriate links to the related questions.

1.1 What is the citizenship issue you have chosen? Why have you chosen it?

This should be a clear description of the issue/task and why it has been chosen. If the task is a continuation from Unit 2, the links should be clearly explained.

1.2 What are your aims?

Candidates should not include too many aims: four or five at the most. Aims must be realistic, relevant, achievable and measurable, allowing candidates to work in a group to participate in a citizenship activity. However, it is permissible for candidates to work individually, if this best suits their aptitude.

1.3 Who else is in your group? How did you decide to work with them?

If the make-up of each group is chosen by the teacher, then candidates should say so. If group members are selected by the candidates, then choices should be explained and justified.

1.4 Identify the research that you need to do (what you need to find out). Why is this information necessary?

Types of research should be fully identified/described and justified. This should demonstrate an awareness of the appropriateness of the selected research, why it is necessary and how it will be used.

If candidates are taking further action following on from Unit 2, the research from Unit 2 should be referred to and further necessary information identified, as well as how it will be used to pursue the task.

1.5 Describe the roles and responsibilities you each have in finding the necessary information

This should be a detailed description of the roles and responsibilities of each group member. Particular skills of candidates may be referred to in explaining the decisions made.

1.6 How will this information be used to make decisions about how to proceed in taking responsible action?

A description of how the new information will help the group make appropriate decisions.

Stage 2 - Action plan

2.1 What forms of action could you take?

This should be a detailed discussion of a number of alternative courses of action. Candidates should demonstrate their understanding of each possible course of action and how it would or would not achieve their stated aims.

2.2 What form(s) of action have you/your group chosen and why?

Details of the chosen course of action should be given. Candidates should explain why it was considered the most appropriate and should include how their decision was reached. The particular skills of different members of the group may be referred to in explaining the decisions made.

2.3 Action plan

A detailed, logical, time-sequenced plan showing all the stages in carrying out the chosen course of action. It would be useful to note on the action plan any tasks that were changed or any deadlines missed. For example, changes could be identified by a highlighter or different font size.

Stage 3 - Take action

This stage is about how well each candidate performed in the task and is dependent upon accurate teacher assessment of the advocacy or action taken. **Supportive teacher statements are extremely important. They should be sufficiently detailed to fully justify the mark awarded.**

3.1 List the different forms of evidence you have collected

Candidates should give a detailed explanation of the action taken. It should be clear how well organised they were and how they carried out their allotted roles and responsibilities. Changes to plans should be discussed and justified. The evidence gathered from all the work should be given in a comprehensive list, accompanied by appropriate comments about how the information was used or what it showed.

Stage 4 - Assess the impact

There are many ways of assessing the impact of the advocacy or action taken. The appropriate method depends upon the advocacy/type of action taken. This does not have to be done by using a questionnaire. For example, opinions could be gathered by talking to people – as long as numbers are quantified. If a presentation is given, a show of hands in response to questions could be used – again, numbers need to be included. Changes in intentions or actions taken by the audience could be monitored. The numbers of people asking for more information could be an indicator of success, eg the number of leaflets taken, number of people wanting to join an activity or group, number of hits on a website, etc.

4.1 Describe how you intend to find out what impact the action has had

A description of the means used to assess the impact is expected here and an indication of how the evidence gathered will be analysed and interpreted, eg how data will be recorded and used.

- 4.2 How did your task affect others? Describe your evidence.**
Candidates are expected to make comment on how their action affected others. Comments using some statistical data, eg giving percentages or fractions from their findings are much more informative than simply saying 'many', 'more' or 'most'.
- 4.3 Did you make a difference in your local community? In what way(s)?**
The community could refer to the school community and/or the wider community. Good clear detailed responses are expected related to the evidence gathered. Vague comments will not gain many marks: candidates should state how they made a difference.
- 4.4 Did your action have any impact on the wider world as a result of people's changing attitudes?**
Specific comments about what was achieved are needed. The comments should be related to the information gathered for this section.
- 4.5 The conclusions were... (say how effective your action was)**
The conclusions drawn here should be logical, based on the facts and related to the explanation of the information discovered. An opinion should be given indicating how effective the action was.
- 4.6 Describe what further action you could take to pursue your issue**
Suggestions for further actions need to be considered here. They could be based on what has been discovered or what else could be done to pursue the aims further. A range of ideas related to different campaign methods should be explored.

Stage 5 - Reflect and evaluate

- 5.1 To what extent did you achieve your aims?**
The aims stated in Stage 1 should be referred to and comments made on how successful the group was in achieving each aim.
- 5.2 What effect did your task have on the community? Do you think this effect will last?**
Comments here should not just repeat responses to 4.3. Candidates should consider the lasting effect their actions will have on themselves, others in the group and their community.
- 5.3 What citizenship skills did you learn and use in the activity?**
The citizenship skills referred to in Stage 1 should be reviewed and comments made about when/how different skills were used and what new skills were learned.
- 5.4 How has this task helped you to understand more about citizenship issues and concepts?**
The citizenship concepts referred to in Stage 1 should be reviewed and comments made about how the activity has helped the candidate to understand more about them.

5.5 How did your contribution make the task successful?

5.6 What did others do to make the task successful?

These two sections should give details of the candidate's own contributions and those of others, with personal views about their effectiveness in making the activity a success.

5.7 Could more be done? Draw some conclusions.

Candidates are asked to give personal opinions about what more could be done. They could look at a variety of possibilities as appropriate to their action: for example, what could be done by themselves, their group, other people, other organisations, local councils, the government, etc.