



General Certificate of Secondary Education
Specimen Paper

Citizenship Studies

XXXX/1PM

Unit 2 and 4

Controlled Assessment Tasks

XXXX/1PM

The following are specimen tasks for the GCSE Citizenship Studies Controlled Assessments.

Each option below provides suggestions for two tasks. If centres are entering candidates for only the Short Course, they would choose Task 1 and ensure that the presentation involves a 'change action' which raises awareness or brings about a change in attitudes. In those centres where candidates are entering for the full GCSE, Task 1 and Task 2 may be linked thematically but the activities should be distinct in nature without duplication of evidence.

Option 1 – Local Youth Facilities and Youth Alienation

Task 1: Advocacy and Representation

This task is for Unit 2.

Candidates should be encouraged to follow a particular interest to work individually or in a small group during the research, planning and action stages. Writing up must be done individually.

'Young people often "get up to no good" because there is nothing to do.'

- Interview some young people in your area (not necessarily pupils in your own school) to find out their opinions on local facilities.
- **OR** conduct a survey to find out different views about how young people spend their leisure time.
- What facilities do they use?
- What facilities would they like to see that do not exist now?
- Analyse your findings and put them into a visual presentation.
- Present your findings to an audience (eg younger or older pupils, teachers, influential people in the community or local government, such as a Councillor) to raise awareness of young people's problems.
- Assess the responses and changes in attitude of your audience and evaluate the effectiveness of your presentation.

Task 2: Taking Informed and Responsible Action (Full Course)

This task is for Unit 4.

'Take responsible action to improve local facilities for young people.'

- Publicise what facilities exist on a news sheet or on a website; include days and times when facilities are available.
- Find out what young people would value most.
- Write to and/or organise a meeting with a local Councillor and/or MP.
- Perhaps organise a petition to present to these people in authority to show support for your action.

Remember that in taking action you should:

- Negotiate within a group and reach decisions on what action to take.
- Investigate different forms of action that could be taken, and choose one.
- Plan and carry out the course of action.
- Collect evidence of changes in attitudes, policies or behaviours so that you can assess and evaluate the action taken.

Option 2 - Recycling

Task 1: Advocacy and Representation (Short Course)

This task is for Unit 2.

Candidates should be encouraged to follow a particular interest to work individually or in a small group during the research, planning and action stages. Writing up must be done individually.

'Sustainability – find out how eco-friendly your area really is and raise the awareness of others.'

- Investigate and gather information and views on sustainability. You could include topics such as: Rio; Kyoto; LA21; local targets; what is your local council doing?
- Interview or invite a Councillor or Council official to speak to your group.
- Gather a range of different views.
- Prepare a case to encourage people to become more eco-friendly.
- Present your case to an audience (eg younger or older pupils, teachers, influential people within your community) in order to raise awareness of how people can help sustainability.
- Use a questionnaire to find out whether the views, attitudes, opinions or (intended) behaviours of the audience were changed by your presentation.
- Evaluate the advocacy and action taken.

Task 2: Taking Informed and Responsible Action (Full Course)

This task is for Unit 4.

'Encourage members of the school and/or local community to adopt eco-friendly recycling practices.'

- Negotiate within a group to reach decisions on what to base the action on.
- Investigate different forms of action that could be taken, and choose one.
- Plan the course of action.
- Carry out the action.
- Assess and evaluate the action taken. How effective was it in bringing about change?

OR

'While on your work experience placement find out how eco-friendly the work place is and make recommendations for recycling (if necessary).'

- Investigate how much recycling of waste materials is carried out/talk to residents **OR** employers and employees to obtain a range of facts and opinions/gather information/draw some conclusions about your placement.
- After your investigation **OR** work experience, collate the data from and reach a conclusion – what further action could you take?
- Present findings and recommendations to residents (as a fact sheet and checklist of good practice, including advice on recycling practices and collection sites) **OR** to those who make the decisions at the place where you had your work experience (as a report or presentation).

Option 3 – Democracy in Action

This is an example of Controlled Assessment Task 1 only.

Task 1: Advocacy and Representation (Short Course)

Candidates should be encouraged to follow a particular interest to work individually or in a small group during the research, planning and action stages. Writing up must be done individually. Since this is a task for the Short Course only, it is particularly important that the activity involves attempts to change attitudes or behaviour – so that the advocacy is clearly a citizenship *action*.

‘Many young people are not interested in politics and do not use their vote in elections. Present a case to involve young people and encourage them to vote in an election.’

- Find out different views about voting in elections – talk to people or do a survey – draw some conclusions.
- Set up a school council if you do not have one, or conduct elections to one.
- **OR** set up an election for a representative to your local youth council.
- **OR** get involved with and try to elect someone from your school to the Youth Parliament.
- Remember to inform yourself and justify your choice.
- Carry out a survey to find out if young people have been encouraged to participate in voting.
- Assess the impact of your advocacy and evaluate the effectiveness of your action in changing attitudes and behaviours.

Option 4 – Helping a Pressure Group or Voluntary Organisation

Task 1: Advocacy and Representation (Short Course)

This task is for Unit 2.

Candidates should be encouraged to follow a particular interest to work individually or in a small group during the research, planning and action stages. Writing up must be done individually.

'Pressure groups and voluntary organisations are important. Choose one group or organisation to investigate and promote.'

- Investigate your chosen group; find out what they do and how they work.
- Consult the group, visit them, ask a person from the group to give a talk to you and your study group, or organise a meeting they could address.
- Find a range of different points of view on the chosen topic.
- Draw some conclusions from your research.
- Present a case to an audience (eg older or younger pupils, teachers, influential people within your community).
- Promote your group/organisation to encourage others to think again, change their opinion and support the group.
- Use a questionnaire to find out whether the views, attitudes, opinions or (intended) behaviours of the audience were changed by your presentation.
- Assess and evaluate the effectiveness of your advocacy.

Task 2: Taking Informed and Responsible Action (Full Course)

This task is for Unit 4.

'Pressure groups and voluntary organisations are important. Take responsible action to help your chosen group further their aims.'

- Research a citizenship issue and a pressure group or voluntary organisation which is active in that area.
- Organise an event for your chosen voluntary group/community organisation and assess its impact.
- **OR** organise a meeting where a member of the group could talk to either the school or members of the local community in order to raise funds or recruit new volunteers.
- Organise a petition.
- Write letters to people in authority locally and/or nationally and encourage others to do the same.

There are other things you could do, but in taking action you should:

- Negotiate within a group and reach decisions on what to base the action on.
- Investigate different forms of action that could be taken, and choose one.
- Plan and carry out the course of action.
- Collect evidence of changes in attitudes, policies or behaviours (eg letters from authority figures in response to your petition, the number of new recruits for your chosen group resulting from your activity, the amount of donations raised, etc).
- Evaluate the effectiveness of your action.