

**Edexcel GCSE in
Citizenship Studies — Short Course (3280)**
First Examination 2003
October 2003

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Acknowledgements

This specification has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel recognises and values all those who contributed their time and expertise to the development of GCSE specifications.

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Publications Code UG013405

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Introduction

This guide is provided for teachers who are delivering the Edexcel GCSE (Short Course) in Citizenship Studies. It acknowledges that those teaching Citizenship Studies are likely to have different professional experience and backgrounds. It also recognises the likelihood that many will have limited experience in a subject which, in some respects, is entirely new to the curriculum.

The aims of the guide are to provide advice, support and, it is hoped, a greater reassurance to teachers who will be delivering the specification content and seeking to ensure that all students have full opportunities to realise their optimum potential in the subject. It seeks to provide:

- a suggested programme of study
- guidance on delivering the course
- guidance on resources
- advice on assisting students to meet the needs of external assessment
- suggestions relating to the successful completion, by students, of their Citizenship activity.

There is no doubt that Citizenship will be delivered in different ways which might reflect curriculum planning and staffing in individual schools. Consequently, the course aims to allow alternative strategies for delivery. The guide aims to help people, many of whom may have limited specialist experience in Citizenship, to meet the needs of the course in a variety of situations.

Planning for delivery

Edexcel Citizenship Studies and the Citizenship Programme of Study

The National Curriculum requires all schools to deliver the Citizenship programme of study. Edexcel's GCSE in Citizenship Studies has been designed to meet its requirements.

It is important for both teachers and students to understand the aims, assessment objectives and the methods of assessment which will help to provide a framework for the knowledge and skills which are a fundamental part of the programme of study.

Course aims:

To develop and apply **knowledge and understanding** about becoming informed citizens through and alongside the development of **skills** of:

- enquiry
- communication
- participation
- taking responsible action.

To **explore** local, national and international issues, problems and events of current interest.

To **evaluate critically** participation within school and community activities.

The National Curriculum Programme of Study: what students should know and understand

- the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems
- the origins and implications of the diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding
- the work of parliament, the government and the courts in making and shaping the law
- the importance of playing an active part in democratic and electoral processes
- how the economy functions, including the role of business and financial services
- the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally
- the importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion
- the rights and responsibilities of consumers, employers and employees
- the United Kingdom's relations in Europe, including the European Union, and relations with the Commonwealth and the United Nations
- the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.

Identifying the important skills which students need to acquire and develop:

- research a topical, political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics
- express, justify and defend orally and in writing a personal opinion about such issues, problems or events
- contribute to group and exploratory class discussions, and take part in formal debates.

This will almost certainly involve pupils in thinking about and discussing controversial topics; to help pupils acquire these skills, teachers will need to refer to the controversial issues policy in their school. If the school does not yet have such a policy they need — at the very least — to obtain clear guidance on how they should deal with sensitive matters of morality, religion, justice or politics etc. A strategy for successfully dealing with such matters is discussed in *Assessment requirements* on page 10 below.

Skills of participation

The ‘spirit’ of Citizenship is that it should be an active experience offering a lot more than a nod in the direction of, or lip service to, participation and responsible action. Students should be encouraged to use their imagination to consider other people’s experiences and be able to:

- think about
- express
- explain
- critically evaluate

views that are not their own.

They should also be able to negotiate, decide and take part responsibly in school- and community-based activities as well as reflect on the process of participating.

Concepts such as participation and taking action that is deemed to be responsible will certainly need preparatory discussion.

The teaching strategy, on page 6, shows how students may develop both knowledge and skills. The combination of the examination, entitled *Citizenship Today*, and the internal assessment, *Participating in Society*, offers students the opportunity to combine appropriate learning strategies for a course in Citizenship. The timing of the course content should allow time for such activities.

Teaching the course

Delivering Citizenship

Timetable allocations will vary but the most likely strategies are likely to involve at least one of the following.

- Teaching time of one hour per week (or, possibly, per fortnight depending on the system) although this may be within a broader PSHE programme rather than to appear as discrete Citizenship provision.
- More intensive teaching, though perhaps with the same time allocation, over one year.
- The use of tutor time although, to be successful, this is likely to require some INSET for the staff concerned and close monitoring and co-ordination.
- ‘Off timetable’ sessions might cover a day or half-day.
- Cross-curricular approaches, particularly in subjects such as English, Geography, History, ICT and Religious Education where there might be overlapping themes and skills. This will also need careful co-ordination, monitoring and recording.

Ideally, Key Stage 4 Citizenship teaching will build on the Key Stage 3 programme. In fact, for the first few years, most schools will be starting simultaneous programmes throughout both key stages so the sort of progression envisaged will take a while to develop. The following plans offer suggestions for both two- and one-year Key Stage 4 approaches. It is strongly recommended that teachers who are planning to deliver Citizenship programmes should consult the QCA Schemes of Work for both KS3 and KS4. Details are available in the textbooks and resources section on page 23. The Schemes of Work offer a range of models incorporating most of the points mentioned above. They are downloadable via:
www.standards.dfes.gov.uk/schemes.

In planning programmes, teachers would also be wise to gain an insight into what OFSTED will expect to see when they inspect schools for Citizenship. They published a consultation document *Inspecting Citizenship* in May 2002 (HMI 699) which may be downloaded at www.ofsted.gov.uk from which any subsequent publications can also be accessed.

Course content

The content of the course is divided into three themes and a Citizenship activity. The themes have been designed to build upon each other and should therefore be delivered sequentially. Over the five terms available for GCSE, the first two themes might be delivered in Year 10. This allows time for students to develop the skills needed to carry out the internal element of the course. The activity itself might take place in either year but, in order to minimise pressure in Year 11, getting it well underway in Year 10 is advisable. Material from throughout the course may be applicable to the evaluation of the activity. There is further information on *Internal assessment* on page 14.

It is vital to remember that students need to look at issues from more than one perspective and that they will often be unused to this. It is therefore essential that schemes of work should include opportunities for students to develop an understanding of issues which are likely to cause disagreement among different groups. They will need to understand that ‘solutions’ to some problems are not always possible and that, in some cases, compromises are difficult to reach because people have different experiences, beliefs and values.

As students are expected to develop applied knowledge about becoming an active citizen, the focus of teaching should be personal experience. This is likely to involve experiences of different cultures and sub-cultures and opportunities may vary according to the social, economic and cultural setting of each school. The more often students can encounter the processes and practices of the content of the course, the greater their opportunity for success.

The themes and broad content areas

Theme 1: Human Rights

Communities and Identities

Roles, Rights and Responsibilities

Criminal and Civil Justice

Theme 2: Power, Politics and the Media

Power and Politics

The Media

Theme 3: The Global Village

Global Business

Environmental Issues

The United Kingdom’s Place in the World

The two-year model: a teaching strategy

Term	Themes	Activity (Coursework)
Term 1	Introduction Human Rights: Communities and Identities Roles, Rights and Responsibilities	
Term 2	Criminal and Civil Justice	Setting up the activity
Term 3	Power, Politics and the Media: Power and Politics	Carrying out the activity
Term 4	The Media The Global Village: Global Business	
Term 5	Environmental issues The United Kingdom's Place in the World	

Two-year course: timings and explanatory notes

Term 1

Introduction to the course

User-friendly introductory sessions to explore the objectives and processes of the course, possibly accompanied by a brief, explanatory booklet. This should involve discussion of the sort of citizenship activities which students may wish to carry out.

Theme 1: Human Rights: Communities and Identities

This is an extension of the introductory session which, crucially, can draw on student experience and relate it to the broader ideas and concepts of Citizenship. It investigates the origins and nature of the cultural mix in the UK and considers issues of mutual respect, tolerance and understanding for everyone.

Theme 1: Human Rights: Roles, Rights and Responsibilities

This section builds on the first part of the course. Having established the need for mutual respect — while acknowledging the possibilities of conflict — students encounter the idea that rights (which have been established to protect people) are balanced by responsibilities. The concepts of rights and responsibilities run right through the course.

Term 2

Theme 1: Human Rights: Criminal and Civil Justice

The workings of the legal system complete the Human Rights theme. The objective is to discover, using relevant examples, why laws are needed and how they are applied so that students can understand the processes. This may be reinforced by role-play, videos, visits to local courts or bringing representatives into school.

Setting up the activity

Term two provides a good opportunity to introduce students to the Citizenship activity which forms the basis for internal assessment and part of the external assessment. It cannot be ‘left to chance’ and students will need guidance both prior to, and during, the activity. Students need to understand:

- the role that it plays in the course
- their role in the activity
- the timing of the activity
- how it will be assessed.

This is likely to take approximately four sessions and students may well benefit from a brief explanatory leaflet which brings together aims, objectives, ideas for the activity and how it will be assessed.

The holiday will give students the opportunity to carry out any research before putting the activity into practice at the beginning of the summer term. The actual timing of the activity will need to take account of the parts of the course to which it relates. Students need an understanding of the relevant content of the course in order to meet the *Assessment requirements* shown on page 10.

Term 3

Carrying out the activity

The first half of the term can be used to put the activity into practice. The amount of time needed will depend on the nature of the activity. Some may need a weekly input over a longer period, others may require more intensive activity over a shorter period. Students should gather evidence and keep records by writing up the *Internal assessment front sheet and response forms*. (See *Appendix 1*.)

Theme 2: Power, Politics and the Media: Power and Politics

Obviously it is important to ensure that attention is also paid to the content of the internal assessment. Power and politics can be used as a focus for understanding how individuals, voluntary groups and institutions can bring about social change. This introduces the concept of democracy as students start to see that people can have an effect.

This section investigates how democracy works and the need for people to participate. The processes can be emulated in school by both real and simulated situations. School Councils, ideally with an effective and meaningful role, and other examples of democracy at work can be used as a focus for learning. Particularly in this context, it is important to show how key concepts work in ‘real life’ situations.

Term 4

Theme 2: Power, Politics and the Media: The Media

The media play an increasingly important role in influencing people's responses to events. In this section, students investigate the influence of the media together with its sources and outcomes. It is important that 'media' is interpreted widely (press, magazines, radio, tv, internet) and that it is not confined to narrow ranges such as those deemed to be 'respectable' eg broadsheet newspapers.

Students are not used to thinking critically about the media and may not be at all familiar with concepts like bias or basic differences between fact and opinion. Through this section, it is hoped that students can develop an understanding of how democracy can be affected if press freedom is threatened or curtailed. Similarly there will be arguments about the potential for irresponsible reporting and invasion of personal privacy.

An important theme will be the formation of public opinion and the contribution made by different elements of the media. For example, what will be the impact on public opinion if some papers sensationalise or personalise policy concerns such as youth crime, ineffective parents or asylum seekers? This part of the course is readily accessible as students can refer and compare different forms of media and how they influence public opinion. It is also an area which can be linked to subjects like English and ICT.

Theme 3: The Global Village: Global Business

An understanding of the workings of the economy provides students with material which will help them to make judgements when putting their democratic rights into practice. (Though traditionally this is often thought of as a rather difficult and obscure area of study, many popular newspapers now carry weekly financial sections which are both accessible and attractively presented.)

Students should be aware of the inter-relationships within the economy. This can take into account production, earnings, spending, taxation, inflation, unemployment and the influence the rest of the world has on the UK economy. Simple starting points are often effective and these can take into account patterns in the local economy together with the experiences students have with their own income and spending patterns.

Students will need to appreciate that the workings of the international economy and the presence of Trans-National Companies can lead to both good and bad effects in the search for profit, particularly for people in less economically developed countries (LEDCs) where controls may be weak. Strategies which might be used to counter this and organisations like Fairtrade might be explored.

Term 5

Theme 3: The Global Village: Environmental Issues

Sustainable development provides the focus for environmental issues as it is a wide-ranging concept. The section asks students to be aware of how environmental issues are being dealt with at a local, national and international level — local knowledge is important but students must also be able to evaluate the big picture much in the way of considering Agenda 21 and Local Agenda 21. They will find it helpful to have an awareness of global summits on such matters eg Rio, Kyoto, Johannesburg.

Theme 3: The Global Village: The United Kingdom's Place in the World

The United Kingdom works in close co-operation with a range of international organisations and the European Union is a useful starting point. The focus should be on the United Kingdom's links to these organisations and a detailed consideration of their workings will not be required. (Coverage of the EU should include some aspects of decision making and, of course, there is the potential to introduce the concept of the referendum in the context of attitudes to the Euro.)

Students should be aware that there are many organisations which aim to bring about social change in local, national and international situations. This could provide an opportunity to link with pressure groups in Power and Politics as well as to students' own Citizenship activities. (Often students are rather sceptical about the sort of politics that they associate with feuding middle-aged men in political parties but they are usually very interested in some of the causes promoted by particular pressure groups.)

The one-year model

If the course is to be delivered in one year then the two-year programme will need to be appropriately compacted to suit the timetable. The following grid offers guidance on timing the delivery of the themes and activity.

Term	Themes	Activity (Coursework)
Term 1	Introduction Human Rights: Communities and Identities Roles, Rights and Responsibilities Criminal and Civil Justice Power, Politics and the Media: Power and Politics	Setting up and planning the activity
Term 2	The Media The Global Village: Global Business Environmental Issues	Carrying out the activity
Term 3	The United Kingdom's Place in the World	

Assessment requirements

The relationship between content and assessment

- It is important that students are made familiar with different points of view. Many may not be familiar with this and may have little understanding of the way that newspapers, for example, have a political stance and that much that is reported is often biased or distorted.
- It is important that students know how to construct an argument based on reason and evidence. They will need to be able to tell the difference between an argument and an opinion or assertion.
- Students need to be able to distinguish between a fact and an opinion. To answer questions successfully, they must also be able to distinguish between a definition and an example.
- Writing structures are very important (introduction, middle section and a conclusion leading from what has preceded it). Students should be aware of the dangers of generalisation and sweeping statements.
- The Citizenship examination will contain some questions on topical issues. Students are given evidence and prompts in the paper but an awareness of current issues provides a good background.
- Concepts are not dry and abstract irrelevancies. They are an important part of Citizenship but they do need a context. Many examples can come from the immediate environment and from the lives that students and their families lead.
- Controversial issues will inevitably arise. It is unwise to pretend that all issues are value-free. Indeed the teaching of beliefs and values is crucial in a multi-cultural, pluralist society. One successful strategy for handling this is built around the idea of empathy. By asking pupils to adopt the roles of people with very different interests or opinions, issues can quickly emerge in a non-judgmental way.
- Inevitably, people will disagree and sometimes will be unable to reach an agreement. Consensus has much to recommend it, but it is not always possible. There is room for honest disagreement and, despite what we might like to do, it is not always possible to solve complex social problems where there might be many contributory factors and variables.
- While students will obviously need the sort of teaching which will make them familiar with the content of the course, equal emphasis will need to be placed on the skills which will help them to become an aware, active and responsible citizen.
- Every emphasis should be placed on activity and participation. Citizenship is not intended to be an arid, book-bound course in which students never have an opportunity to discuss their experiences and to put into practice the skills and knowledge that they have acquired.
- The assessment of the *Citizenship activity* asks students to relate their experiences to the content of the course. Teaching and learning should therefore make links between the activity and the content of the course.

The scheme of assessment

Assessment is based on both an examination and a Citizenship activity (coursework). The *Assessment Objectives* are shown below.

- The examination is weighted towards Assessment Objectives 1 and 2.
- The Citizenship activity is more heavily weighted towards Assessment Objective 3.

Assessment Objectives

The specification will test students' ability to:

AO1	demonstrate their knowledge and understanding of events of current interest; roles, rights and responsibilities; communities and identities; democracy and government; and relate them appropriately to local, national and global contexts. (34%)
AO2	obtain, explain and interpret different kinds of information, including from the media, in order to discuss, form and express an opinion formally and in writing, and demonstrate their ability to analyse and present evidence on a variety of issues, problems and events. (33%)
AO3	plan and evaluate the citizenship activities in which they have participated and demonstrate an understanding of their own contribution to them as well as recognising the views, experiences and contributions of others. (33%)

Assessment structure

Paper	Mode of assessment	Weighting
1	Examination Paper 1 hr 15 mins	60%
2	Internal Assessment Portfolio (consisting of a four-page response form with supporting evidence)	40%

There is a single tier of entry for GCSE Citizenship Studies.

Relationship of assessment objectives to external assessment

Assessment Objectives	Paper 1	Paper 2	Total specification
AO1	24%	10%	34%
AO2	23%	10%	33%
AO3	13%	20%	33%
Total	60%	40%	100%

External assessment: Citizenship Today

Paper 1 Citizenship Today	60%	Written Paper	1 hr 15 mins	80 marks
Section A: evaluate a citizenship activity Section B: data response questions Section C: questions drawn from the three themes				
The content of the examination paper is drawn from: Citizenship Activity Theme 1: Human Rights Theme 2: Power, Politics and the Media Theme 3: The Global Village				
The Citizenship Activity will be examined in Section A of the paper.				
Themes 1, 2 and 3 will be examined in Sections B and C.				

Section A of the examination contains compulsory questions and

- asks students to comment or reflect on (not just describe) the experience of the Citizenship activity
- asks students, after some short introductory questions, to apply ideas from the course in the context of the activity ('Do you agree with....?')
- looks for the ability to take another point of view into account.

Students must make use of the suggested points linked to the one compulsory piece of extended writing, being careful to add information and/or insights of their own — not simply for re-stating the given points without additional information.

Section B (contains compulsory questions)

- provides students with a variety of evidence on a topic which may be drawn from any of the three themes of the course
- asks short questions about each item of evidence and longer questions (worth four marks) drawn from two or more pieces of evidence.

Section C consists of a combination of compulsory short answer questions and extended writing where there is a choice of topic. In this section

- the short answer questions focus separately on each theme
- students can choose between extended writing based on the three themes
- the questions on each theme follow the same format
- assistance is given by the provision of a range of points to be covered
- knowledge, application, analysis and evaluation should be based on the content of the relevant theme.

This example comes from Theme 2: Power, Politics and the Media.

Example question:

Paper 1	Section C
<p>‘There should be no limits to the freedom of the press.’</p> <p>Do you agree with this view?</p> <p>Give reasons for your opinion, showing you have considered another point of view.</p> <p>You could include the following points in your answer and other information of your own</p> <ul style="list-style-type: none">• Official secrets• Privacy• Libel• Exploitation• Bias <p style="text-align: right;">9 marks</p>	

Students who offer only one point of view can only achieve a Level 1 mark. Teaching should therefore encourage the development of a range of perspectives on each topic throughout the course.

The main objective is for students to reach a personal conclusion which shows that they have taken at least one other point of view into account. Students will be wise to make use of the suggested points but the marks they gain will be for the insights and information they give — not simply for re-stating the given points without additional information. The answer should focus on the application of knowledge to events and issues. Students who use their knowledge to evaluate the implications of situations will achieve a mark in Level 3 or Level 4, depending on the quality of the answer.

A full sample of the mark scheme for Paper 1 may be seen with the published specimen paper.

Internal assessment: Participating in Society

Paper 2	Participating in Society	40%	Internal Assessment Profile
Students will be required to take part in a school or community-based activity and to reflect on the process of participation in the activity in a single assignment.			
Students will be required to complete a <i>Front Sheet</i> stating the nature of the assignment and a four-page <i>Response Form</i> containing the following sections:			
Section One:	Planning		
Section Two:	Activity Log		
Section Three:	Communication (with supporting evidence)		
Section Four:	Evaluation		

Organising the activity

The Citizenship activity can be carried out in a variety of ways. It might be:

- a whole class activity which is carried out during a particular period of the course
- group activities carried out during a particular period of the course
- related to existing school activities
- an off-timetable activity
- individual or group activities which draw on extra-curricular activities
- related to work experience.

Introducing and developing the activity

When students begin the course, they need to be made aware of the requirements and arrangements for the internal assessment. If it is to be carried out as a class activity, significant time will need to be allocated during the year. If individual students are to identify an out-of-school activity, less time will be required but some individuals may need considerable help.

The timing will need to be adjusted to fit in with school schedules and the assessment deadlines. The suggested timetable introducing the activity at the beginning of the course allowed about four weeks to set up the activity at the end of the first Theme. The activity can then be carried out immediately or over a more extended period depending on its focus and the individuals concerned. There is then time for students to develop their portfolio of evidence and to carry out the crucial task of evaluation.

Assessment requirements

Ideally, teachers should produce a short booklet which provides a framework for the successful completion of the activity. This will remind students that a section of the examination is based on the activity and the evidence they collect will contribute to their revision.

Part of the evidence will include the four-section *Edexcel Response Form* (see *Appendix 1*, pages 35–39) and supporting material.

Completing the Response Form

Planning

- Students should be able to answer the following questions in planning their activity
 - Who is taking part?
 - What are their roles?
 - What must be done?
 - When must things happen?
 - When is the final deadline?

A timeline will help them to ensure that they meet the objectives and enable them to make amendments if things go wrong.

Activity Log

- Students should record everything that they take part in such as
 - meetings
 - research
 - presentations
 - anything else that contributes to the activity
 - at each stage students should explain what they are trying to achieve
 - if the plans are changed at any time, this should be included and explained
 - the students should include a report of the people involved in each event and when it took place.

Communication

- This section asks students to explain material that they have used. (Page 12 of the specification includes a list of the type of material that is acceptable.)
 - it should include at least one piece of evidence but no more than four
 - students should explain how the pieces of evidence were used. They should, therefore, select carefully in order to provide themselves with opportunities for this aspect of the assessment.

Evaluation

- Students are asked to evaluate their own contribution and the contribution of others. These questions are a guide to the kind of thinking that might be employed.
 - Did you have a leadership role?
 - Did you help keep people on track?
 - Were you a good team member?
 - Did you have an effect on outsiders?
 - Did you suggest changes in the plan?
 - Would you have done anything differently?
 - How do you think others viewed your contribution?
 - Who were the main contributors?

- How did they contribute?
- Were they good team members?
- Were some people more important than others? If so, why?
- Did one person have an effect on others?
- If you were providing a service for others, how did they respond?

For each question, students should explain how/why they evaluated the particular contribution.

Assessing the activity

The assessment of the activity is recorded for each of the four sections of the *Response Form*.

Ten marks are available for each section.

Section A: Planning

The quality of the evidence showing that the student has participated in the activity and the description of the role played will determine the allocation of marks for planning.

Level 1	for evidence that students have participated in an activity; basic evidence of role	(1–2 marks)
Level 2	for evidence that students have planned an activity; description of role	(3–4 marks)
Level 3	for range of evidence that students have planned an activity; clear description of role	(5–6 marks)
Level 4	for range of detailed evidence that students have planned an activity; detailed description of role	(7–8 marks)
Level 5	for a wide range of detailed evidence that students have planned an activity; comprehensive description of role	(9–10 marks)

Section B: Activity Log

In the Activity Log, students should be showing links to their knowledge of Citizenship and the implications of their activity. The nature of the activity will therefore determine its timing in the course. An effective explanation of why the activity is important, in the context of Citizenship, will therefore achieve high marks.

Level 1	for evidence of simple connections between citizenship issues and the activity	(1–2 marks)
Level 2	for elementary knowledge and understanding in making connections between citizenship activities and the activity	(3–4 marks)
Level 3	for a sound knowledge and understanding in describing and explaining the importance and influence of citizenship activities within the activity	(5–6 marks)
Level 4	for detailed knowledge and understanding in describing and explaining the importance and influence of citizenship activities within the activity	(7–8 marks)
Level 5	for in-depth knowledge and understanding demonstrated by drawing on specific examples and explaining the meaning and importance of citizenship activities within the activity	(9–10 marks)

Section C: Communication

There are two aspects to communication in this context.

- Communication between participants in the activity
- Communication about the activity.

Good students will demonstrate both aspects and use it effectively to support arguments.

Level 1	for basic evidence of participation in a citizenship activity	(1–2 marks)
Level 2	for taking part in discussions and providing some evidence that they have taken part with others in a citizenship activity	(3–4 marks)
Level 3	for discussing and interpreting evidence in a citizenship activity and presenting relevant evidence to support arguments and to make judgements	(5–6 marks)
Level 4	for discussing and interpreting a range of evidence in a citizenship activity and presenting a range of relevant evidence to support arguments and to make reasoned judgements	(7–8 marks)
Level 5	for discussing and interpreting a wide range of evidence in a citizenship activity and presenting a wide range of relevant evidence to support well-developed arguments and to make reasoned judgements	(9–10 marks)

Section D: Evaluation

Students are asked to evaluate their own contribution to the activity together with the contribution of others. This concerns the ability of the students to work with others in a variety of ways including negotiating the roles of others and making their participation possible. Students will also need to make judgements about the effectiveness of the various contributions.

Level 1	for some reflection on their participation in a citizenship activity	(1–2 marks)
Level 2	for providing evidence that they have reflected on their participation in a citizenship activity	(3–4 marks)
Level 3	for reflecting on their participation in a citizenship activity providing evidence of their ability to work with others and their ability to appreciate other viewpoints, and contributing to group decision making and the activity outcome	(5–6 marks)
Level 4	for evaluating in detail their participation in a citizenship activity, providing detailed evidence of their ability to work with others and to appreciate other viewpoints, and contributing effectively to a range of group decisions and the activity outcome	(7–8 marks)
Level 5	for critically evaluating their participation and that of others in a citizenship activity, providing comprehensive evidence of their ability to work with others and to appreciate other viewpoints, and assessing the effects of their participation, negotiating their roles and responsibilities and facilitating the participation of others	(9–10 marks)

Deciding on the activity

It is advisable to decide whether the activities are to be conducted within the confines of the school environment or if students will take the activity into the community. This decision will, to some extent, govern the kind of activity that might take place. If the activity requires communication, liaison or research with external individuals, groups or institutions then suitable arrangements need to be catered for in terms of organisation and time. The length of time spent on the activity is variable. It begs questions concerning the length of a piece of string. It is essential that the activity is tailored to the time allotted and does not become so unwieldy as to encroach on other essential school demands. If it is the case that a very expansive activity is planned then careful monitoring and co-ordination will be required.

Who will decide on the activity?

- The school
- The teacher
- The student

The school: there may be a whole school issue that could be considered (eg litter, recycling, bullying).

The teacher: the advantage here is that control over the activity is more easily maintained. It may be that one kind of activity is presented to a group or a selection of possible activities to be shared between the group. Perhaps activities could be linked to the students' experience of other aspects of the curriculum. This will be particularly apt where Citizenship is being linked to another subject (eg drama, geography, religious studies).

The student: where the student makes the decision the clear advantage is that it is likely to be an activity that relates directly to the student's interests. In this event care should be taken that adherence to the assessment demands is made. As students are to work in small groups it is also necessary to be satisfied that all members of the group are enthusiastic about the choice.

Activity choice and assessment

However large or small the planned activity, the size should make no impact on assessment. Remember it is the learning experience and process, as revealed on the response forms, that is assessed and not the size and scope of the activity.

Activity samples

There are a number of examples of activities on page 13 of the specification. Good examples of acceptable methods are:

- *Research activities* — which might involve the process of contacting a community or voluntary group for information, planning the use of that information, organising the activity and evaluating the roles of those involved.
- *Group work and discussion* — something which would focus on an information swapping activity, possibly linked with another school/organisation, explain the reasons for ranking an activity — perhaps distinguishing between and evaluating a set of facts and opinions.

- *Simulation activities* — a popular exercise which can be based on particular forms of discussion, debate and voting on a issue or campaign (mock elections or a topical issue which can involve some form of voting), mock trials or meetings involving European Union, United Nations or Commonwealth simulation.
- *Action* — which might include involvement/organising a school display about issues studied that might affect young people, formulating questionnaires to test school and/or local opinion, organising petitions to be presented to the local council or another body, using a guest speaker to stimulate an activity.

In addition to other examples of community activities featured on page 13 of the specification, others that you might like to consider are:

- *Healthy eating* — in separate groups students might work on: assisting elderly people with economic and healthy food shopping, designing an allotment for a local primary school, creating a pamphlet advising on obesity avoidance, presenting an exhibition on healthy food and eating.
- *Drama in the community* — creating a devised play that is ‘toured’ around local primary schools/old people’s homes/presented to Year 7 (eg road safety for primary school children, the dangers of talking to strangers, the consequences of drug taking).
- *Other forms of entertainment* — song and dance. The entertainment could be based on a particular theme (eg Christmas carol singing, poverty, disability arts).
- *Fund raising for charity* — this might be linked to the previous ideas where tickets are sold for the entertainment. Other forms of fund raising might be jumble sales, car boot sales, raffle ticket sales.
- *Traffic surveys* — there may be a local accident hot spot. Research may be conducted to collect views of local people as to possible solutions.

Links — Citizenship with other subjects

When teachers make use of material from other subjects to teach Citizenship, they need to make sure the material is viewed through a Citizenship perspective. In the *Citizenship Today Teacher's File* (endorsed by Edexcel, details listed below), page 6, there is a short but useful section *Seeing Other Subjects Through Citizenship Spectacles* which outlines an approach that most teachers should find very helpful.

Teachers of History or geography who are delivering part of the Citizenship programme in their schools may find it useful to look at texts published by Routledge/Flamer

- Arthur, James et al — *Citizenship Through Secondary History* — (David Fulton, 2001) ISBN: 0-415-24001-8
- Culshaw, Chris/Wales, Jenny and Reaich, Neil — *Citizenship Today: Teacher's File* — (Collins) ISBN: 0-00-713464-9
- Lambert, David and Machon, Paul — *Citizenship Through Secondary Geography* — (David Fulton, 2001) ISBN: 0-415-23160-4
- A third volume is promised in the series — *Citizenship Through Secondary English*

Key skills

The specification will provide opportunities, if required, to develop the key skills of

- application of number
- communication
- information technology
- improving own learning and performance
- problem solving
- working with others.

For more detailed examples see the Edexcel Citizenship Specification Appendix 1 pages 31–47.

ICT

In this course, the main purposes of ICT are likely to be for research (using the internet) and presentation purposes.

- A variety of applications could be used such as spreadsheets, tables, and charts. Databases may be used to collect information.
- Guided research (free searching has its uses but it can be very time consuming) can be invaluable and, as well as the resource section in this booklet, the specification carries a variety of web references between pages 20–27.

The following are examples of ways in which ICT can be incorporated into internal assessment.

- Researching related information on citizenship from the internet or CD-Rom to help with analysis and conclusions.
- Word-processed documents for items such as agendas and minutes of meetings.
- Printouts of spreadsheets in the form of tables, charts, graphs.
- Annotated digital camera images.

- Graphics packages for promotional material.
- PowerPoint for making presentations.

Students should bear in mind the following considerations relating to the use of ICT in Internal Assessment:

- It should be used appropriately — not to lift undigested chunks of information which may suggest some knowledge but which invariably mean little or no understanding.
- Its use must enhance the investigation and research. IT window-dressing rarely fools the reader.
- Graphs and charts can add a lot to a presentation but not if they show exactly the same information in many different ways.
- It needs to be properly integrated into the finished study.

English

There are many opportunities for collaboration especially in work relating to Power, Politics and the Media and particularly if media studies is an option within the curriculum.

Geography

The themes in Citizenship Studies that concern environmental and global issues can be linked with geography.

History

Some history teachers will look positively on opportunities for links with Citizenship and may wish to be involved in its delivery. Power and Politics is one area where integration can be explored.

Religious Studies

Several elements of the Citizenship Studies themes suggest commonality with Religious Studies and these are signposted below.

Spiritual, moral, ethical, social and cultural issues

The Citizenship Specification contributes to an understanding of:

- **spiritual issues** through: the questions that may test knowledge and understanding of topical spiritual issues; the multi-cultural content of Theme 1; the moral issues contents of Themes 2 and 3
- **moral and ethical issues** through: the questions that may test topical moral issues; the moral issues content of Themes 2 and 3; the law content of Theme 1; the globalisation and interdependence content of Theme 3
- **social issues** through: the content and specification of the whole specification
- **cultural issues** through: the questions that may test knowledge and understanding of topical cultural issues; the content of multi-cultural Britain in Theme 1; the moral issues content of Themes 2 and 3; the EU, globalisation and interdependence issues in Theme 3.

Environmental education, health and safety education and the European dimension

Environmental education and the European dimension (via the EU) appear in Theme 3 and some link-ups with geography specialists may be possible. Health and safety education can occur in Theme 1 (Employment Rights & Responsibilities) and may be linked with preparation for work experience. When undertaking *Citizenship Activities* for Paper 2 (*Participating in Society*) groups of students and individuals should be taught to consider safe working practices, to identify possible hazards in their working environment and to assess whether or not the risk associated with that hazard can be managed.

OFSTED

Though OFSTED is usually seen to encourage cross-curriculum links between subjects these need to be shown clearly in schemes of work. All monitoring and assessment should be clearly, often separately, recorded. To access information on how Citizenship will be inspected, see their website www.ofsted.gov.uk

Textbooks and resources

Step 1

Look carefully through **the specification** for GCSE Citizenship Studies — Short Course (3280) together with the supporting **Specimen Papers** which are available. These are available from Edexcel Publications.

Step 2

Schemes of work are not always riveting documents but take the time to look through both the Key Stage 3 and Key Stage 4 Schemes of Work for Citizenship. They do not require cover-to-cover reading but contain some extremely helpful booklets covering different approaches to the teaching of citizenship, subject content, links with other subjects and extending opportunities for pupil participation.

These should be in schools, albeit perhaps gathering dust on a shelf filled with similar curriculum volumes. If not (and they are definitely worth paying for), contact:

QCA Publications order line on 01787 884444.

QCA Publications are located at PO Box 99, Sudbury, Suffolk CO10 25N and their website is www.qca.org.uk. Alternatively, you can download via www.standards.dfes.gov.uk/schemes

Also recommended at an early stage are two other QCA booklets: *Personal, Social & Health Education at Key Stages 3 and 4* (order ref QCA/00/580) and *Citizenship at Key Stages 3 and 4* (order ref QCA/00/581).

Step 3

On pages 20–27 the specification is a comprehensive list of textbooks and contacts. It is worthwhile to research some of these resources and make decisions as to which would be of most use.

Step 4

You are not alone. Invaluable **support and advice** can be obtained from:

- Your *LEA Advisory Service*
- *QCA* at 83 Piccadilly, London W1J 8QA (020 7509 5555 or citizenship@qca.org.uk)
- *The Institute for Citizenship* which publishes a very useful termly *Citizenship Update*. The Institute can be contacted at HPDC, Queensbridge Building, Albion Drive, London E8 4ET. Telephone 020 7241 7414 or email education@citizen.org.uk
- *The Citizenship Foundation* is an independent educational charity based at Ferroners House, Shaftesbury Place, off Aldersgate Street, London EC2 8AA (020 7367 0500). Its website is www.citfou.org.uk with email contact via info@citfou.org.uk
- *The Association for Citizenship Teaching* produces *Teaching Citizenship* and is well worth joining. Membership details from 020 212 0950 or 0121 212 0919.

Step 5

Ideally using a teaching assistant or a librarian try to build — with the help of the students — a cuttings library. This is invaluable in keeping up-to-date on current affairs and provides the opportunity to include a wide range of views from different publications. As far as possible, separate files should be kept for separate themes within the examination paper, although there is bound to be some overlap.

Of particular use is *Guardian Education* which is part of the main paper each Tuesday. Exceptionally, it produces Citizenship-linked material each week for Key Stages 3 and 4. It is stimulating, lively and can be used for wider discussion as the example which follows shows.

Step 6

Coalition for citizenship

The **Coalition for Citizenship** is a group of organisations whose key aim is to promote education for citizenship. The members are:

- **Centre for Citizenship Studies in Education**
University of Leicester, School of Education
21 University Road
Leicester LE1 7RF

www.le.ac.uk/education/centres/citizenship/cs.html
- **Citizenship Foundation**
Ferroners House
Shaftesbury Place (off Aldersgate St)
London EC2Y 8AA

www.citfou.org.uk
- **Community Service Volunteers**
237 Pentonville Road
London N1 9NJ

www.csv.org.uk
- **Council for Education in World Citizenship**
c/o CEWC CYMRU, Temple of Peace
Cathays Park
Cardiff CF10 3AP

cewc@wcia.org.uk and
- **CEWC Northern Ireland**
Grosvenor Grammar School
Cameronian Drive
Belfast BT5 6AX

cewcni@netscapeonline.co.uk
- **Foundation for Citizenship**
Liverpool John Moores University
Roscoe Court, 4 Rodney Street
Liverpool L12TZ

<http://cwis.livjm.ac.uk/citizen/>

- **Hansard Society**
St Philips Building North
Sheffield Street
London WC2A 2EX
www.hansard-society.org.uk
- **Institute for Citizenship**
62 Marylebone High Street
London W1M 3AF
www.citizen.org.uk

Other organisations

These organisations can provide information related to citizenship.

- **Amnesty International**
99–119 Roseberry Avenue
London EC1R 4RE
www.amnesty.org.uk
- **BBC Educational Publishing**
BBC White City
201 Wood Lane
London W12 7TS
www.bbc.co.uk/education/
- **British Youth Council**
57 Chalton Street
London NW1 1HU
www.byc.org.uk
- **Careers and Occupational Information Centre (COIC)**
DfEE
W4 Moorfoot
Sheffield S1 4PQ
Channel 4 Education website: www.4learning.co.uk
- **Charter 88**
1624 Underwood Street
London N1 7JQ
www.charter88.org.uk
- **Children’s Legal Centre**
University of Essex
Wivenhoe Park
Colchester CO4 3SQ
www2.essex.ac.uk/clc/
- **Children’s Society**
Edward Rudolf House
Margery Street
London WC1X 0LJ
www.the-childrens-society.org.uk/

- **Civil Liberties Trust**
21 Tabard Street
London SE1 4LA
<http://charitiesdirect.com/>
- **Commission for Racial Equality**
Elliott House
10–12 Allington Street
London SW1E
www.cre.gov.uk
- **Consumers' Association**
2 Marylebone Road
London NW1 4DX
www.which.net
- **DfES website: www.dfes.gov.uk/ publications address:**
PO Box 5050
Sherwood Park
Annesley
Nottingham, NG15 OD
- **Development Education Association Centre (Birmingham)**
Gillett Centre
998 Bristol Road
Selley Oak
Birmingham B29 LE
www.itiedec.org
- **Development Education Centre (Leeds)**
153 Cardigan Road
Leeds LS6 1LJ
<http://dedu.gn.apc.org>
- **Education for Human Rights Network**
Centre for Global Education
College of Ripon and York St John
Lord Mayor's Walk
York YO3 7EX
www.hrea.org
- **European Resource Centre for Schools and Colleges**
Central Bureau, British Council
10 Spring Gardens
London SW1A 2BN
www.centralbureau.org.uk/resource/europe
- **Fairtrade Foundation**
Suite 204, 16 Baldwin's Gardens
London EC1N 7RJ
www.fairtrade.org.uk

- **Friends of the Earth**
26 Underwood Street
London N1 7JQ
www.foei.org/
- **Geographical Association**
160 Solly Street
Sheffield S14BF
www.geography.org.uk
- **Global Dimension, funded by Department for International Development (DFID)**
www.globaldimension.org.uk
- **Homeless International**
Guildford House, 20 Queens Road
Coventry CV1 3EG
<http://homeless-international.org/>
- **Inland Revenue Education Service**
PO Box 10
Wetherby
West Yorkshire LS23 7EH
www.inlandrevenue.gov.uk/leaflets/schools.htm
- **Kick it Out**
(Kick Racism out of Football)
Business Design Centre
52 Upper Street
London N1 0QH
www.kickitout.org
- **Local Government Information Unit**
22 Upper Woburn Place
London WC1H 0TB
www.lgiu.gov.uk
- **Magistrates' Association**
Magistrates in the Community
28 Fitzroy Square
London W1P
www.magistrates-association.org.uk
- **Minority Rights Group**
379 Brixton Road
London SW9 7DE
www.minorityrights.org/
- **National Consumer Council**
20 Grosvenor Gardens
London SW1W 0DH
www.ncc.org.uk
- **National Curriculum for England**
www.nc.uk.net

- **National Youth Agency**
17–23 Albion Street
Leicester LE1 6GD
www.nya.org.uk
- **Office of Fair Trading**
Field House, 15–25 Bream’s Building
London EC4A 1PR
www.oft.gov.uk/html/consume/consume.htm
- **Operation Black Vote**
16–24 Underwood Street
London N1 7JQ
www.obv.org.uk
- **OXFAM Education**
4th Floor, Bridge Place
London SW1V 1XY

274 Banbury Road
Oxford OX2 7DZ
www.oxfam.org.uk/coolplanet/
- **Parliamentary Education Unit**
Room 604
Norman Shaw Buildings (N)
London SW1A 2TT
www.explore.parliament.uk
- **Proshare**
Telephone: 020 7600 0984
www.proshare.com/
- **Qualifications and Curriculum Authority (QCA)**
83 Piccadilly
London W1Y 7PD
www.open.gov.uk/qca
- **Real Game**
www.realgame.com
- **Refugee Council**
3 Bondway
London SW8 1SF
www.refugeecouncil.org.uk
- **Save the Children Fund**
17 Grove Lane
London SE5 8RD
www.oneworld.org/scf/
- **Schools Council UK**
57 Etchingham Park Road
Finchley
London N3 2EB
Telephone: 020 8349 2459

- **SCIP**
Centre for Education and Industry
University of Warwick
Westwood
Coventry CV4 7AL

www.warwick.ac.uk/cei
- **Shelter**
88 Old Street
London EC1V 9HU

www.shelter.org.uk/
- **Tidy Britain Group**
Elizabeth House
The Pier, Wigan, WN3 4EX

www.tidybritain.org.uk/
- **Tourism Concern**
Stapleton House
277–281 Holloway Road
London N7 8HN

www.tourismconcern.org.uk
- **TUC**
Congress House
Great Russell Street
London WC1B 3LS

www.tuc.org.uk/
- **UK Office, Commission of European Communities**
2 Queen Anne’s Gate
London SW1H 9AA

www.cec.org.uk/
- **UNICEF-UK**
55 Lincoln’s Inn Fields
London WC2A 3NB

www.unicef.org.uk

Resources

- Alexander, T — *Citizenship Schools — a practical guide to education for citizenship and personal development* — (Campaign for Learning and Southgate Publishers, 2001) ISBN: 1903107059
- Allen, J — *Rights and Responsibilities* — (SCIP)
- Alton, D — *Citizen Virtues* — (Harper Collins, 1999) available from the Foundation for Citizenship
- Arthur, J and Wright, D — *Teaching Citizenship in the Secondary School* — (David Fulton Publishers, 2001) ISBN: 1853467448
- Britton, F — *Active Citizenship* — (Hodder and Stoughton, 2000) ISBN: 0340782552
- BBC — see website for relevant programmes

- Brodola, A and Mulligan, J — *The Peer Aid Book* — (Community Service Volunteers, 1999) ISBN: 0907829740
- Channel 4 Education — see website for relevant programmes
- Crick, B — *Essays on Citizenship* — (Continuum, 2000) ISBN: 0826448216
- Culshaw, C/Wales, J/Clarke, P and Reaich, N — *Citizenship Today* Endorsed by Edexcel — (Collins) ISBN: 0007134630
- *Students' Book* ISBN: 0007134630 Teachers' File and CD-Rom ISBN: 0007134649
- *Citizenship Today* is being developed by Collins in partnership with Edexcel, to support teachers and students in introducing this specification. The full colour textbook is supported by a Teachers' File and CD-Rom, and further support, including a termly update on topical issues and events, will be available at www.CollinsEducation.com
- DfEE — *Careers Education in the New Curriculum; Its Relationship to Personal, Social and Health Education and Citizenship at Key Stages 3 and 4* — 2000, DfEE
- DfES — *Developing a Global Dimension in the School Curriculum* — 2000, Ref DfEE 0115/2000
- Foster, S (editor) — *Citizenship in Focus: Human Rights* — ISBN: 0003273474
- Foster, S and West, K (editor) — *The Citizen and the Law*
- Foster, S (editor) — *Democracy in Action* — ISBN: 0003273458
- Foster, S (editor) — *Teachers' Resources* — ISBN: 0003273482
- Foster, S (editor) — *Issues, The Cross-Curricular Course for PSE* — (Collins, 1992) *Issues 1* ISBN: 0003273342 (Teachers' Resources ISBN: 0003273393); *Issues 2* ISBN: 0003273350 (Teachers' Resources ISBN: 0003273407); *Issues 3* ISBN: 0003273369 (Teachers' Resources ISBN: 0003273415); *Issues 4* ISBN: 0003273377 (Teachers' Resources ISBN: 0003273423) *Issues 5* ISBN: 0003273385 (Teachers' Resources ISBN: 0003273431)
- Geographical Association — *Teaching Geography, Vol 25 No. 1 January 2000, Fairtrade* — (Geographical Association)
- Grimwade, K/Reid, A and Thompson, L — *Geography and the New Agenda — Citizenship, PSHE and Sustainable Development in the Secondary Curriculum* — (Geographical Association, 2000) ISBN: 1899085851
- *The Young Person's Passport, Millennium Edition* — (Hodder & Stoughton, 2000) ISBN: 0340801778
- Local Government Information Unit — *Citizenship: Challenges for Councils* — (Local Government Information Unit, 2000)
- Mulligan, J — *Taking Part* — (Community Service Volunteers, 1995) ISBN: 0907829899
- Osler, A (editor) — *Citizenship and Democracy in Schools: Diversity, Identity, Equality* — (Trentham Books, 2000)
- Osler, A and Starkey, H — *Teacher Education and Human Rights* — (David Fulton, 1996) ISBN: 1853464066
- Osler, A et al — *Teaching for Citizenship in Europe* — (Trentham Books, 1995) ISBN: 1858560527
- Osler, A — *Learning to Participate — Human Rights, Citizenship and Development in the Local Community* — (Development Education Centre, Birmingham, 1996) ISBN: 0948838450
- OXFAM — *A Curriculum for Global Citizenship* — (OXFAM, 1997)

- QCA and DfEE — *Citizenship — The National Curriculum for England* — (HMSO, 2000) ISBN: 0113700792
- Qualifications and Curriculum Authority (QCA) — *Education for the Teaching of Citizenship and Democracy in Schools* — (QCA Ref: QCA/98/245, 1998)
- Qualification and Curriculum Authority (QCA) — *Scheme of Work for Citizenship for Key Stage 3, including A Teachers' Guide* — (QCA, 2001) ISBN: 1858384842, Exemplar Units and Subject Leaflets. A Scheme of Work for Key Stage 4 is in preparation.
- Schools Council UK, Secondary Pupil Councils DIY Resource Pack, Includes training pack sponsored by DfEE and video, *Voices of Reason 2001*, product code SCUK O1O, Schools Council UK
- Smart D — *Citizenship in History — A Guide for Teachers* — (Stanley Thornes, 2000) ISBN: 0748758011
- *This is Citizenship 1* (foundation-laying book on the six main Citizenship Themes) ISBN: 0719577195 (Pupils' Book) and ISBN: 0791577225 (Teachers' Resource Book)
- *This is Citizenship 2* (revisiting the same themes as *Citizenship 1* but at a higher level) ISBN: 0719577217 (Pupils' Book) and ISBN: 0719577225 (Teachers' Resource Book)
- Thorpe, T — *Charity Matters* — (Directory of Social Change, 1999) ISBN: 1900360411
- Thorpe, T and the Citizenship Foundation — *Understanding Citizenship (Books 1–3)* — (Hodder & Stoughton, 2001) ISBN Book 1: 0340780770, Book 2: 0340780789, Book 3: 0340780797
- Turner, D and Baker, P — *Activities for Teaching Citizenship in Schools* — (Kogan Page, 2000) ISBN: 0749433442

Websites

- www.oxfam.org.uk/coolplanet
- www.citizen21.org.uk/index.html
- www.shelter.org.uk
- www.citifou.org.uk — *The Citizenship Foundation*
- www.csv.org.uk — *Community Service Volunteers Education for Citizenship*
- www.citizen.org.uk — *Institute for Citizenship*
- www.cewc.org.uk — *Council for Education in World Citizenship*
- www.cee.org.uk — *Council for Environmental Education*
- www.dfes.gov.uk — *Department for Education and Skills*

Pupiline interactives

Pupiline.net have produced a number of interactive learning modules covering relevant citizenship topics available for an annual subscription. For further information and details of trial evaluation offers, visit www.i.pupiline.net

CD-Roms

- *British Countryside* — Anglia Multimedia
- *Explore Parliament CD* — Armchair Travel, telephone number: 020 7386 5454

Support and training

Training

A programme of INSET courses covering various aspects of the Citizenship specification and arrangements will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

Professional Development and Training (INSET)

Edexcel

Stewart House

32 Russell Square

London WC1B 5DN

Telephone: 0870 240 9800

Fax: 020 7758 5951

Email: trainingenquiries@edexcel.org.uk

Edexcel publications

Support materials and copies of the Citizenship specification can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Notts NG18 4FN

Telephone: 01623 467467

Fax: 01623 450481

Email: publications@linneydirect.com

Support material available include:

- Specimen papers
- Internal assessment guide.

Regional Offices and Customer Services

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call the Edexcel Customer Services on 0870 240 9800.

Website

Please visit the Edexcel website (www.edexcel.org.uk) where further information about training and support for all qualifications, including this GCSE, can be found. This website is regularly updated and an increasing amount of support material and information will become available on it.

Appendices

Appendix 1 — Internal assessment front sheet and response form	35
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Appendix 1 — Internal assessment front sheet and response form

GCSE Citizenship Studies (Short Course) Paper 2: Participating in Society Internal Assessment Front Sheet
Centre No:
Centre Name:
Candidate No:
Candidate Name:

Candidates may continue on a separate sheet if necessary for any of the following sections. These sheets should be attached securely to this form and should clearly list the name and number of the centre and the candidate and the section for which the sheet has been completed.

Description of citizenship activity
Describe how you participated in a school- or community-based activity. The activity was: <ul style="list-style-type: none"> • school-based • community-based • work experience (please delete as appropriate).
a) Describe the activity ...
b) Describe your role ...
Student's declaration: I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment and is recorded. Signature _____ Date _____
Teacher's declaration I declare that the student's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and which has been identified and recorded. Signature _____ Date _____

GCSE Citizenship Studies (Short Course)
Response Form

Section A: Planning

Describe how you planned the different stages in your activity, describing both your contribution to the activity and the contributions, views and experiences of others.

Your Contribution:

Contribution by Others:

Planning Stages:

This sheet may be photocopied if necessary.

Section B: Activity Log

List the separate activities in which you took part and how you revised or changed your plans at each stage. Analyse what was involved in each activity (the people involved, what you were trying to achieve etc).

Activity	Group/Individual	Date

This sheet may be photocopied if necessary.

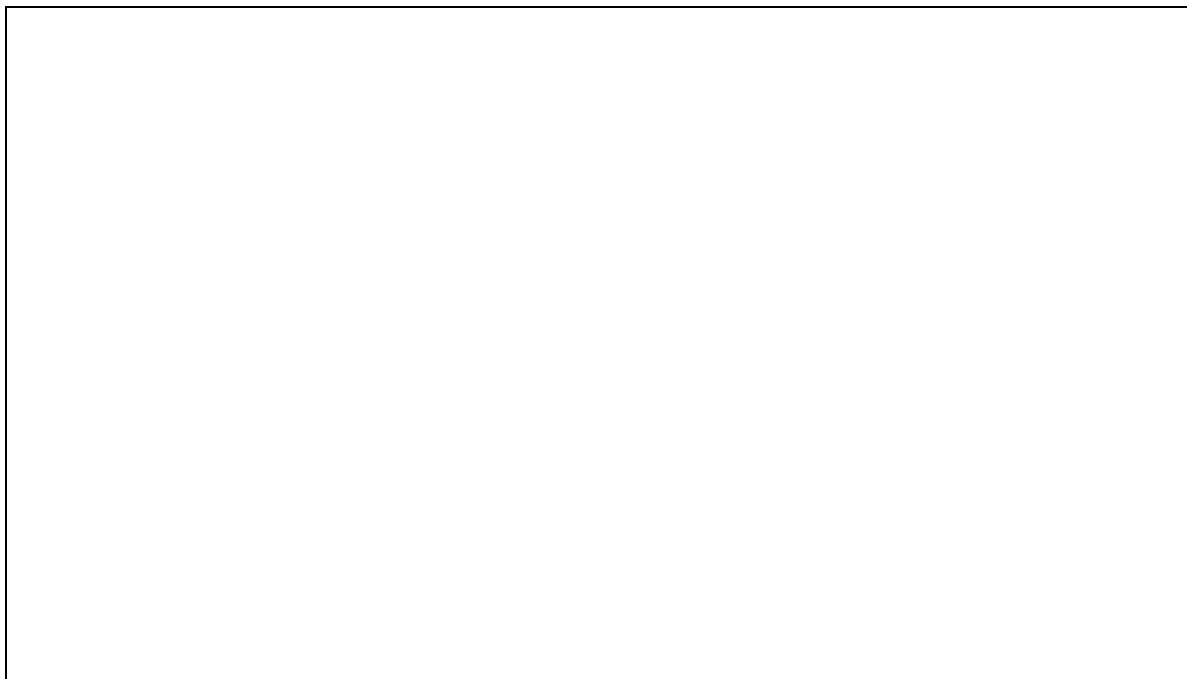
Section C: Communication

List of supporting evidence

List the support material and resources you used or produced as part of your work for the activity.



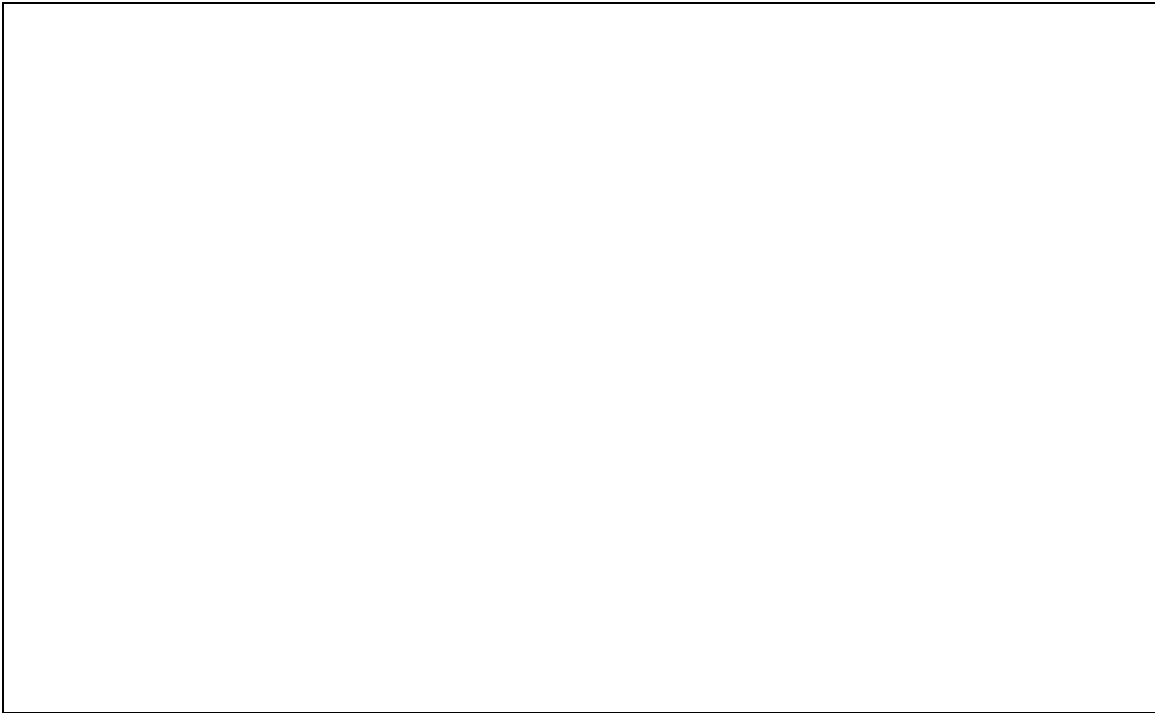
Description of how the support material and/or resources were used or produced



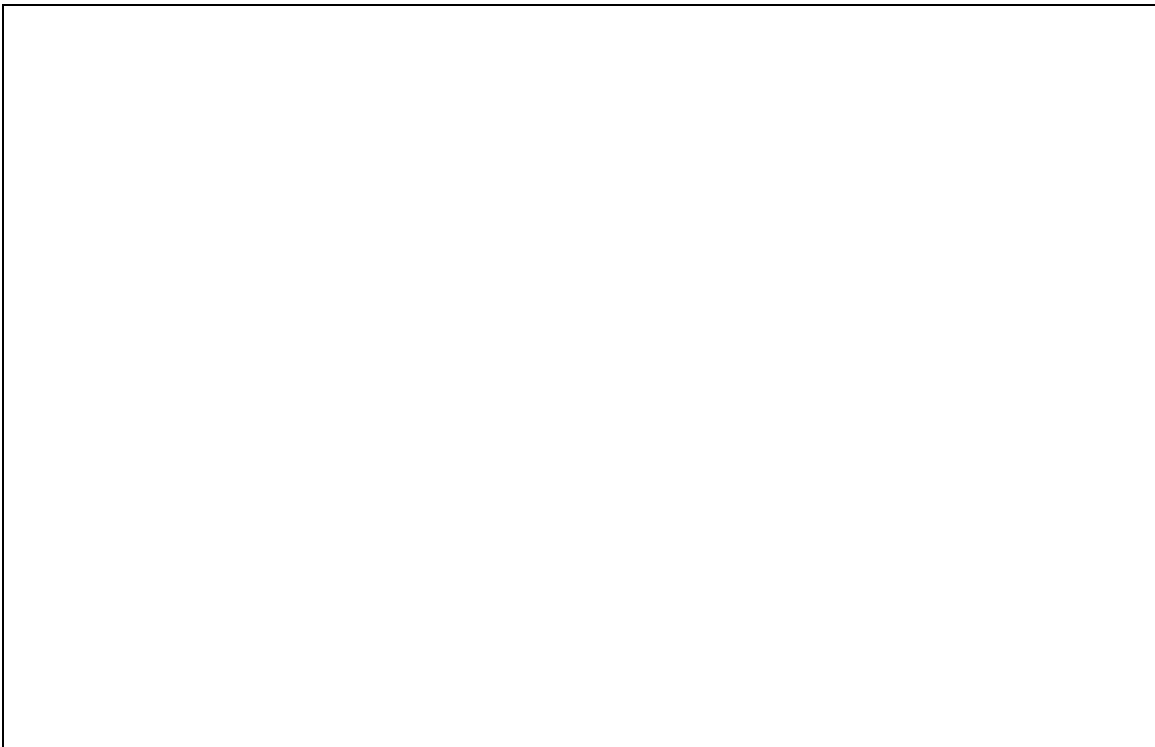
This sheet may be photocopied if necessary.

Section D: Evaluation

Evaluation of own contribution to the activity



Evaluation of the contribution of others to the activity



This sheet may be photocopied if necessary.

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