

Teacher Resource Bank

GCSE Citizenship Studies

Unit 2 'Advocacy and Representation' Support:

- Expectations for a Unit 2 Response



Expectations for a Unit 2 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.

Stage 1 – Inform yourself

This stage should include some knowledge and understanding about the citizenship concepts and skills associated with the chosen 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?

Expected - a clear description of the chosen issue with good justification. This would be a good opportunity to identify the relevant citizenship concepts and skills, as it demonstrates an awareness right from the beginning.

1.2 What are your aims?

You should state 4 or 5 aims. They should be relevant, achievable, measureable and allow participation in group work. It is permissible for candidates to work individually, if this best suits their aptitude.

1.3 Identify the research that you need to do and how you will carry it out.

Types of research fully 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.

1.4 Identify how you will explore a range of views about the issue within your group and the opinions of others.

This should show some knowledge of the most obvious range of opinions on the issue that candidates will be aware of from their prior knowledge and how they intend to investigate further views. An idea of what else they may expect to discover is expected. A historical perspective may be fairly recent in the context of Task 2. This is perfectly acceptable.

1.5 Who else is in your group? How did you decide who to work with?

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.

1.6 Describe the roles and responsibilities that you each have and how you made these decisions.

This should be detailed and could be done as a chart. It should demonstrate knowledge of rights, roles and responsibilities of each person in the group.

Stage 2 - Action plan

2.1 Who will be the audience? Are there any important people/decision-makers?

Candidates should be able to explain their reasons for choosing their particular audience. It may be a small group of people who have influence to make a change or a larger group of people inside or out of school, eg family, friends, the general public, etc.

2.2 What is your message? What change do you want to achieve?

Candidates should identify what change they are trying to achieve and clearly state what the main message is to bring about this change.

2.3 What are the key points to put across?

How the key points will be used to promote (advocate) the cause should be explained.

2.4 What types of media will you use to get the message across?

The choice of media used to achieve the aims and get the message across should be thoroughly discussed and justified. An indication of the alternatives considered should be shown as well as why they were rejected.

2.5 Why have you chosen this/these types of media?

Practical reasons such as the size of the audience and availability should be included in this section as well as appropriateness.

2.6 Describe how you intend to discover what impact your advocacy has had.

Remember this is still a planning section – how do you **intend** to discover the impact your advocacy has had. How will you be able to assess the success of your advocacy in measurable terms?

2.7 How long will this take?

Some idea of time scale for preparation and presentation of the case should be considered/discussed. It would be sensible to include the set time for writing up the Skills Profile here.

Stage 3 – Advocacy and Taking 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. **Supporting teacher statements are extremely important. They should be sufficiently detailed to fully justify the mark awarded.**

3.1 How did you carry out your advocacy/action?

Candidates should supply an account of what they did.

3.2 What evidence did you gather and how?

Candidates should provide details of what information was gathered. This evidence should be retained in school and not forwarded to the moderator unless specifically requested by the moderator.

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. Gathering options could be 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 or the numbers of people asking for more information, the number of leaflets taken or the number of people wanting to join an activity or group could also be indicators of success.

4.1 How did your task affect others in your community?

Responses related to the task and the method of assessing the impact should be clearly stated. Here the candidate is expected to give their own views based on the data they have gathered and how they have interpreted it.

4.2 How effective was your advocacy? Draw conclusions from the evidence you have gathered.

Opinions need to be supported by facts and reference should be made to evidence collected. Remember the moderator does not need to see the evidence: the teacher's comments will, in the majority of cases, suffice.

4.3 Did you persuade people to think again/change their view/support your cause?

Specific comments about what was achieved are needed. The comments should be related to the information gathered for this section.

4.4 Did your advocacy/action have any impact on the wider world as a result of people's changed attitudes?

The candidate is expected to assess the impact of his/her advocacy in a wider context. The wider world is the community outside the candidate's usual experience.

4.5 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 difference campaigning methods could be explored. The suggestions given here could form the basis of the task in Unit 4.

Stage 5 - Reflect and evaluate

- 5.1 What were the different views and opinions about your issue?**
Candidates should be able to express a range of divergent views on their chosen issue.
- 5.2 What citizenship skills did you learn and use in the activity?**
The skills need to be identified and an explanation of how and where they were used should be included. This could be approached by compiling a list of skills and then giving details of how and when/where they were used during the task. Reference could be made to Stage 1.
- 5.3 How has this task helped you to understand more about citizenship issues and concepts?**
The concepts involved in the task must be clearly identified with some detail about how the candidate has gained better understanding of them by participating in the activity. Links could be made to statements made in Stage 1.
- 5.4 How did your own contribution make the task successful?**
- 5.5 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.
- 5.6 To what extent did you achieve your aims?**
All the original aims should be referred to and detailed comments made on how far they were achieved.
The aims set out in Stage 1.2 should be discussed one at a time.
- 5.7 Did your advocacy/activity have any unintended/unexpected consequences or results?**
An explanation of what happened.
- 5.8 What changes did you make to your plans?**
Give detailed statements about the effectiveness of the plans and of any changes made. Changes should be justified and the outcome stated.
Suggestions for improvements should be identified and explained thoroughly.