

GCSE Citizenship Studies 2016

Investigation portfolio

Taking citizenship action

Centre number: Centre name:

Candidate number: Year of examination:

Candidate's full name:

Title:



Guidance

The aim of the investigation is to assist you understand the nature of citizenship issues, develop your research skills and enable you to develop an understanding of the methods and processes citizens can use when they are 'trying to make a difference' or 'trying to have their say'.

- The investigation enables you to work on your own or with others.
- The issue you investigate can be local, national or global or any combination of the three.
- Your teacher can offer you guidance when undertaking this investigation.
- You may wish to use this booklet to record and monitor your progress regarding the investigation element of the GCSE Citizenship Studies course.

This document is divided into three key elements and 6 stages:

Investigate

Stage 1:

Deciding the question or issue

Stage 2:

Carrying out the research

Taking action

Stage 3:

Planning the action

Stage 4:

Taking the action

Reflection

Stage 5:

The impact of the action

Stage 6:

Evaluating the whole process; what went well and what could have been done differently?

- You will be asked questions about your investigation in Paper 1 of the examination.
- Questions based upon your investigation carry 15% of the total marks for this qualification.
- You may wish to keep this booklet as a written document or as an e-version or both.
- You are not permitted to take this booklet or other items relating to the investigation in to the examination.

The specification requires that by undertaking the investigation students should:

- understand the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions
- formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates
- present their own and other viewpoints and representing the views of others, in relation to citizenship issues, causes, situations and concepts
- plan practical citizenship actions aimed at delivering a benefit or change for a particular community or wider society
- critically evaluate the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected.

At the end of each stage you may wish to discuss with your teacher your progress against the above criteria.

Questions in the examination will be set based upon the above criteria.

Investigate

Stage 1: Deciding the question or issue

Look at a copy of the current GCSE specification and consider any issues that interest you. The issues may be local, national or global or any combination of the three.

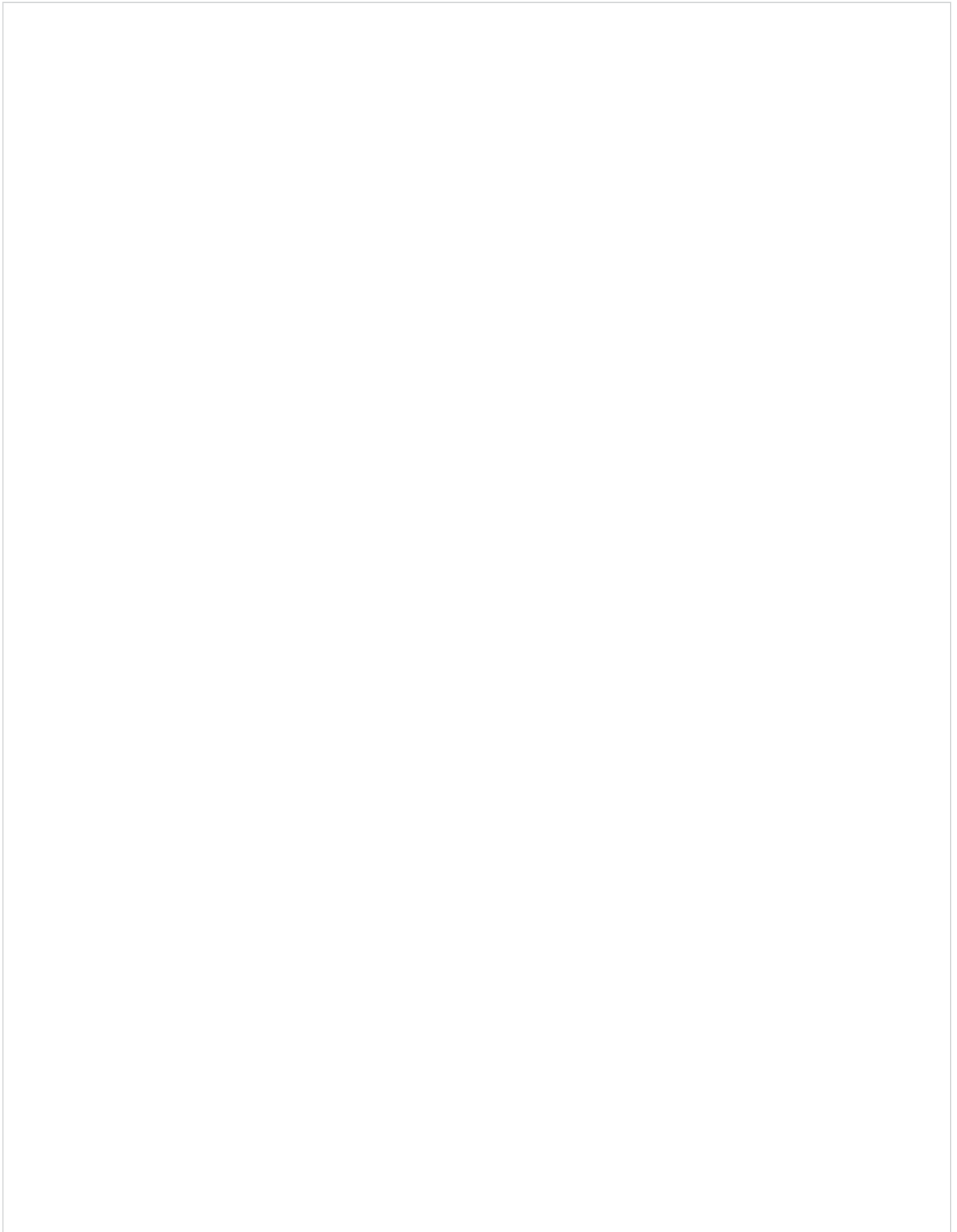


A question is where you are seeking an answer, some information or to raise a doubt about an issue or a problem that needs to be resolved.



An issue is where you wish to explore and examine a problem or a situation. It is used as a starting point for further investigation.

Your notes about deciding your main question or issue

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Stage 2: Carrying out the research

Gathering your secondary research materials

Consider the sources that are available to you. Consider issues such as validity, reliability, accuracy, currency and bias.

What primary source information do you need?

After reviewing your secondary evidence you may require primary source material and evidence.

Range of evidence and sources

Have you ensured that you have used a range of sources, that are up to date. Evidence that may refute your initial ideas about your question/issue should not be disregarded.

The results

What were the results from your secondary and primary research? Are they clear or unclear? Is there a logical progression? Can the results be bunched around key elements of your question or issue?

The conclusions

Looking at the results what conclusions can be drawn. How do these conclusions relate to your question/issue. Do your original thoughts about the issue still stand or does the evidence take you in another direction?

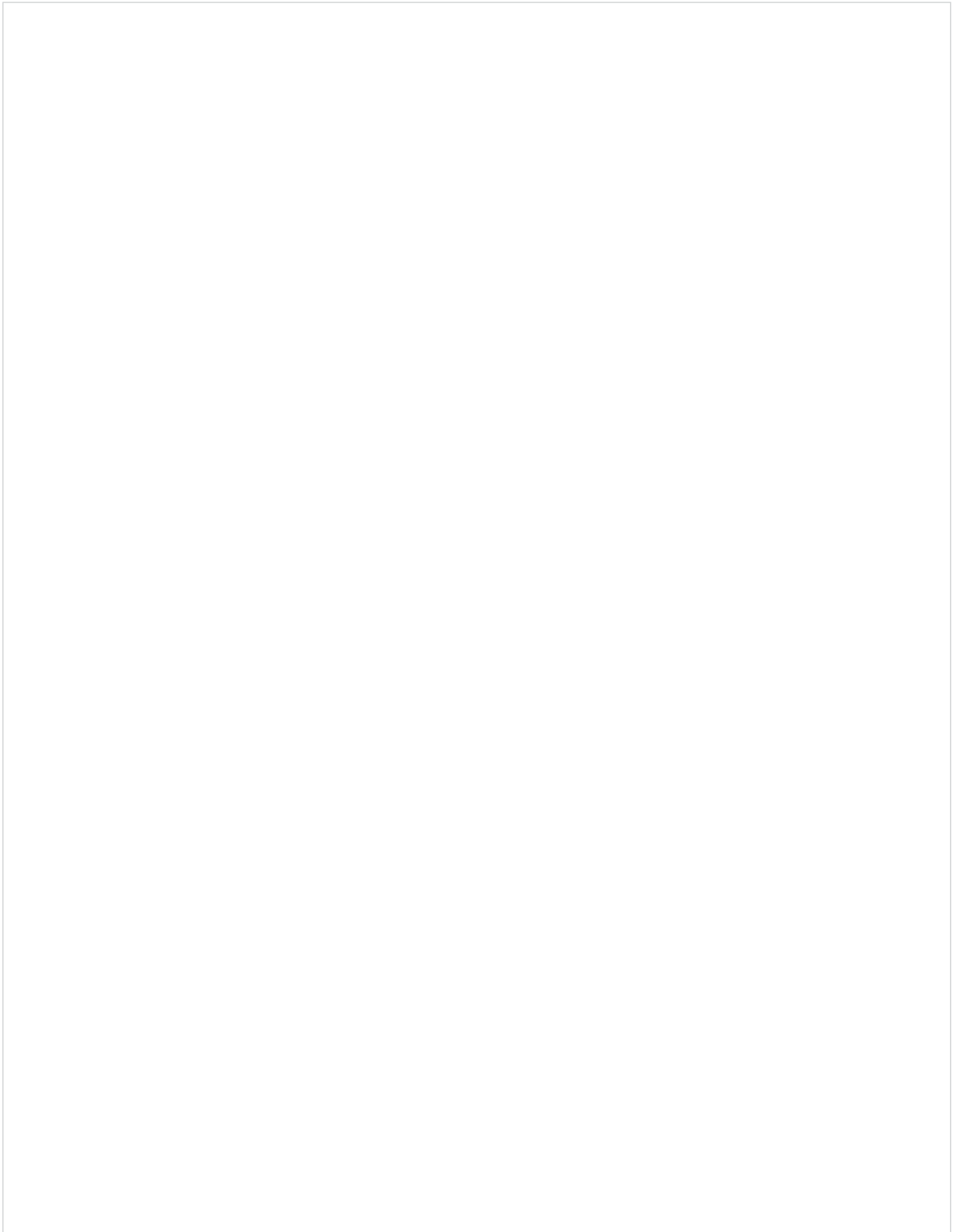
Gathering the evidence

In order to form opinions and judgements about your chosen question/issue you will need to gather evidence, which may be via the internet, library research, meeting or writing to people or bodies or gathering material via e media. In order to undertake this research you may be working with others.

Secondary research relates to gathering existing published material.

Primary evidence is about the researcher gathering his or her own evidence first hand ie speaking to someone, carrying a survey or constructing a questionnaire or writing requesting information or data.

Your notes about your research

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Taking action

Stage 3: Planning the action

What do we mean by 'taking action'?

Presenting a case to others, organising an event, representing the views of others, carrying out a consultation, writing a policy proposal or a review of a policy, setting up an action group. Which is most suited to your question or issue?



Create an action plan

Break down the action you wish to take into a sequence of bite size pieces and resolve who is doing what and when they have to complete their task – an action plan.



Getting approval

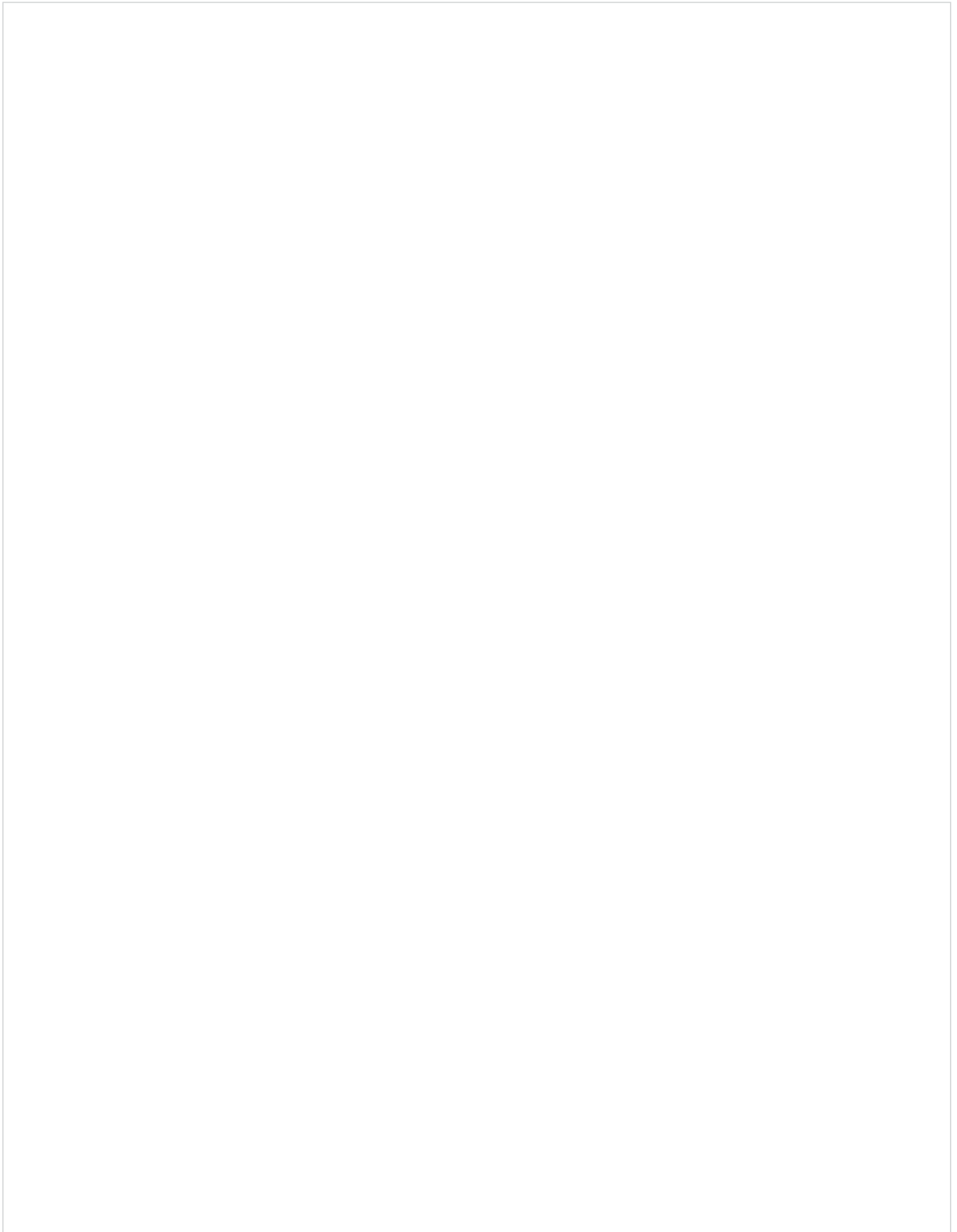
Ensure that your teacher has approved your course of action. Ensure you have identified everyone you need to speak to so that any permissions can be sorted out in advance of your action.



Review your planning

Ensure everybody understands what they have to do. If issues arise have you considered other options? Have you ensured that the action does relate to your question/issue and that it can achieve its aims?

Your notes about planning the action

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Stage 4: Taking the action

Reviewing the action plan

Is the action plan up-to-date. Is there a clear line of communication between group members. Is someone in charge and able to make changes if need be?

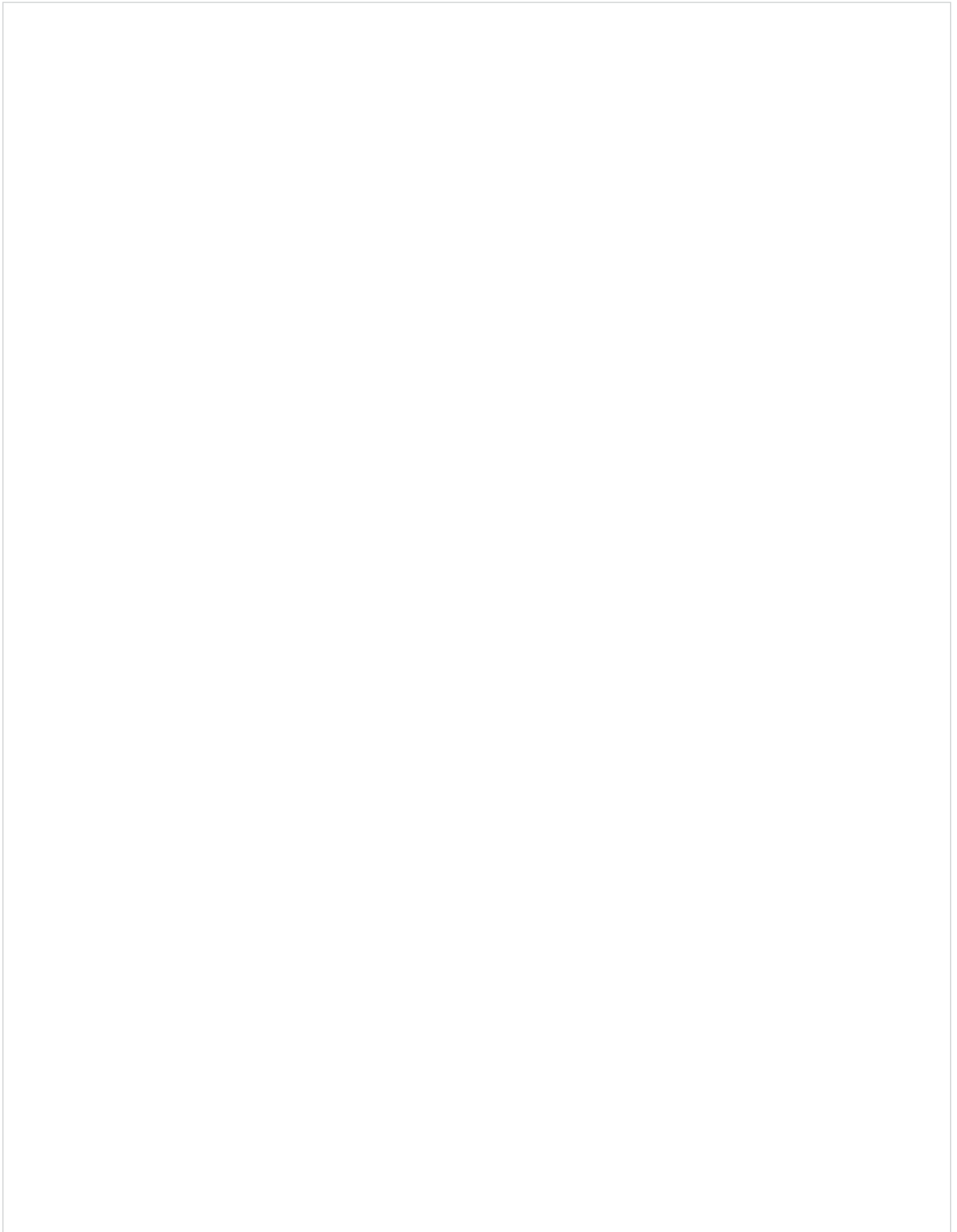


Have you set your self targets in regard to your action so that you know you have succeeded. Have you ensured that all those outside your group who are involved in the action are aware of their role and have been contacted.



Have you considered how others view your action? Have you built into your action plan gathering data, opinion or views from others about your action. This information will be helpful when you think about evaluating your action.

Your notes about taking the action

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Reflection

Stage 5: The impact of the action

Gathering the evidence

Did you remember to seek others views about your action? Is this information in a data format that will give you evidence you can use? Has each member of the group written or spoken about their contribution and views?



Successful?

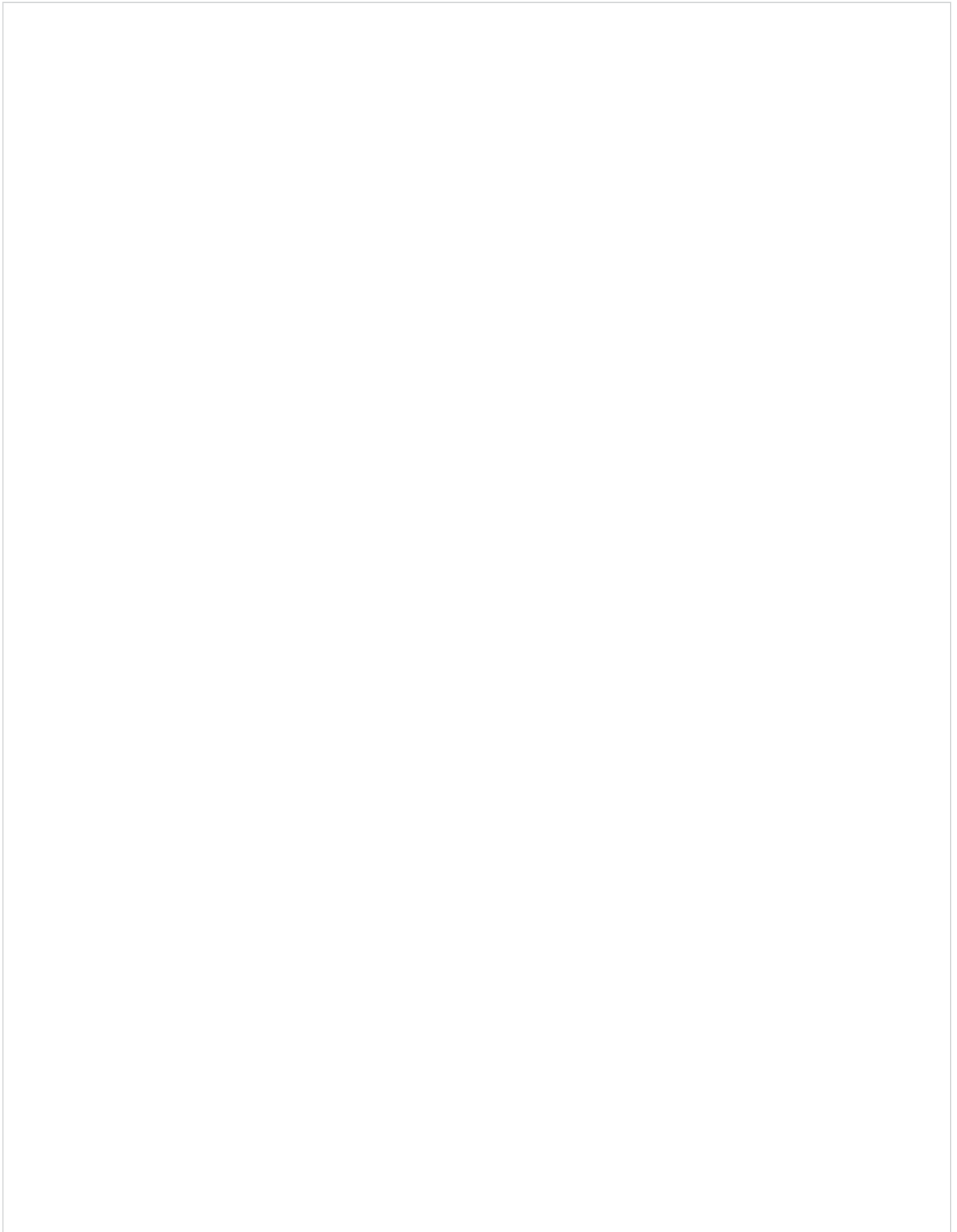
To what extent was your action successful? Did it achieve the aims you set yourselves? Is there evidence to support your view about its degree of success?



Achievement

To what extent did your action make a difference? To what extent did the action relate back to the points raised by your research and your question/issue?

Your notes about the impact of the action

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Stage 6: Evaluating the whole process; what went well and what could have been done differently?

Reflect

What were the successful elements of the Investigation?
What things could have been improved?
What is the evidence to support your statements?



In relation to the question/issue what conclusions did you reach after you had taken the action? Do you feel you made a difference? If so how?



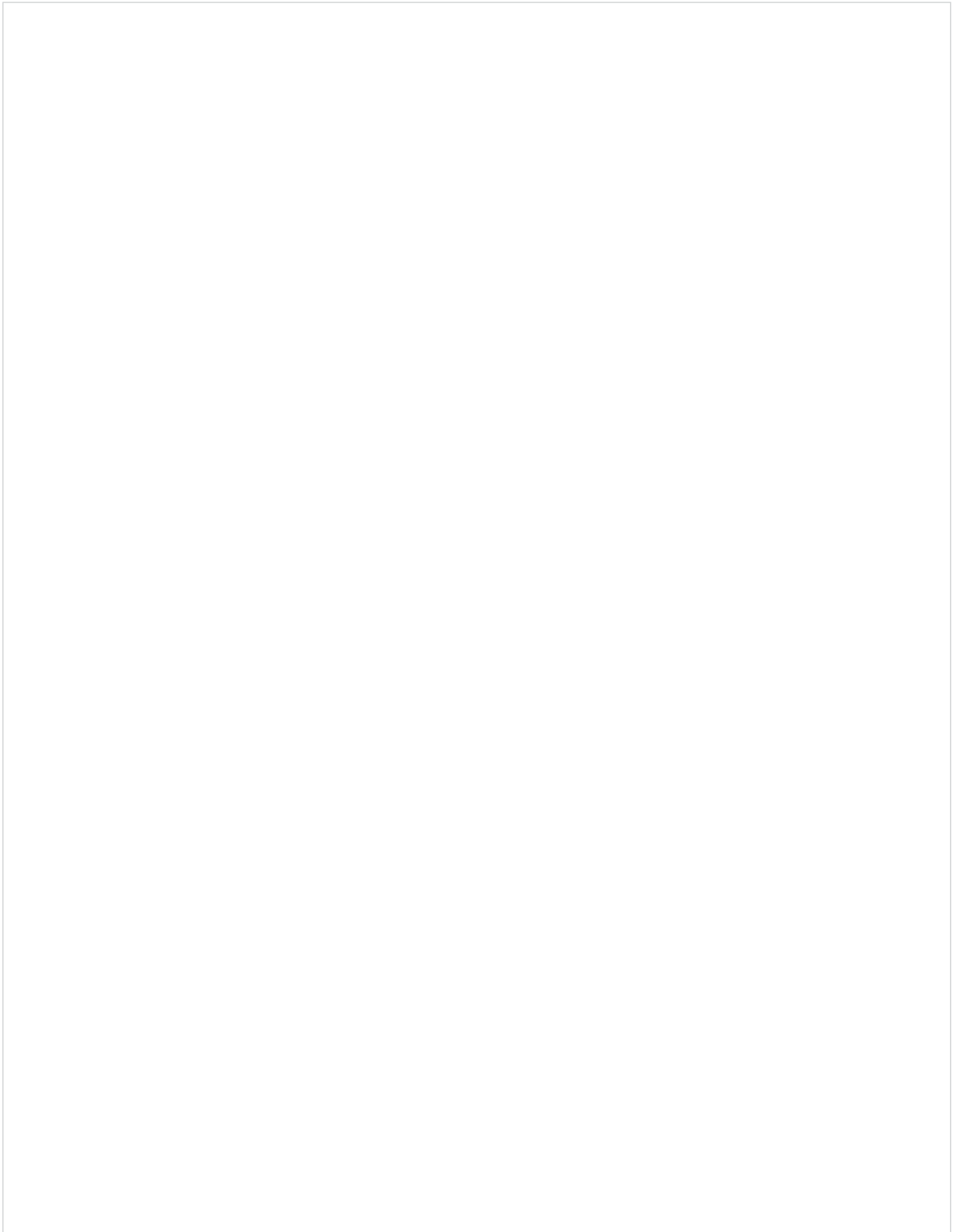
This Investigation enabled you to develop your citizenship knowledge and apply your understanding of citizenship skill, processes and methods to a real life issue of your choice. What have you learnt and/or gained by doing this work?

Reflecting upon your investigation; how do you think it could have been improved?

Think about:

- topic choice
- issue/question(s)
- research element
- reviewing the evidence to draw conclusions
- deciding on a form of action, taking action, working with others and the impact of my actions
- what conclusions that can be drawn from this work.

Your notes about evaluating the whole process

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