

METHOD	BENEFIT	LIMITATIONS
Contact MP		
Petition		
E- petition (facebook, twitter, text etc.)		
Standing for election		
Strike		
Violent protest		
Letters/ leaflets		

Remember 3 levels of creating change-
Individual action- eg. Marcus Rashford

Pressure Groups- eg. GreenPeace, Insulate Britain

Charities eg. RSPCA

Voluntary organisations- eg. charities or neighbourhood watch etc

NGO- eg. Oxfam

Public Institutions eg. police/ council/ NHS etc.

Factors that help your protest	How they help
money	
Celebrity endorsement (give an example)	
Cause	

- Plan- ideas and debates on what to do- Aims
- Research- primary and secondary- evaluate- what helped you? What didn't? can you trust your research? Who made it
- Action- what did each person do
- Results- what did you achieve? %ages- results of q's etc.
- Evaluation- what went well? What didn't? How useful was research?
- who worked well? Who could have improved? How much change did you make locally (school)?, in the community (local area)? And on a wider scale- nationally?

- Plan- ideas and debates on what to do- HOMELESSNESS- increase due to covid, lots of poverty in Dud. Didn't do votes at 16 as already debated recently.
- Research- primary and secondary- evaluate- what helped you? What didn't? can you trust your research? Who made it PRIMARY- 100 kids asked if they would donate- 50% agreed. SECONDARY- Shelter UK- 20000 homeless people in UK, Dudley Council- 50 rough sleepers in Dud. Shelter- reliable but may exaggerate- students- reliable but may not understand
- Other views- what do others think? How will you use these views?
- Action- what did each person do ME- created ppt, Leah- researched 2 websites, Owen- Created survey All of us- raised money for bake sale and volunteered
- Results- what did you achieve? %ages- results of q's etc. Sent ppt to 1,500 students. Sent petition to 1.500 students and shared on social media, gained 240 signatures, sent to MP. Raised £45 in bake sale
- Evaluation- what went well? What didn't? How useful was research?
- who worked well? Who could have improved? How much change did you make locally (school)?, in the community (local area)? And on a wider scale- nationally?
- Change- local- educated students, raised profile in school. Community- made socialmedia friends aware and raised money for local charity- feed family for 2 weeks. Not much wider change- will do assemblies in future and contact newspaper. Owen- absent- did not do his

2 marks

Explain how **either** one primary **or** one secondary source assisted in regard to your investigation. (2 marks)

Explain one way your interactions with individuals or groups outside the classroom helped you with your investigation. (2 marks)

Explain one feature of the action plan for your investigation. (2 marks)

4 marks

Discuss which part of the whole investigation process you consider was the most successful and why. (4 marks)

Discuss which part of your investigation process was the most difficult and explain why. (4 marks)

Discuss how you decided on the issue of your investigation. (4 marks)

6 marks

Summarise the evidence you gathered at the research stage. Evaluate its usefulness in relation to your issue/question. (6 marks)

Evaluate the extent to which your investigation was an example of effective active citizenship. (6 marks)

Evaluate the success of the type of action that you chose. (6 marks)

12 marks

Analyse the ways in which your investigation was a good example of taking citizenship action.

Analyse the ways in which your research helped you to carry out your investigation. 12 marks

Think about the overall impact of your action.

Analyse ways your citizenship action made a difference. (12 marks)

Give reasons for your answer. (12 marks)

Your answer should refer to:

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Your answer should refer to:

- why you chose the issue to investigate

- how it improved your understanding of the issue

- how you were able to use and develop practical citizenship skills

- the outcome you achieved.

- overall goal(s)/aim(s) of your citizenship action

- how successful your action was

- the outcome achieved.