

Online Support for Centre Assessors (OSCA)

Exemplar Material Exercise

GCSE 2009 Citizenship Studies

Unit 2: 5CS02

Participating in Society

Example 1

PREFACE

Exemplar Use

Please note that:

- Use of this exemplar material is restricted to your sole use in connection with your delivery of an Edexcel Limited qualification and programme.
- You may not sell, copy or distribute the exemplar material without express consent from Edexcel.
- Edexcel disclaims all liability in connection with any claims which may be brought against you for your unauthorized use of the work.
- Registering for the Exemplar Material Exercise automatically binds you to the terms and conditions stated above.

Notes on the Exemplar

Please note that:

- The exemplar materials are original candidate work and may contain grammatical errors and spelling mistakes.
- Some items may have been removed, such as references to individuals and places. Please refer to the notes by the Principal Moderator for specific references.

The Task

1 Enquiry into the citizenship issue (10 marks)

- (a) Choose an issue and say why the issue is important locally and nationally.
Attach issues based evidence.

I was talking with a group of Year 11s about recycling and we agreed that all over the news you see and hear people talking about the environment and climate change. Our local council is constantly reminding us to recycle to help the environment and we had a visit from some students who are training to be citizenship teachers at London University Institute of Education who gave our class a lesson on threats to the environment.¹ There were four members of the Citizenship group (myself - Gemma, Yasmin, Hayley and Vanessa).

One of our main aims was to find out just how much waste gets recycled. This is important locally because the council has been praising the efforts of local people and that the rate of recycling in our area is higher than in many other parts of the country. We were also concerned about what happens to waste that isn't recycled, especially if it was going to go to landfill and we wanted to find out if we could make a difference through our actions. Recycling is also important to the council because it helps to increase its income..²

Much of our understanding of recycling nationally came from websites provided by the Department for the Environment, Food and Rural Affairs (defra). It provides very detailed help in setting out the national position and government policy on recycling. Recycling is becoming a more important political priority, partly as part of wider concern about the environment and partly because of the practical issue of running out of landfill sites.^{1 2}

We discussed the sharing of responsibilities when doing our research. I researched information about our local council and came up with the leaflets, Yasmin did Defra, Vanessa and Hayley looked at newspaper articles. I found out about Local Agenda 21 and recycling in our borough.³

We were also concerned about recycling in school as this is part of the local scene. If more is done at the local level this will make a difference in the school and borough and also add to what is being achieved in order to meet national targets which are set for the government by the European Union. At an early stage we realised that the environment was a local, national and international issue.^{1 2}

Attached evidence

(i) Council recycling news leaflet which was sent to local residents. [*This leaflet went to all households. It is quite clear and colourful and shows how the council has tried to make recycling easier for residents. See Appendix 1*]

Appendix 1

www.manchester.gov.uk/recycling

(ii) Useful website references for anyone researching the environment and recycling at a local and national level. [*These are some of the most used and informative websites about recycling:*

defra: www.defra.gov.uk

Recycle now: www.recyclenow.com

Choose to reuse: www.Gigolt.org

Recycling guide: www.recycling-guide.org.uk

The Freecycle network: www.freecycle.org

The Barn Owl Trust: www.barnowltrust.org

(iii) Two relevant newspaper articles, one local and one national, on the importance of recycling. [*The local newspaper article shows the importance of taking the initiative and getting children involved in recycling even when they are at primary school. The national newspaper article was very useful in helping us to phrase some of the key questions both to guide us and to discuss with the two people we interviewed. See Appendices 2 & 3]*

Appendix 2

Kids get recycling message

http://menmedia.co.uk/manchestereveningnews/news/s/1095903_kids_get_recycling_message

Appendix 3

<http://www.guardian.co.uk/environment/2007/may/24/greenpolitics.localgovernment>

(b) Describe how the issue links to citizenship themes from Unit 1.

THEME 1: Rights and Responsibilities⁴

As the leaflets show, people who recycle and who put out glass, cans and newspaper in different bins are showing responsibility and acting as good citizens. The same sort of responsibilities apply to businesses in the area and to our school. We cannot have rights without responsibilities and young people are often being reminded about this.

We are part of the future generation and we should show awareness about this. Too often people behave selfishly and think about only themselves in the short-term. If everybody took that view about recycling it would be one more environmental issue tackled in a half-hearted way.

THEME 2 : Power, Politics and the Media⁴

Politically, our MPs and councillors are almost bending over themselves to tell us

about the importance of saving the environment and our responsibilities towards future generations. The Green Party does not have any MPs but it does have some councillors and a Member of the European Parliament. The two main parties, Labour and Conservative, both claim to give high priority to green issues and the government has responsibilities under European Law and the environment is an increasingly important issue at election time.

Parts of the media report regularly on environmental matters and a lot of people are interested in recycling. People read these reports and are made more aware of why recycling is important, what arrangements are made by the local council for collecting household waste that can be recycled and where residents can take other recyclable items.

THEME 3 : The Global Community⁴.

The environment and the effects of climate change are a world problem affecting everyone but especially the major industrial countries. In the 2008 Olympic Games we saw some of the effects of pollution in China. The Kyoto Treaty was an international effort for countries to work together to reduce pollution but major countries like the US and China did not sign up. They did not want their rivals to gain an advantage in industrial production. As a member of the European Union, the UK government is committed to targets to improve the environment.

Recycling is part of the global environmental problem. Many resources are becoming increasingly scarce and it makes sense to re-use things like glass, paper and cans as much as we can. More and more household waste is being produced and if we don't recycle it a lot will have to be buried in landfill sites. Britain is a small country and a number of these sites are now full.

2 Application of skills of advocacy and representation (15 marks)

(a) Communicate with two people in positions of power or influence about the issue to find out what they think. Attach evidence of your communication.

(b) Why do you think people hold different views on this issue?

Question (a)

The two people in a position of influence that we were able to communicate with were:-

1. The site manager of our school who we contacted personally to arrange a meeting.
2. An assistant recycling officer with the borough council. We wrote to the council and made an appointment so that we could ask our questions and find out more about the council's policies..

1 The site manager¹

We worked out our individual questions beforehand and we talked to the site manager of the school to find out if we would be allowed to get more recycling bins and put them around the school in every classroom. I felt this was an obvious thing to do especially as the bins wouldn't cost a lot of money. (See attached evidence.)

The assistant recycling officer¹

Again we had worked out our questions in advance and the council officer answered our questions about what the borough was doing to encourage recycling.

I said that it looked like the council made a lot of promises to local people about improving the local environment but that there wasn't much action. I argued that everybody wanted to be part of recycling and that one problem was the lack of proper facilities.³

She explained that it was the councillors who were responsible for policy and spending decisions and that the officers carried out the decisions. The council majority was held by the Liberal Democrats and one of their priorities, both as a national political party, and locally, was the environment. The council had arranged with local supermarkets to have recycling banks, that mobile banks were used from time to time and that there were two main recycling points in the borough which were widely used.²

I assumed that everybody would be in favour of recycling because its benefits were obvious. In answer to my question Miss Tyler said that the council had received some letters of complaint about their recycling policy. Some people said that recycling was a waste of money and that the cost of collecting the recyclable waste was greater than the money the council could get when they sold what had been collected. Also some old people got very confused about which bin they should use and the different days that collections were made.^{2 3}

Miss Tyler said it was essential that a higher proportion of waste in the borough was recycled. She admitted that the amount of money raised by the council varied according to demand for things like glass or paper but described to us the alternatives. The borough was rapidly running out of landfill space and, each year, the government was increasing the amount of tax councils had to pay, every year, if they used landfill rather than recycling.²

Attached evidence

- (i) Record of our interview with the site manager with our comments and a witness statement from him confirming our meeting. [See Appendix 4]

Appendix 4

Date of meeting: 24 May 2009

Venue: Site Manager's Office

Present: R Ruddy, Site Manager

Our group: GG (me); YM, HD, VK

Questions asked:

1. What were Mr Ruddy's main responsibilities in his job? (GG)
2. What were his views about recycling? (YM)
3. How much was spent by the school on recycling? (HD)
4. How much use was made of the recycling bins? (VK)

We put our views about the importance of recycling to Mr Ruddy. He said that he

mostly supported them but had become a bit cynical because he felt that there was a lot of talk about recycling which was not always matched by action. He wondered about the cost of lots of extra facilities and the extra work created. Mr Ruddy's view was that people were more concerned about their jobs and being able to pay their bills. Most people were more bothered about crime and vandalism.

Mr Ruddy explained that it was not his decision because finance was the responsibility of the headteacher and governors. He did ask if this was something that could be considered by the School Council but he knew that the big recycling bins already sited in different parts of the school were expensive, partly because they had to be made vandal proof. It was acts like this that got young people a bad name.²

He also said that not all the recycling bins were very widely used. Too many recyclables ended up in the general bins or didn't end up in bins at all. While not a major problem in the school litter was an issue and some students simply didn't care whether they used a bin or not. This creates a bad impression because the school is also used by members of the community.²

From what Mr Ruddy said, we were convinced that the headteacher and governors care a lot about what the community thinks and are trying hard, within the budget and the credit crunch, to set examples of how we can recycle and improve sustainability. However, we thought we might need to re-inforce this by making our own views about recycling as clear as we could.³

Witness statement

I confirm that I met with GG, YM, HD, VK on 24 May to discuss recycling with them as part of their GCSE Citizenship course. Each of the students asked questions and we discussed the issue from their point of view and from mine. The meeting lasted for 40 minutes. I admired the drive and the enthusiasm of the students. They seemed to respect my point of view as an adult and the school site manager and I admired their drive, hard work and enthusiasm.

Signed **R Ruddy**
Site Manager
_____Community College

(ii) Further information about the council's recycling policy. [This is another leaflet issued by the council. It headlines their kerbside recycling scheme and shows what residents should put in different bins. It tells residents that "over 60% of what we throw away can be recycled" and says that "it is no longer acceptable to put paper, glass or cans in your normal rubbish bin". Like the first leaflet it is available in several different community languages. See Appendix 5.]

Appendix 5

www.manchester.gov.uk/environment/

Question (b)

After the meetings we discussed why people held different views. To start with we talked about our parents, the views they had, and how our views sometimes differed from theirs. I felt that the age gap was important. Citizenship is quite a new subject in schools and not one that our parents studied. We have learned a lot more about the global environment but my parents told me that they studied geography at school but from different angles. My father thinks it's a lot of fuss about nothing but my mother is more concerned.⁴

We all talked to our grandparents about recycling and, again, age made a difference. They remembered the days when there was one dustbin and it was emptied once a week. That was much easier for them. Now there are different coloured bins and the recyclables are collected on different days. Unless they get the right bin out on the pavement on the right day it doesn't get collected. My grandmother was worried about the smell because the main dustbin was collected only once a fortnight. If it got full animals tried to get in and this was unhygienic.⁴

As young people money is important to us but we don't have to worry about it quite as much as adults do. From the task we have learned a lot more about budgets and about how decisions are made by people like the school governors and councillors. Miss Tyler explained that there are lots of things councillors would like to do but they have to prioritise their spending. Most of the council's money comes from the government and councillors may have to follow government decisions.^{2 3}

The most difficult thing for us to understand were the politics. All the main political parties seem to give the impression that they are big supporters of green policies but I found out that the Green Party had no MPs in the UK Parliament. Politicians make decisions locally and nationally but when it comes to it, the main concerns that people have are whether they have got a job and a home.. Things like recycling are not at the top of the list. ⁴

3 Participation in action to address the citizenship issue (15 marks)

(a) Describe how **you** can affect your issue through action.

Ideally we wanted to contact the wider community but realised that the council did a good job in meeting its responsibilities and that we hadn't the resources to do this on a large scale. On behalf of the group, I was able to write a feature in the college-parent newsletter telling parents about our activities. (See Appendix 9)

We also thought it was a good idea to involve the School Council because it does

have an important role to play in school and can help us in turning our plans into action. In Citizenship, we have been taught a lot about 'making a difference'. Lots of people of our age are proud of not knowing anything about politics because they find it boring but that only leads to apathy and trying to blame others. However, a lot of young people are passionate about the environment. In the end our parents pay taxes and politicians decide how the money is going to be spent.

We will not have the vote until we are 18 despite the responsibilities we have at 16. Voting can help us to make a difference and would give us more confidence in our action. We would have more of a feeling that we count for something and can act responsibly. But we can support pressure groups and, even as 16-year-olds we like to think our voice counts.

Through taking action we can:

- (a) Help to influence policy in our school. We can raise awareness among students and parents, try to get more litter bins and try to make sure that more goes to recycling.
- (b) Help to inform parents what we are seeking to do through the college-parent newsletter.
- (c) We can help to show the borough council that there are different views about recycling and make suggestions about how the council could encourage more people to participate in recycling more of their home refuse. We would like them to promote more recycling schemes targeted at teenagers and even primary school children.
- (d) We can try to show that young people can get involved and act responsibly as part of their Citizenship programme. Nationally, there are moves to lower the voting age to 16.
- (e) I will send a copy of the project to our MP.
- (f) I will send a summary of what we did to our local newspaper.

My view is that if we do nothing, nothing will happen. We shouldn't just leave it to other people. Apathy is a problem. People can't be bothered. A lot of people don't use the recycling bins at school. They don't even use the litter bins. This is not very responsible and it makes things worse.

(b) Participate in action, showing how you address this issue.

- In your action you need to show how you have negotiated, decided on and taken action. Attach evidence of your action and how you made a contribution.

Negotiation:

Because we were friends, negotiation was fairly easy although friends fall out sometimes. We all wanted to have some of our focus on school because we felt more comfortable approaching people. Early on we were more divided on whether to approach the council or whether to look at how a major supermarket near the school tackled recycling. In the end, we thought the council would be better because it would give a wider picture so we reached a consensus on who to approach and how to do it. We also felt that we were beginning to take too much on for us to manage effectively.

Deciding on action:

After two meetings, we decided that our action would be based on:

- Thorough background research.
- A personal approach to the school's site manager.
- An approach to the borough council for more information.
- A meeting with the chair of the School Council.
- Taking photographs of present school facilities.
- Compiling a questionnaire to distribute to a sample of students in each year group.
- Drawing up a series of recommendations based on our research and action.
- Making and delivering a powerpoint presentation to Year 11.
- Contacting our MP and local media.

We also decided that it would be important to share out the tasks as equally as we could so that everyone had some responsibility.¹

Taking action:

- (a) We divided up the research as shown earlier and then pooled our findings. This meant we all had quite a good knowledge of the issue we had chosen which meant we were more confident.
- (b) Vanessa made the first approach to the site manager and we all met with him during our lunch hour.
- (c) Yasmin typed the letter to the council and we all met with Miss Tyler, arranging an appointment after school. Yasmin also wrote to our MP.
- (d) Hayley arranged for us all to have a break-time meeting with the chair of the school council.
- (e) I took photographs of the school's recycling facilities and wrote comments on them, including to the local media.
- (f) Hayley and Vanessa were responsible for doing display posters around the school.
- (g) Yasmin was in charge of the questionnaire and did the analysis of the responses. We all contributed questions.
- (h) We all contributed to the series of recommendations.
- (i) In the powerpoint, Yasmin operated the slides, I did the commentary and Hayley and Vanessa answered questions.
- (j) I wrote an article for the newsletter based on the assembly presentation.

Attached evidences⁵

- (i) A poster used for display. [See Appendix 6]

Appendix 6



- (ii) The power points together with a DVD of the presentation at Year 11 Assembly.
(This is one of our eight power slides. The DVD is also attached.)

Why recycling is important

- What we consume
- Waste in society
- Sustainable Development
- Local Agenda 21

- (iii) A copy of the questionnaire that we gave to students [See Appendix 7]

Appendix 7

_____Community College Recycling Questionnaire

1. State whether male or female_____
2. Year group_____
3. Have you heard of Local Agenda 21? Yes/No_____
- If 'yes' please write a sentence saying what you think it means.

4. Have you ever read any of _____Borough Council's leaflets on recycling? Yes/No_____.
If 'yes' please say how many.
5. How often do people in your home separate glass, cans, papers and garden refuse and put them in the different coloured bins provided by the council?
(Please tick 1 box only)
All the time
Most of the time
Some of the time
Not very often
Never
- 9
6. Do you know about the college's recycling policies?
Yes/No_____
7. How often do you place your litter in litter bins in the college?
(please tick 1 box only)
All the time
Most of the time
Some of the time
Not very often
Never
8. Does the college put enough emphasis on recycling?
Yes/No_____
9. On a scale of 1 (very high importance) to 10 (completely unimportant) how important to you is recycling? Write in a number between 1 and 10
_____.

(iv) A summary of the results of the questionnaire (See Appendix 8]

Appendix 8

Summary of questionnaire responses

350 questionnaires were distributed (50 to each year group and an equal number of boys and girls). 236 were returned. We thought this was disappointing but we were told that it was a good response rate. I did an analysis of the questionnaires with Vanessa. Our main findings were as follows:

- The highest number of returns were from pupils in the lower school.
- 63% were from females and 37% from males.
- Only 8% had heard of Local Agenda 21 and knew what it meant.
- 18% had seen the borough council's recycling leaflets.
- The results of the frequency of separating glass, cans, paper and garden refuse in household waste were:

All the time	4%
Most of the time	53%
Some of the time	30%
Not very often	11%
Never	2%
- 23% said they knew something about the college recycling mostly in the upper school and VIth form.
- The frequency of placing litter in litter bins in the college was:

All the time	2%
Most of the time	35%
Some of the time	42%
Not very often	18%
Never	3%
- 88% said that the college did not put enough emphasis on recycling.
- On a scale of importance from 1 (highest) to 10 (lowest):

Scale 1-3	36%
Scale 4-6	45%
Scale 7-9	17%
Scale 10	2%

10

Conclusion

We realised that we could draw few conclusions from the questionnaire because we would need to have distributed (and received back) far more to make it statistically reliable. We also could not be sure that all the people who returned them were truthful.

We were a bit disappointed that not everyone shared our own feelings about the importance of the environment and recycling but we were able to make recommendations to the council and to the college principal and governors, via the School Council and section 4 shows they were acted on.

- (v) One of the letters after the results of our questionnaire appeared in the college-parent newsletter. (See Appendix 9]

Appendix 9

Dear Gemma, Hayley, Vanessa and Yasmin

I was very interested to read your account of your recycling activity in the newsletter.

I have to admit that I didn't know much about Citizenship being taught but if this is an example of what's going on I think it's a very good thing. You girls have put in a lot of hard work on recycling and I know a lot of parents who read what you wrote and said they could do a bit more with their own recycling.

We must all do our bit and sometimes we need a bit of reminding from somebody. There's a lot of bad publicity about teenagers and it's good to read something positive for once.

Well done girls and I hope the school is proud of you.

Yours sincerely

L J Newlove (Mrs)

4 Assessment of the impact of own action. (10 marks)

(a) Assess how your action contributed to your issue, both locally and nationally.

Before we started our activity we monitored the use of the existing recycling bins in school and observed that they were not as widely used as we had thought they would be.

- Our activity definitely made people in our college community more aware of recycling but our questionnaire results suggest that more has to be done to make it more of a priority. .
- Many people commented on the impact of our posters and of the good quality of the presentation in Year 11 assembly.
- Some people were surprised when we told them to question where the recycling goes and how much money is raised by the council.
- We had a brief letter of reply from our MP saying 'well done'.
- There was a small piece in the local newspaper. This was a bit disappointing as we sent quite a lot of material and we wanted to reach a wider audience.

Two additional recycling bins have now been bought by the school. (One was paid for by the PTA.) We went back to Mr Ruddy and he said that the recycling bins were much fuller than they used to be and that there was noticeably less litter in the school grounds.

- We understand that a lot more students are going home and encouraging other members of their family to do more recycling. (The letter from a parent, Mrs Newlove, was one of 6 that we received.)
- We were told by Mrs Platt, our Citizenship teacher, that the person responsible for Citizenship in all the borough's schools had been impressed by our efforts and was going to encourage other schools to get involved in a borough-wide recycling initiative. Again, this will help to spread news of recycling further across the borough.
- We sent our recommendations to the recycling officer and these were raised in a council meeting. The council have agreed that it would be helpful if they did more to target young people and that older people might not always understand the different collection days.
- Nationally we are part of a much wider body of people - as individuals, informal groups and members of political parties and pressure groups. As an issue, we learned that recycling is part of the international environment and that, although, Britain's recycling record is improving, other countries such as Germany and some of the North European countries do far better.

(b) Now that you have finished, assess how the action has affected your view.

Now that I have finished my activity I can see the impact that people can have on the community. I think that you can make a change to the world if you work with others and get your message across. But there are limits to what any individual or group can do. Major decisions are taken elsewhere - in the council chamber, in parliament, in the European institutions, by major world powers and by global corporations. These are the big players.

The environment has always been important to me and I hope to go to university to take an environmental science degree. What I did learn about during the course of the activity was the difficulty of taking decisions and carrying them out. Sometimes relationships in the group were a bit strained but, at the end, we were still friends. I also have to accept that not everyone shares my enthusiasm for recycling.

Before the I wasn't aware how complex a lot of the issues were. I didn't see things as 'black' and 'white' but I thought the main reason why not enough recycling was done was just plain laziness. I now realise that there are no 'quick fix' solutions and that not everybody holds the same views about recycling or shares my own passion for improving the environment. Some people are just apathetic. Others - perhaps the majority - are more concerned about themselves.

I learned a lot more about the problems of setting priorities in organisations like schools and councils and making decisions about how resources are allocated. Councils have to deliver a number of services - education, support for the elderly and libraries are but three of them. All have their own supporters and champions.

It is the same in school - lots of different subjects fighting for money, wages to pay and grounds and buildings to look after. Somebody has to take responsibility for decision-making and not everybody can be satisfied because there will never be enough money to do everything that people want.

I understand more about how politics work locally and about the policies towards the environment of the main political parties. As this became more evident during the activity we looked at the websites of the main political parties so that we could read about their policies on the environment. They all sounded good but there's a big difference between words and action. I'd like to join the Green Party but they don't seem to have much of a voice nationally or even in this area..

I am now much more positive about my own ability to make a difference and I understand much more about Local Agenda 21. I am also a lot clearer about what citizenship classes are trying to help us to achieve and I believe other students would take citizenship lessons much more seriously if they realised, as I do now, that everyone can really make a difference if they try and, as Tesco (one of several supermarkets now promoting green issues) 'every little bit helps'.