AQA UNIT AWARD SCHEME

CODE NO: 30326

UNIT TITLE: CITIZENSHIP (UNIT 6): NEIGHBOURHOOD AND THE ENVIRONMENT
CURRICULUM AREA(S): CITIZENSHIP
DATE OF VALIDATION: 24-01-2011

UNIT DESCRIPTION: In this unit the student will learn about the conflicting demands within a community using a case study as a basis for a role play discussion. S/he will look at ways to improve own local area and discuss which are the most important. The student will learn about environmental issues, in particular ways to save energy and recycling. S/he will consider the issue of safety in relation to own local area. The student will learn about the different ways that he/she can make a difference within own community and develop a plan on how he/she can take action. The student will learn through teacher instruction, practical activities and taking part in group discussions. This unit is associated with the Citizenship Foundation's Citizenship Challenge resources and is intended for use with students in pupil referral units and other alternative educational settings.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS: Assessed by the teacher through inspection or discussion (1,5), inspection (3,7) and discussion (2,4,6). All assessments recorded on an AQA Summary Sheet.

LEVEL: Entry Level **NOTIONAL LEARNING TIME:** 10 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this unit the student will have

shown knowledge of

1. at least three conflicting demands within a community;
2. how a negative issue or situation in a community could be improved;
3. three different methods of saving energy;
4. two reasons for recycling;
5. three ways young people can make a difference in their community;

demonstrated the ability to

6. communicate own opinion on safety within the local community;
7. develop a plan for taking action on a chosen issue, eg through a campaign.

EVIDENCE TO BE OFFERED

Student completed worksheets and/or written work (1,5) or teacher completed itemised checklist (1,5)
For outcome 1 checklist to be itemised into 3 parts to cover 3 conflicting demands
For outcome 5 checklist to be itemised into 3 parts to cover 3 ways
Student completed worksheets and/or written work (3)
Teacher completed checklist (2,4,6), itemised (4)
For outcome 4 checklist to be itemised into 2 parts to cover 2 reasons
Student plan (7)