GCSE

WJEC GCSE Social Studies

Approved by Qualifications Wales

Guidance for Teaching: Unit 4

Teaching from 2026
For award from 2028



This Qualifications Wales regulated qualification is not available to centres in England.

Made for Wales.
Ready for the world.

WJEC would like to thank the students and teachers of Fitzalan High School, Cardiff and Llanwern High School, Newport for their participation in the creation of these covers.

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Introduction

WJEC GCSE Social Studies has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2028, using grades A* to G.

Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE Social Studies and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Assessment Feedback Package.

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Qualification Structure

WJEC GCSE Social Studies consists of four units. The qualification is unitised and does not contain tiering. Aside from Unit 1, which is an introductory unit, and Unit 4, which is a synoptic unit, there is no hierarchy implied by the order in which the two other units are presented. Therefore, the order does not imply a prescribed teaching order.

	Unit title	Type of Assessment	Weighting
Unit 1	Society and Social Issues	Written examination	30%
Unit 2	Investigating Society and Social Issues	Non-examination assessment	20%
Unit 3	Social Change in Contemporary Society	Written examination	30%
Unit 4	Planning to Effect Social Change	Non-examination assessment	20%

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Assessment

Summary of Assessment

Unit 4: Planning to Effect Social Change Non-examination assessment: 6 hours and 30 minutes **20% of qualification** **60 marks**
Set by WJEC, marked by the Centre and moderated by WJEC. The brief and tasks will be static for the lifetime of the qualification.

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Overview of Unit 4

Planning to Effect Social Change
(20% of the qualification)

The purpose of this unit is to:

- identify and engage with social issues
- explore various viewpoints relating to social issues
- explore examples and methods of social action
- understand how to plan for a social action
- understand methods for conducting analysis into the effectiveness of social action.

In this unit, learners will develop knowledge, skills and understanding in:	
4.1	Social action
4.2	Planning for social action
4.3	Analysing the effectiveness of social action

Unit 4 Assessment objectives and weightings

AO1	Demonstrate knowledge and understanding of change, concepts, issues, processes, structures and terms relevant to the study of society.	-
AO2	Apply knowledge and understanding of change, concepts, issues, processes, structures and terms relevant to the study of society, to different contexts.	-
AO3	Analyse, evaluate, or make judgements on change, concepts, debates, issues, methods, processes and structures or source materials, relevant to the study of society.	6%
AO4	Select, use, and apply skills and techniques in practice to undertake enquiries relevant to the study of society.	14%

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Unit 4 Teacher Guidance

4.1 Social action		
Content	**Amplification**	**Teacher Guidance**

4.1.1
Understanding social action
	Learners should understand:
	• what is meant by the term 'social action', including:
	  • creating positive change in communities
	  • not for profit
	  • practical action undertaken by individuals or groups of people.
	
	Learners should be able to propose a social issue that requires social action by considering:
	• secondary sources that are fully referenced
	• the impact of the issue on a community
	• the desired change that could be brought about by social action.
		Learners should develop their understanding of social action by using real life examples that meet the criteria in the specification. In order to propose a suitable social issue for the NEA Tasks, learners can be encouraged to reflect on content covered in the rest of the qualification as well as thinking about issues that affect themselves and their community. The meaning of community in this context can be narrow or broad. For example, learners may choose to focus on a social issue that affects them in school, the area they live in or a group that they belong to.
		
		Learners can use research collected informally in preparation for Task 1, but they must reference any research brought into/developed during the NEA.
		
		Learners must follow the guidelines on 'When to Reference a Source' found in Appendix 1 and 'How to Reference a Source' found in Appendix 2 of the document named 'Conducting Non-examination Assessments in National 14–16 Qualifications – Guide for Teachers'.
		
		They will also need to revisit skills learnt in Unit 2 (2.1.1 and the NEA) so they can summarise the issue appropriately using the sources that they choose.
		
		Suggested learning activities:
		• Carry out a group activity where students map examples of social issues they have learnt about in other parts of the specification. These could be grouped under different headings such as economic, sustainability, health, social justice, political. Learners could also consider how these are linked together and how they affect their own community. This could be used to help them decide on a social issue to focus on in the NEA.
		• Use templates to guide learners when reading and extracting information from sources for example, type of source, three key points made. This could be extended to looking at three or more sources on the same topic and then ask learners to look for similarities and differences between the main ideas from each one.

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		• Practice summarising skills by giving strict word counts to summarise a particular source or use a funnel chart/graphic organiser to practise this skill. Useful link: • Volunteering Matters introduction to social action: Social action - Volunteering Matters
4.1.2 Methods of social action	Learners should understand legal and non-violent methods of social action including: • arts and music (such as theatre productions) • economic activism (such as boycotting goods and services) • fundraising (such as organising charity events) • individual activities (such as volunteering) • peaceful protest (such as marches) • petitioning (such as creating online petitions) • political action (such as contacting elected representative) • social media (such as producing and sharing content) • writing and publishing (such as writing blog posts).	When proposing a form of social action for the NEA, learners should be introduced to a range of examples. It is important to note that some of the methods may overlap. For example, social media may be used as method of social action on its own but may also be used to share information and raise awareness of fundraising events. It may be appropriate to teach each method alongside the evaluation points in 4.1.3. Suggested learning activities: • Match examples of social action from the links below to the different methods. This can be extended when learning about evaluation of the methods in 4.1.3. • Suggest a social issue and ask learners to explain how each of the methods could be used to carry out social action. This can be extended when learning about evaluation of these methods in 4.1.3. Useful links: • Changemakers guide (includes examples of social action from individuals): Changemakers: a Guide to Making Political and Social Change • Changemakers Wales website: https://changemakers.wales/en/ • Future Generations Changemaker 100: Future Generations Changemaker 100

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4.1.3
Evaluating methods of social action
	Learners should be able to:
	• evaluate methods of social action for specific social issues using different criteria, such as:
	  • accessibility for different groups in society
	  • cost
	  • ease of implementation and of measuring impact
	  • likely impact on different groups in society
	  • longevity
	  • suitability for different social issues
	  • time to implement.
	• select and justify an appropriate method of social action for a specific social issue by considering:
	  • the most valid action for the issue
	  • their individual strengths and skills.
		When completing the NEA tasks, learners will need to be able to justify their choice of social action for the issue that they choose. Although they will not be carrying out the action as part of the NEA, it is important that they are able to make a reasoned choice based on a range of factors. This will include comparing methods and being able to justify their choices.
		
		Criteria to consider when evaluating methods of social action could include:
		• Accessibility
		  • Some methods of social action may be more accessible to different groups. For example, the use of social media may be more appropriate when raising awareness amongst teenagers and young people. Organising fundraising activities needs to consider availability of volunteers and be organised in a way that means the community can access and engage with it.
		• Cost
		  • The methods also vary in terms of cost to implement, and this can be balanced against the amount of impact the social action is likely to have. For example, it is free to post things on social media, but the impact may be limited if the information is not shared widely. In contrast it may be more expensive to stage a theatre production or organise a charity event, but it may be more successful in raising awareness amongst different groups.
		• Ease of implementation and of measuring impact
		  • If the learners were to carry out their social action, they would also need to consider the practicalities. For example, it may be difficult to mobilise numbers of individuals to take economic action to bring about social change, but easier to contact an elected representative or volunteer for an already organised charity. They should also consider how impact might be measured and how this links to the aims and goals they will set in 4.2.1.
		• Likely impact on different groups in society
		  • Similarly to accessibility, it will be important for learners to discuss the methods in terms of the likely impact on different groups. This could include age, geographical area or political views. This may depend on the social issue chosen and who the action is targeted at.
		• Longevity
		  • The methods of social action also vary in terms of how likely it is the impact

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		will last beyond the action itself. For example, organising a petition might not be enough to bring about long-lasting change, whereas effective economic activism may have a longer-term impact. Again, this may depend on the goals set and the social issue being addressed.
		• Suitability for different social issues
		  • Learners should be encouraged to consider which social action methods may be most appropriate for different social issues and the desired impact of the social action. For example, there may be some issues that lend themselves better to being explained in a creative way through arts and music.
		• Time to implement
		  • Linked to ease of implementation, learners should also consider the timescales involved in the different types of social action. Organising a peaceful protest is likely to be much more time consuming than sharing a post on social media for example.
		
		The specification also requires consideration of individual strengths and skills. Although the learner is planning rather than carrying out the social action, to build their personal effectiveness, they should discuss their own skill set and think about how this might affect the social action they choose.
		
		Suggested learning activities:
		• Groups of learners could write a list of the strengths and skills required to complete each of the methods of social action on the specification. After carrying out a skills audit or self-evaluation they could match these to the lists created to help them decide which might be the most appropriate social action method to choose.
		• Using examples of social action explored in 4.1.2, learners can discuss effectiveness of these methods using the criteria listed on the specification.
		• As an extension to the activity suggested in 4.1.2, learners could be asked to explain why they feel that their proposal would be the most effective and discuss why others would be less effective for that issue.

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		Useful links: • UK Youth Social Action Guide (includes activity suggestions for encouraging learners to think of ideas for social action projects): 01-How-to-Social-Action-Guide-.pdf • Skills audit example: (KS4) Skills Challenge - Task 1 enterprise education, impact analysis, business start-up

4.2 Planning for social action		
Content Amplification		**Teacher Guidance**

4.2.1
Creating a social action plan
	Learners should be able to create a social action plan, by considering:
	• aims and goals
	• tools and resources required
	• budget
	• key stakeholders, supporters and volunteers
	• a plan of the key actions required.
		To plan the social action for their NEA, learners will need to be familiar with different elements of a social action plan. They will need to know what is required in each part and be able to articulate these clearly. The plan will need to be realistic and clearly related to the social issue selected.
		
		The different parts of a social action plan that learners will need to be able to create are:
		• Aims and goals
		  • Learners should consider what is meant by aims and goals of social action and learn that they should be feasible and focused. They should set out specific goals that will be achieved because of the social action and ensure that they are SMART (specific, measurable, achievable, relevant and timely).
		• Tools and resources required
		  • What to consider here will depend on the method of social action chosen. It could include resources such as equipment needed to complete the social action. It may also include people such as those with particular expertise or volunteers. Resources may also be required for promoting the event.
		• Budget
		  • Linked to tools and resources, learners should also consider the cost of the social action. Equipment may need to be purchased or licences obtained. There may also be costs involved in promoting the event. Learners may also wish to consider sources of funding such as sponsorship or donations.
		• Stakeholders, supporters and volunteers

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		• Learners should consider the individuals that will be involved in the social action, how many will be required and who else may need to be involved. This will also be linked to promoting the social action and how they might get people to volunteer or engage in the social action. • Plan of key actions • It would be useful for learners to look at different planning tools such as Gantt charts, timelines or checklists. They should include the planning and implementation stages of the social action and include timescales for each part of the process. Suggested learning activities: • Demonstrate examples of each part of the social action plan and ask learners to identify improvements that could be made. • Introduce a real-life example of social action and ask learners to retrospectively work through creating a social action plan for it. This could be modelled and scaffolded as a class activity and combined with identifying areas for improvement in examples. Useful links: • BBC Bitesize resource on creating Gantt charts: Planning – planning the work - Planning and organisation - WBQ National: Foundation KS4 Revision - BBC Bitesize • Voda social action guide: Social Action: A Guide • UK Youth Social Action Resource: EmpowHER-Social-Action-Resource.pdf • Community First Yorkshire Social Action Toolkit: 220907-Social-Action-Toolkit-FINAL.pdf • Barclays Life Skills Social Action toolkit (requires free account registration): Social Action Toolkit | Teachers Lesson Plan | LifeSkills

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4.3 Analysing the effectiveness of social action		
Content Amplification		**Teacher Guidance**
4.3.1 Gathering feedback on a planned social action	Learners should understand different methods of gathering feedback, such as: • questionnaires • interviews • focus groups. Learners should be able to: • select an appropriate method of gathering feedback on a planned social action • collect appropriate data • display data in appropriate formats.	In this section, learners can utilise their knowledge of researching social issues from Unit 2 (2.2) where they covered questionnaires and interviews, sampling methods and ethics. In Unit 4 they can also consider the use of focus groups to gather feedback. Displaying data is also covered in Unit 2 (2.3.1). Learners should be reminded to consider ethical guidelines when planning their feedback method and consider how to gather an appropriate sample. Computer generated graphs and infographics using software such as Excel and Canva are allowed. Suggested learning activities: • Recap of Unit 2 knowledge of methods, data collection devices, sampling and ethics. This can be done using quizzes and matching tasks. • Provide learners with different scenarios and ask them to discuss the most appropriate method of gathering feedback. Useful links: • Social Studies Research Skills Worksheets - Educational Resources - WJEC • Social Studies Research Skills - Educational Resources - WJEC
4.3.2 Drawing conclusions about the effectiveness of planned social action	Learners should be able to: • analyse data from feedback on planned methods of social action • make reasoned judgements on the effectiveness of planned methods of social action based on the data analysed • propose changes needed to the social action plan.	Learners will need to develop the skill of analysing the feedback and drawing conclusions. Based on these conclusions they need to able to reflect on what it shows about their planned social action and which changes need to be made. It is likely that learners will need to recap information from Unit 2 about drawing conclusions from data. They will also need support in developing the literacy skills required to fully explain their reasoning. Suggested learning activities: • Recap analysis of data and drawing conclusions using Unit 2 resources and examples of data from secondary sources. • Practice self-reflection with learners by using examples from their own lives. This will allow them to develop some of the literacy skills required for this section.

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		• Create an example reflection and ask students to work in groups to identify areas for improvement. Useful link: • Reflection tool: Generation Global WWW/EBI: WHAT WENT WELL? EVEN BETTER IF...

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Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
9.1. Explore the work of social change makers	4.1.2. When learning about methods of social action, learners will cover different real-life examples of each type, allowing them to explore the different ways in which social change makers have brought about social change.
9.2. Develop empathy, tolerance, and compassion through the study of different and diverse contexts and perspectives	4.1.1. When researching the social issue that will be the focus for the NEA, learners should consider the impact of that issue on a community and therefore will be able to consider different viewpoints. 4.1.3. When evaluating methods of social action, learners should consider how different groups might respond to social action and how different methods may be more suitable for certain groups in society.
9.3. Develop confidence in articulating and reflecting on their own views, understanding their capacity to change	Throughout Unit 4 and the NEA, learners will be developing their understanding of how to bring about social change. Therefore, they will be developing an awareness of how they as individuals can work to address social issues.
9.4. Consider their rights and how these rights can be exercised, constrained, and defended	4.1.2. When learning different methods of social action, learners will become more aware of how to exercise their rights to work in their community to bring about social change.
9.5. Engage in collaborative working	**Note: Collaboration is not permitted in the NEA.** 4.1.3. Learners can work in groups to complete a list of the strengths and skills required to complete each method of social action. 4.3.1. Learners will gather feedback from others on their social action plan and therefore develop experiences in learning from others to inform their decision making and reflections.

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Opportunities for embedding elements of the Curriculum for Wales

<table>
<tr><th colspan="4">Curriculum for Wales Strands</th></tr>
<tr><th colspan="4">Cross-cutting Themes</th></tr>
<tr><td rowspan="3">Local, National & International Contexts</td><td colspan="3">There are many opportunities to include Local, National and International Contexts in GCSE Social Studies. These opportunities are important to learners because social studies encourages them to think about their own context whilst also helping them to make links to national and international topics. Social studies helps learners to appreciate contemporary Wales and the challenges faced in society along with the actions they may be able to take to effect social change.

Below are some examples of how Local, National & International Contexts can be embedded into teaching and learning:</td></tr>
<tr><td>Specification Reference</td><td>Amplification</td><td>Example</td></tr>
<tr><td>All</td><td>NEA Tasks</td><td>Learners will select a social issue and develop a social action plan for an issue of their choice. They will be able to choose an issue that matters to their own community and therefore relevant to their local context.</td></tr>
</table>

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<table>
<tr><td rowspan="3">Sustainability</td><td colspan="3">There are many opportunities to include Sustainability in GCSE Social Studies. These opportunities are important to learners because issues of sustainability have a direct impact on society and the individuals within it. Through learning about social issues and social change, learners may be able to help address issues such as environmental inequality.

Below are some examples of how Sustainability can be embedded into teaching and learning:</td></tr>
<tr><td>Specification Reference</td><td>Amplification</td><td>Example</td></tr>
<tr><td>All</td><td>NEA Tasks</td><td>Learners may choose a social issue and social action for their NEA that is related to sustainability issues.</td></tr>
<tr><td rowspan="3">Relationships and Sexuality Education</td><td colspan="3">There are many opportunities to include Relationships and Sexuality Education (RSE) in GCSE Social Studies. These opportunities are important to learners because understanding the rights of individuals to have safe relationships and develop their own identity is a fundamental part of helping others to become part of society.

Below are some examples of how RSE can be embedded into teaching and learning:</td></tr>
<tr><td>Specification Reference</td><td>Amplification</td><td>Example</td></tr>
<tr><td>All</td><td>NEA tasks</td><td>The social issue covered in the NEA may have links to RSE topics such as identity, wellbeing and respect.

Learners will be gathering feedback from different perspectives as part of the NEA and therefore developing insight of others' experiences.</td></tr>
</table>

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<table>
<tr><td rowspan="3">Human Rights Education and Diversity</td><td colspan="3">There are many opportunities to include Human Rights Education and Diversity in GCSE Social Studies. These opportunities are important to learners because in order to understand society, social issues and social change, learners need to appreciate the importance of diversity in forming a coherent society. Through social studies, learners become more able to identify bias as well as developing empathy for others and the social challenges faced by different groups.

Below are some examples of how Human Rights Education and Diversity can be embedded into teaching and learning:</td></tr>
<tr><td>Specification Reference</td><td>Amplification</td><td>Example</td></tr>
<tr><td>All</td><td>NEA tasks</td><td>The social issue covered in the NEA may may highlight the impact of social issues on different groups. It is also possible that when collecting feedback on their social action plan, learners have the opportunity to gather opinions from different perspectives about the same issue.</td></tr>
</table>

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<table>
<tr><td rowspan="3">Careers and Work-Related Experiences</td><td colspan="3">There are many opportunities to include Career and Work-Related Experiences (CWRE) in GCSE Social Studies. These opportunities are important to learners because many will go on to careers dominated by important social issues. The skills they develop through analysing social issues and carrying out investigations are important for working across a range of different future careers.

Below are some examples of how CWRE can be embedded into teaching and learning:</td></tr>
<tr><td>Specification Reference</td><td>Amplification</td><td>Example</td></tr>
<tr><td>All</td><td>NEA Tasks</td><td>When completing the NEA Tasks, learners are developing research skills that could be of use to them in future careers. They will develop decision making skills by planning their own social action and reflecting on the feedback given.</td></tr>
</table>

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<table>
<tr><th colspan="4">Cross-curricular Skills – Literacy</th></tr>
<tr><td rowspan="4">Listening</td><td colspan="3">There are many opportunities to include Literacy in GCSE Social Studies. These opportunities are important to learners because they need to develop their communication and literacy skills in order to present information about a social issue. When learning about social issues they will need to develop an understanding of bias and how issues can be presented from different perspectives.

Below are some examples of how Literacy can be embedded into teaching and learning:</td></tr>
<tr><td>Specification Reference</td><td>Amplification</td><td>Example</td></tr>
<tr><td>4.1.1</td><td>Understanding social action</td><td>Learners will develop their vocabulary by using secondary sources to develop their understanding of a social issue.</td></tr>
<tr><td>4.3.2</td><td>Drawing conclusions about the effectiveness of planned social action</td><td>Learners will listen to feedback from others and use this to arrive at reasoned conclusions about their social action plan.</td></tr>
<tr><td rowspan="2">Reading</td><td>Specification Reference</td><td>Amplification</td><td>Example</td></tr>
<tr><td>4.1.1</td><td>Understanding social action</td><td>Learners will be independently researching a social issue using a range of sources to develop their understanding. They will develop the skills needed to summarise the main points about a social issue from a range of sources. They will have the opportunity to try different reading strategies to extract relevant information from text.</td></tr>
</table>

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Speaking	***Specification Reference*** ***4.3.1***	***Amplification*** Gathering feedback on a planned social action	***Example*** When designing and using a data collection device for the NEA, learners may choose to carry out an interview or use focus groups. They will need to design the questions appropriately and communicate effectively with individuals from different contexts to gather data for the NEA tasks.
Writing	***Specification Reference*** ***4.1.1***	***Amplification*** Understanding social action	***Example*** Learners will develop the skills needed to summarise the main points about a social issue from a range of sources.

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<table>
<tr><th colspan="4">Cross-curricular Skills – Numeracy</th></tr>
<tr><td rowspan="2">Developing Mathematical Proficiency</td><td colspan="3">There are many opportunities to include Numeracy in GCSE Social Studies. These opportunities are important to learners because an understanding of how to perform calculations on raw data, present the responses and draw conclusions is useful in interpreting information on social action. Being able to interpret data helps learners to make informed and evidence-based decisions when forming opinions on social issues.

Below are some examples of how Numeracy can be embedded into teaching and learning:</td></tr>
<tr><td>Specification Reference

4.3.1</td><td>Amplification

Gathering feedback on a planned social action</td><td>Example

Learners will display data from their feedback into their social action plan, selecting the appropriate format to present the information.</td></tr>
<tr><td rowspan="2">Understanding the number system helps us to represent and compare relationships between numbers and quantities</td><td>Specification Reference

4.3.1</td><td>Amplification

Gathering feedback on a planned social action</td><td>Example

Learners will develop their understanding of number by performing calculations on data from their feedback, for example working out percentages or calculating the mean.</td></tr>
<tr><td rowspan="2">Learning that statistics represent data and that probability models chance help us make informed inferences and decisions</td><td>Specification Reference

4.3.1</td><td>Amplification

Gathering feedback on a planned social action</td><td>Example

For the NEA task, learners will need to collect data in an appropriate way to get feedback on their social action plan. This will help them make more informed inferences and decisions based on the data collected.</td></tr>
</table>

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<table>
<tr><th colspan="4">Cross-curricular Skills – Digital Competence</th></tr>
<tr><td rowspan="4">Citizenship</td><td colspan="3">There are many opportunities to include Digital Competence in GCSE Social Studies. These opportunities are important to learners because information about social issues is increasingly gathered and presented in digital form. To develop informed decisions about social issues, learners need to understand how the use of digital technology affects how information is accessed and presented. Digital competence skills are also vital in developing research skills and ensuring data on social issues is collected in a robust way.

Below are some examples of how Digital Competence can be embedded into teaching and learning:</td></tr>
<tr><td>Specification Reference</td><td>Amplification</td><td>Example</td></tr>
<tr><td>4.1.1</td><td>Understanding social action</td><td>Learners will need to use appropriate secondary sources to summarise the social issue. This may include consideration of choosing sources based on credibility and bias etc.</td></tr>
<tr><td>4.3.1</td><td>Gathering feedback on a planned social action</td><td>When collecting feedback on their social action plan for the NEA, it is likely that many learners will choose to use online platforms. Learners will need to consider consent and confidentiality issues and ensure they collect and store the information responsibly.</td></tr>
</table>

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Interacting and Collaborating	***Specification Reference*** ***All***	***Amplification*** NEA tasks	***Example*** When using digital technology to complete the NEA tasks, learners will need to develop skills in managing files and storing information.
Producing	***Specification Reference*** ***4.3.1***	***Amplification*** Gathering feedback on a planned social action	***Example*** Learners may choose to develop their skills of producing an outcome by using online platforms to create and distribute questionnaires to gain feedback on their social action plan for the NEA. Learners may choose to use digital tools to display their data, such as online spreadsheets or tools to create infographics or word clouds. They will need to choose the most appropriate platform for the data they wish to present and develop skills in using them appropriately to ensure the data is displayed clearly.
Data and Computational Thinking	***Specification Reference*** ***4.3.1***	***Amplification*** Gathering feedback on a planned social action	***Example*** Learners will develop an understanding of the importance of displaying data appropriately to present information from their feedback on the social action plan. They will need to use the data from the feedback to draw appropriate conclusions.

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<table>
<tr><th colspan="4">Integral Skills</th></tr>
<tr><td rowspan="3">Creativity and Innovation</td><td colspan="3">There are many opportunities to include Creativity and Innovation in GCSE Social Studies. These opportunities are important to learners because to develop understanding of social issues they may need to connect information from a range of sources. By developing a greater understanding of social issues, learners can be better equipped to pose creative solutions to issues facing society.

Below are some examples of how Creativity and Innovation can be embedded into teaching and learning:</td></tr>
<tr><td>Specification Reference</td><td>Amplification</td><td>Example</td></tr>
<tr><td>All</td><td>NEA Tasks</td><td>In developing the social action plan for the NEA, learners will develop their ideas of how to carry out social action linked to a social issue. They will need to communicate their ideas clearly to others when completing the social action plan.</td></tr>
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<table>
<tr><td rowspan="2">Critical Thinking and Problem Solving</td><td colspan="3">There are many opportunities to include Critical Thinking and Problem Solving in GCSE Social Studies. These opportunities are important to learners because viewing information through a critical lens will help them arrive at informed conclusions about social issues and suitable action to take. Learners should be encouraged to question sources of information and develop their ideas about solutions for the problems facing society.

Below are some examples of how Critical Thinking and Problem Solving can be embedded into teaching and learning:</td></tr>
<tr><td>Specification Reference

All</td><td>Amplification

NEA Tasks</td><td>Example

In developing their ideas for social action, learners will be asking questions about the issue and analysing possible solutions, justifying their choices and proposing solutions.</td></tr>
<tr><td rowspan="4">Planning and Organisation</td><td colspan="3">There are many opportunities to include Planning and Organisation in GCSE Social Studies. These opportunities are important to learners because time and resource management is integral to the completion of NEA tasks. Learners must be able to plan their time, organise their work and meet deadlines effectively.

Below are some examples of how Planning and Organisation can be embedded into teaching and learning:</td></tr>
<tr><td>Specification Reference</td><td>Amplification</td><td>Example</td></tr>
<tr><td>4.2.1</td><td>Creating a social action plan</td><td>Learners will be required to produce a social action plan for the NEA that considers goals, timescales and the key actions required.</td></tr>
<tr><td>4.3.2</td><td>Drawing conclusions about the effectiveness of planned social action</td><td>Learners will use feedback to reflect on their social action plan and suggest adaptations they could make.</td></tr>
</table>

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<table>
<tr><td rowspan="3">Personal Effectiveness</td><td colspan="3">There are many opportunities to include Personal Effectiveness in GCSE Social Studies. These opportunities are important to learners because through developing self-awareness and confidence in expressing their opinion, learners will become more active and responsible members of society.

Below are some examples of how Personal Effectiveness can be embedded into teaching and learning:</td></tr>
<tr><td>Specification Reference</td><td>Amplification</td><td>Example</td></tr>
<tr><td>4.1.3</td><td>Evaluating methods of social action</td><td>When selecting and justifying their choice of social action for the NEA, learners should evaluate their own strengths and skills, developing their self-awareness.</td></tr>
<tr><td></td><td>4.3.2</td><td>Drawing conclusions about the effectiveness of planned social action</td><td>Learners will make reasoned judgments about their social action plan and reflect on its strengths and areas for improvement, evaluating their learning.</td></tr>
</table>

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Glossary for Unit 4

Term	Definition
Arts and music (as a form of social action)	A form of social action that uses creative means such as arts and music to draw attention to a social issue, raise awareness and encourage others to engage. It can include theatre productions that explain issues in a creative way, or community projects such as murals or music classes.
Economic activism (as a form of social action)	A form of social action that aims to affect economic systems to bring about social change. This can include individuals or groups boycotting goods and services from companies that might be seen as having a negative effect on society. It can also include advancing companies by choosing to use them or promoting them if they are seen as having a positive social impact.
Focus group	Gathering information by talking to a small group of people about a particular topic. It gathers qualitative data about participants views and allows for interaction between those involved to help the discussion develop.
Fundraising (as a form of social action)	A form of social action that includes raising money and subsequent awareness for a particular cause. This can include organising and taking part in charity fundraising activities, crowdfunding, social media campaigns and organising community events.
Individual activities (as a form of social action)	A form of social action that means giving up time to offer direct help to individuals or the community. It might involve community activities such as tree planting or could involve using time to campaign to raise awareness of an issue.
Interview	A conversation used to gain information, where an interviewer asks questions of the participant. They can be unstructured, semi structured or structured.
Peaceful protest (as a form of social action)	A form of social action, where a group displays their feelings about a social issue and try to raise awareness and bring about change through non-violent legal methods such as protest marches.
Petitioning (as a form of social action)	A means of gathering support for and drawing attention to a social issue by creating a written request for a change. Individuals are asked to sign it to show their support. These can then be presented to law making bodies to try and bring about social change.
Political action (as a form of social action)	Taking social action by using political methods to bring about social change. This can include contacting the elected representative to raise awareness, joining a political party or standing for election.

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Questionnaire	A set of written questions that is completed by participants to gather information on a particular topic as part of a research study.
Secondary sources	Information that has not been directly created by the researcher for example, use of the internet, research reports or newspaper articles.
Social action	Identifying issues in the community and taking action as individuals or groups to create positive change. The activities are carried out on a not-for-profit basis and can take a variety of different forms e.g. volunteering, fundraising.
Social issue	A problem affecting individuals or groups within society that is caused by factors beyond the individuals' control.
Social media (as a form of social action)	Social media can be used as a platform for bringing about social change when an individual or group produces and shares content to raise awareness of a social issue. It could also include using social media to organise other events or promote other methods such as petitions or peaceful protest.
Writing and publishing (as a form of social action)	Engaging in the writing of content such as news articles and blogs can help bring about social change by raising awareness of a social issue. This can be published and shared to try and reach a wider audience.

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