

Moderators' Report/ Principal Moderator Feedback

June 2011

GCSE Citizenship Studies
5CS04/01

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General Comments

This was the first time that the Unit 4 controlled assessment had been assessed as part of the full GCSE Citizenship Studies and moderators were pleased with most of the outcomes. The overall standard was good and in some cases very good indeed. Many candidates wrote with a genuine enthusiasm and passion for their campaign and demonstrated a real and deserved sense of achievement. Quality of written communication, which came into consideration in Section 3, was a challenge for some candidates but the overall standard was satisfactory and sometimes very accurate and fluent.

Centre Administration

The quality of administration varied significantly from centre to centre. The following are good practices and part of the centres' responsibilities;

Candidate response form record sheets

- include a record sheet on the response forms for each candidate.
- candidates record their centre name, centre number and/or candidate number on the record sheet.
- candidates provide a brief description of the task and their own role on the record sheet.
- candidates and/or teachers sign the record sheet.

OPTEMS

- Marks on the record sheet of individual candidate response forms are the same as the marks recorded on the OPTEMS.
- Marks on the OPTEMS were readable.
- 'X', was shown on the OPTEMS for candidates who were absent or withdrawn, having submitted no work. '0' should only be used for candidates who have submitted work that is judged to have no merit whatsoever by centres.

Sample

- The centre sends replacement work for candidates in the sample who were absent/withdrawn.
- The centre includes the work of the highest and lowest scoring candidate as part of the sample.

Choice of tasks

- The controlled assessment task chosen for Unit 4 must not be from the same range and content area as the task chosen for the Unit 2 controlled assessment.
- With that proviso, the task can be chosen from any of the 9 range and content areas that make up the specification.
- The task must be clearly identifiable as a *citizenship* task. This was not always the case and the candidates concerned found some parts of the response form very difficult to complete because there simply wasn't enough citizenship in the task they had chosen.
- The task must be clearly recognisable as a 'campaign'. This did not always happen, particularly if fundraising was involved. Fundraising in itself is no longer recognised as a task unless it is related explicitly to a campaign – which some candidates managed to do very effectively.
- If in doubt about whether a task will be appropriate, centres are advised to use Edexcel's 'Ask the Expert' service on the website for advice and guidance.

Many different campaign issues were used, taking full advantage of the flexibility offered in the controlled assessment units. Commonly used campaign tasks in summer 2011 were: road safety; lowering the voting age to 16; environmental issues such as improving recycling, greater sustainability and better recycling facilities; fair trade; raising awareness about youth crime; university tuition fees; abolition of EMA; child labour; child soldiers; child trafficking; protecting rights of particular groups; promoting greater ethnic diversity.

Assessment Objectives being tested in the different sections of the response form

AO1: Recall, selection and communication of knowledge and understanding of citizenship concepts, issues and technology.

AO2: Application of skills, knowledge and understanding when planning, taking and evaluating citizenship actions in a variety of contexts.

AO3: Analysis and evaluation of issues and evidence including different viewpoints to construct reasoned arguments and drawing of conclusions.

Evidence

Providing evidence (there is no maximum or minimum) was rarely a problem for the overwhelming majority of candidates but:

- Evidence needed to be used far more selectively. Often there was far too much to be effective. Moderators do not need to see every questionnaire returned, nor is there much to be gained by including page after page of downloads.
- The best place for evidence was at the end of each section, with the main focus on Section 2 of the response form.

- It is acceptable to place all evidence in an appendix at the end but these need to be clearly labelled and cross-referenced to the section concerned.

Use of student response sheets

- Use of the response sheets is compulsory but students should feel free to use additional pages if they run out of space in a particular section. Additional sheets should always be clearly labelled. This was not always done.
- The 'writing up' of the response sheets can be done using handwriting or word processing.
- Timing may have been an issue for some students. Although three hours of 'write up time' is allowed, the final section in some cases tended to be quite brief.
- Annotation of the response sheets by centre staff, though not compulsory, was often quite detailed, making it clear to the external moderator why particular marks were awarded.

Section 1: Development of a campaign strategy (AO2 10 marks; AO3 5 marks)

In 1(a), the best responses described how, or explained why, a particular campaign issue was chosen. They then identified some clear objectives and went on to show how these objectives would address citizenship issues. Those students who chose issues more closely related to PSHE found this more difficult.

Most candidates found 1(b) relatively straightforward, often making clear connections between the campaign methods they had chosen and ways in which the methods would help to achieve outcomes. (It is quite acceptable to say why a particular method did not do this if this was the outcome.)

Most candidates met the requirements of 1(c) and included 'a brief plan of campaign'. Sometimes the plans were just too brief to be meaningful. Sometimes the plans were rather too detailed. Diagrammatic plans were often the simplest and most effective way of conveying the information required.

Section 2: Participate in the campaign (AO2 20 marks)

In 2(a), the right choice of campaign task was crucial and, as in Section 1, those who had chosen more PSHE-related themes found it difficult to relate them to ways in which citizenship issues were addressed. Others did not describe their participation in a campaign in sufficient detail.

In 2(b) the highest marks went to those who did exactly as the framework suggested. They included appropriate evidence which showed how objectives might have been met; how there was

communication with others – including influencing ‘those in a position of power’; the views of others on the campaign and strategy. Evidence was used selectively and the significance of the evidence was explained to the moderator. This is very much the route to take for success in 2(b).

Weaker pieces of work had lots of evidence but it was usually included in a sometimes bulky appendix, mostly without explanation, and not always clearly labelled. It was then left to the moderator to interpret and in some cases, to sort it into some sort of coherent order. It must be emphasised that this is the responsibility of the candidate and not the moderator.

Section 3: Evaluation of the outcome of campaign actions (AO1 5 marks; AO3 10 marks) + Quality of Written Communication

In 3(a) lower scoring answers described campaign outcomes or tried to evaluate the role of individuals. Higher scoring answers made sure that they focused on explaining why things had gone to plan – or not.

Section 3(b) took candidates back to the beginning of their work. Those who had not set very clear objectives found that they could only write in general terms. Those who had established clear objectives were able to write, sometimes in detail, about whether or not objectives were met.

In 3(c), it was encouraging to read that most candidates did feel that their campaign had made a positive impact, even if this was – inevitably in most cases – rather small scale. Candidates, themselves, also wrote very positively about their own feelings at the end of the campaign.

Applying the assessment criteria

The accuracy of the application of the assessment criteria varied considerably. Most centres were reasonably accurate and this was reassuring especially when it was a new qualification. A few were too severe on their candidates and rather more were sometimes insufficiently accurate and consistent.

If more than one teacher is involved, it is very important that centres show that a robust system of internal standardisation has been used. This was not always the case and, if even only one teacher in several is not marking to a common standard, the centre has not met the internal standardisation requirement.

Usually, the best way to achieve accuracy is to read the assessment criteria in conjunction with the requirements of the response sheet and then to find a level where the descriptors best fit the work of the candidate. A mark within the level can then be determined.

Exemplars of Unit 4 work, with moderator commentaries, are available for Edexcel centres on the Citizenship web pages. Training and support courses will also take place for the different units in the autumn and Spring Terms of 2011-2012 and details of these can also be found on the Edexcel web pages.

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