

**Edexcel GCSE**

# **Citizenship Studies**

**Controlled Assessment**

**Teacher Support Book 2012**



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Unit 5CS02: Citizenship Studies

# Welcome to the GCSE Citizenship Studies 2012 Controlled Assessment Teacher Support Book

This CA Teacher Support Book has been designed to provide you with the answers to key questions that you may have during the teaching and assessment of Controlled Assessment (Unit 2) for GCSE Citizenship Studies.

The book is divided into five sections. It contains content which is applicable to all options and some content which is specific to your chosen option. Inside you will find some fantastic content, including:

- Exemplar tasks.
- Information on supporting your candidates.
- Candidate handouts.

It also contains learning support materials for candidates. These are also provided in Word versions so that you can amend and adapt them to suit your teaching purposes.

## **Expert advice from the people who know**

We hope you find this document useful and look forward to working with you on our new GCSE specifications. We are on hand to answer your questions so please feel free to get in touch.



Jenny Wales Chair  
of Examiners,  
GCSE Citizenship  
Studies

To speak to our Citizenship Studies subject team, please call 0844 576 0027 or email: [TeachingCitizenship@pearson.com](mailto:TeachingCitizenship@pearson.com)

**We look forward to working with you.**

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# Unit 5CS02: Participation in Society

## What's new?

The main changes in moving to controlled assessment in 2009 were:

- The action that candidates undertake for their controlled assessment needs to link explicitly to a citizenship issue.
- Candidates need to complete the writing up of the controlled assessment in controlled conditions, which means that additional care needs to be taken in writing up the assessment.

However, there are several features of the controlled assessment that will be familiar:

- There is still a response form (now called a **task response form**) which candidates complete.
- The response forms for the controlled assessment are still structured as in the previous specification but with different wording.
- Supporting evidence still has to be collected.
- Candidates still need to engage in a citizenship action.
- The task response form is valid for 2 years and then reviewed. Centres are responsible for ensuring that candidates use the correct form and that it is valid for the year they entered.

## What will candidates actually do?

Candidates will have to choose an issue related to one or more of the nine range and content areas in the specification to enable them carry out an activity that is interesting and relevant to them. Candidates will then have to complete all four sections of the controlled assessment response form under supervised conditions. This write-up should not take more than 3 hours and this time can be split into separate sessions.

## What are the nine range and content areas?

- 1 Political, legal and human rights and freedoms in a range of contexts from local to global.
- 2 Civil and criminal law and the justice system – police, youth offending teams, courts, lawyers, prisons and probation.
- 3 Democratic and electoral processes and the operation of parliamentary democracy.
- 4 The development, and struggle for, different types of freedoms both in the UK and abroad.
- 5 The media.
- 6 Policies and practices for sustainable development.
- 7 The economy in relation to citizenship and the relationship between employers and employees.
- 8 Origins and implications of diversity and the changing nature of society in the UK.
- 9 The European Union, the Commonwealth and the UN.

For further details of the nine range and content areas please see the GCSE Citizenship Studies specification.

# Overview of assessment

- Controlled assessment for Unit 2 is weighted at 60% for the Short Course and 40% for the Full Course.
- It will be marked out of 50.
- It can only be submitted in the summer series but can be sat in centres at any time
- Centres must ensure that the task response form is valid for the year the work will be submitted.
- Candidates are assessed through a single internally-assessed, externally moderated controlled assessment consisting of one task, split into four parts.

### Preparation

Centres must support candidates in choosing their task and with the action or activity they plan to undertake to complete the task.

Candidates should follow this simple five-stage process when choosing and planning their task:

- (i) choose who they want to work with or whether they would prefer to work alone;
- (ii) choose one issue with an explicit link to citizenship;
- (iii) choose one action;
- (iv) make the activity work in their chosen context;
- (v) as they complete the action, check that they are able to respond to all the section in the controlled assessment response form.

### Write-up

Candidates will have 3 hours to write the assignment under controlled conditions.

Write-up – the task does not have to be done in silence but must be supervised at all times. The write-up may happen over more than one lesson but work must be kept securely at all times.

## Section 2: Assessment information

### **Section 1: Enquiry into Citizenship issue**

AO1/AO2 (recall, select and communicate their knowledge and understanding of citizenship issues and terminology/apply skills, knowledge and understanding when planning, taking and evaluating citizenship actions in a variety of contexts).

Suggested time to complete this write-up: 35 minutes

10 marks

Help must be given to candidates in choosing their tasks and deciding the action or activity they plan to do. Candidates are expected to support their responses to this section of the task with research evidence in the form of documents, websites, recorded interviews and newspaper clippings or similar supporting items.

### **Section 2: Application of skills of advocacy and representation**

AO1/AO3 (recall, select and communicate their knowledge and understanding of citizenship issues and terminology/analyse and evaluate issues and evidence including different viewpoints to construct reasoned arguments and reach conclusions).

Suggested time to complete this write-up: 55 minutes

15 marks

Candidates are expected to demonstrate that they have communicated with two people in positions of power and influence who have an impact on their chosen issue. This could be local councillors, school governors, teachers or business people. The evidence required for this section could include a witness statement or recording of the communication.

### **Section 3: Participation in action to address the citizenship issue**

AO2/AO3 (apply skills, knowledge and understanding when planning, taking and evaluating citizenship actions in a variety of contexts/analyse and evaluate issues and evidence including different viewpoints to construct reasoned arguments and reach conclusions).

Suggested time to complete this write-up: 55 minutes

15 marks

Candidates are expected to participate in action through which they can contribute to bringing about a change or resisting an unwanted change. Centres must ensure that the chosen activities or actions comply with health and safety policies.

Candidates will need to support their responses with evidence to demonstrate their skills in participation.

## Section 2: Assessment information

### **Section 4: Evaluate impact of own action**

AO2/AO3 (apply skills, knowledge and understanding when planning, taking and evaluating citizenship actions in a variety of contexts/analyse and evaluate issues and evidence including different viewpoints to construct reasoned arguments and reach conclusions).

Suggested time to complete this write-up: 35 minutes

10 marks

Candidates are expected to assess the impact of their actions on their community and more widely. They need to reflect on their progress and evaluate what they have learnt and how this has affected their viewpoint on their chosen issue.



# FAQs: Preparing to teach controlled assessment

Before you can plan your teaching, you will need to have an idea of how the controlled assessment is to be assessed and what candidates have to do. Here are some important answers to frequently asked questions about controlled assessment.

### How is the controlled assessment for Unit 2 different to the coursework we used to do before 2009?

“

The regulator asked all the GCSE awarding bodies to be more structured in how coursework is chosen and run. What they wanted was for us to fully integrate the relevant sections from the Key Stage 4 Programme of Study that relate to Citizenship Studies. Candidates will still complete a citizenship activity and they will still complete a response form; the form has been restructured and is now called the task response form. Coursework is now called controlled assessment.

”

### When can I offer the controlled assessment unit?

“

You can choose when candidates write up the controlled assessment and when they collate and attach evidence. There are 3 hours available for this and we recommend that you split this time so that candidates can complete different sections as and when appropriate during their course of study. The exemplar tasks on page 21 give suggested timings. You need to be sure that any evidence and the incomplete task response form are retained securely at the centre between sessions. Candidates can have access to their evidence but it must not be taken home. Candidates cannot have access to their task response form.

”

### What happens with resits?

“

Candidates are permitted to resit the controlled assessment task on the same issue that was chosen previously. However they must complete the controlled assessment response form from scratch under controlled conditions.

”

## Section 2: Assessment information

### Do we have to use one of the six exemplar controlled assessment tasks?

“

No. We encourage candidates to undertake a task which is relevant to them and has meaning. This means that candidates can undertake any task that meets the unit requirements. We have developed the six exemplar tasks (page 21) within this guidance as examples which you can use and adapt. You do not need to change the task you offer each year so you can continue to use the tasks in this guidance throughout the duration of the specification, provided they are relevant and meaningful for candidates. Candidates do not have to do the same tasks.

”

### How do I choose what to do for Unit 2 controlled assessment?

“

Unit 2 is designed to allow candidates the freedom to carry out an activity that is interesting and relevant to them. Candidates should follow a **five-stage process** when choosing and planning their task. You need to be sure that candidates follow these five stages:

- (i) Choose who you want to work with or whether you would prefer to work alone.
- (ii) Choose one issue explicitly linked to citizenship.
- (iii) Choose one action.
- (iv) Make the activity work in your context.
- (v) As you complete the action, check that you are able to respond to all the questions.

”

### What are notes?

“

- Notes are pieces of evidence relevant to candidate enquiry or representations.
- Notes are *not* continuous sentences or paragraphs.
- They can be bullet points, numbered points, short quotations or simple diagrams.
- They can be lists of key dates, names, events, causes or consequences.
- A candidate handout is available at Appendix B.

”

## Section 2: Assessment information

**Can I check if a controlled assessment idea meets the unit requirements?**

“

Yes – just email [teachingcitizenship@pearson.com](mailto:teachingcitizenship@pearson.com)

”

**Can candidates use work experience as their Unit 2 activity?**

“

No. Work experience is not part of any of the nine 'range and content' areas that make up the new specification and must not be used for the Unit 2 activity.

”

**What if there is no curriculum time for candidates to all do something different?**

“

We understand the pressures on time for teaching citizenship. Therefore we have produced six exemplar tasks (pages 23–24) for guidance for centres. These exemplar tasks are suitable for groups. You don't have to use them – we encourage candidates to develop tasks that are relevant to them. You can adapt and abridge these examples to meet your needs as long as you meet the requirements of the unit.

”

**Who are 'people in positions of power and authority'?**

“

This will depend on the issue chosen for controlled assessment but could include people in school such as a teacher, school governors, someone representing a business, a local charity or a local government department with an interest in a particular issue. People with knowledge of the issue and/or influence on the issue in some capacity could be considered to be in 'positions of power and authority'.

”

# Supporting your candidates

### Will there be a response form?

“

Yes. This is the form in the Sample Assessment Materials. We've called this the **task response form** but you will recognise the layout from the previous specification. **Use of this form is compulsory.** The form will be made available on the Edexcel website in Word format so that candidates can complete the fields easily. Please note that the wording must not be changed.

”

### How do I record skills performance?

“

Some of the questions in the task require candidates to show evidence of specific skills (see Appendix A, page 38) such as negotiation and advocacy. We have provided a Witness Testimony Form (Appendix C, page 40) on which candidates can briefly describe the skills used and whether the candidate has achieved the requirements of the assessment criteria. Candidates will not need to describe the skills they have demonstrated as the completed Witness Testimony Form will provide enough evidence. Use of the Witness Testimony Form is not a requirement but centres should feel free to use it if they wish.

”

### How much support can teachers give candidates?

“

Teachers can help candidates prepare by:

- making sure that they understand the issue, and know what citizenship skills are
- teaching them about the issue if necessary
- giving them support with learning relevant skills
- helping them find relevant information for the enquiry aspect
- supporting them in organising communication and action
- helping them select and collate evidence
- giving advice on specific issues such as the use of questionnaires.

”

## Section 2: Assessment information

### How do candidates produce individual evidence if they are in a large group?

“

When responding to different sections of the task (and participating Section 2 of the response form), candidates need to produce evidence of other research and action. This could be in the form of a well-structured question or statement and an acknowledged response. If communication is conducted in a meeting or forum it could be structured so that each candidate can ask a question or make a statement.

If candidates are working in a larger group they can choose and prepare a delegate to ask questions, present a position and acknowledge responses on their behalf. The delegate must ask questions prepared by the group of candidates (which will include the delegate). This will require a meeting during which candidates agree the questions that they want to ask the people in positions of power, and their own position on the issue. All candidates must be able to **show their own involvement in the process** to prepare the delegate.

Communication does not need to be verbal and could be in the form of a letter or email. However, in order to provide evidence of influencing and persuading, candidates will need to follow up written question responses.

When responding to Section 3 of the task, candidates need to produce evidence of their contribution to the action. The nature of the evidence will depend on the chosen task. Evidence from group activities is acceptable, **provided it is clear that the candidate has participated.**

”

### In Section 4, how can a local issue contribute nationally?

“

Candidates should be aware that an issue and action, however localised, will always have an impact on the national perspective. This impact may be contributory, in the sense of local application of national policy, or it may further a national campaign strategy on a local level. Candidates should make links between their action and the national perspective.

”

# Administering the controlled assessment

### How do I conduct the controlled assessment?

“

- Arrangements will be decided by individual centres.
- Controlled assessment can take place in normal lesson time, supervised by teachers.
- When there is more than one teaching group, groups can complete the controlled assessment at different times, and indeed, stages in the course.
- Candidates can have notes in bullet-points during the write-up sessions.
- All notes must be handwritten. They must not be word processed (except candidates for whom special consideration applies).
- Notes must be those made by individual candidates, not those of the teacher.
- Teachers must check that the materials contain only notes and not a draft answer before they are taken into the controlled environment. These notes should be retained with the candidates' responses in a secure place between controlled assessment sessions.
- Candidates who are absent may complete the task another time. There are no restrictions on communication between candidates who have and who haven't completed the assessment, as there would be in a live examination.
- Work is assessed internally by each centre and moderated by Edexcel moderators.
- If more than one teacher is involved in the final assessment, centres are responsible for ensuring that internal standardisation of teachers involved in assessment takes place.

”

### What options do I have when organising the controlled assessment time?

“

Candidates have 3 hours in total to complete their controlled assessment. This can be split so that candidates can complete sections at the most appropriate time during their course of study.

”

## Section 2: Assessment information

### What can candidates take in to the write-up session?

“

Candidates can bring in notes and evidence. There is no restriction on the amount of notes or evidence that they bring to the controlled assessment. However, they cannot bring in a prepared draft of responses. Therefore, any notes and evidence that candidates bring to the write-up sessions must be properly checked.

”

### Is there a word limit?

“

There is no word limit restriction. Candidates will not be marked on the amount they write. In sections where candidates need to provide evidence of their skills, this can be shown using the Witness Testimony Form (Appendix C) and videotaped or audio recorded evidence.

”

### How is the work of candidates assessed?

“

All work is marked out of 50 by centre staff using the published assessment criteria. A sample of work is then sent to an external moderator.

”

### Will I get a report on the work of my centre?

“

Yes. All centres receive a report from the external moderators covering the work of candidates, centre administration and internal assessment. This is available on Edexcel Online.

”

## Section 2: Assessment information

### Can candidates do the task on their computer? If so, how can security of unfinished work be guaranteed?

“

Yes, the assignment write-up can be word processed, provided the computer is checked prior to use for any saved information and provided it does not connect to the internet or intranet. Spellcheck may be used by candidates. The controlled assessment response forms must be printed out for marking and standardisation and should be the most recent version available.

Centres need to save the work on a portable medium if candidates are writing up in several sessions. This should then be kept securely between sessions. The task response form will be made available as a word document for electronic use. Spellcheck may be used by candidates. If the task is to be word processed teachers should ensure that candidates use a clear and legible font, font size and page layout e.g. Times New Roman, font size 12, 1½ line spacing and margins to allow for teacher comments.

”

### How much evidence is required and what sort of evidence is recommended?

“

There is no minimum or maximum but it is recommended that at least five pieces of evidence are needed:

- evidence of the issue
- evidence of communication with people in positions of power
- evidence of the skills used.

Evidence of the issue will typically show links with citizenship issues from Unit 1. Evidence of communication with people in positions of power and of skills use in the action could take the form of witness testimony (Appendix C) and be supplemented with other forms of evidence. Evidence may also be scanned for electronic submission.

Five pieces of evidence should be sufficient, as long as they meet the requirements of the task as stated in the assessment criteria.

”

### What about candidates who qualify for extra time in examinations?

“

By arrangement with Edexcel some candidates qualify for extra time in examinations due to special circumstances – in such cases the extra time can also be applied to the write-up time for controlled assessment.

”



## Section 2: Assessment information

So, in summary...what are the main controls?

“

The controlled assessment accounts for 60% of the final mark and this represents a significant component of the specification. It is imperative that candidates are given guidance and monitored during different stages of the course on the following:

- choosing an appropriate controlled assessment task
- planning time and resources to research on the task
- understanding how the task and associated action is related to the GCSE Citizenship course
- understanding and applying what is meant by advocacy and representation skills and addressing citizenship issues in action
- using different methods of finding out information
- learning how to develop arguments and anticipate counter-arguments
- determining what is appropriate supporting evidence and how it can be recorded and presented for assessment
- knowing how to demonstrate an individual's contribution when working in a group
- showing awareness of how to reflect on actions, together with essential skills of evaluation.

”

# Submitting the controlled assessment

### When does controlled assessment need to be submitted?

“

Controlled assessment can only be submitted in the summer series (May deadline). However, you can offer the unit earlier in the year, retain the controlled assessment securely, and submit it in the summer series, for example you could teach the controlled assessment in the Autumn term, candidates could write the response in January, you could retain the responses securely and submit these in the summer.

”

### How do I ensure that I meet the terminal assessment rule?

“

You need to ensure that candidates are assessed for 40% of their GCSE in the terminal (last) examination series. This means that two units in the GCSE should be taken/submitted in the final summer series. Controlled assessment written earlier in the year can be submitted as terminal assessment. Candidates will also be required to take another examined unit in the final summer series.

”

# Supporting your delivery of controlled assessment

The following resources are designed to support your delivery of the controlled assessment. The Scheme of work is our suggestion for how you might structure the teaching, based on the example task further on in this document. It is not mandatory and you may adjust your programme of learning each year to reflect the focus of the chosen enquiry.

### Unit 2 Scheme of Work

It is important to remember that the Unit 2 controlled assessment (Participation in Society) is worth 60% of the final mark. It is a significant piece of work and it requires a range of skills which need to be taught. How much teaching time is available may depend on whether a Short GCSE Course or a Full Course is offered:

(a) More time will obviously be available if the Short Course GCSE is chosen and taught over a 2-year period. However, some centres may wish to teach the Short Course in a single academic year.

(b) If the Full Course is on offer, it might be that Year 10 is used for the teaching of Units 1 and 2 with Units 3 and 4 in Year 11.

Ultimately, schools must decide how much time they can allocate to familiarising candidates with the requirements of Unit 2 and helping to equip them with the essential skills required.

Irrespective of the amount of time involved, centres will need to cover the following points:

- Making the right choice of an issue from the nine range and content areas and within any parameters that individual centres might impose.
- Emphasising the need to show how the choice is related to at least one of **the three themes of Unit 1**:
  - (a) rights and responsibilities;
  - (b) power, politics and the media;
  - (c) the global community.
- The structure of the **task response sheet** and the nature of the **four assessment sections** across the total of 50 marks available.
- The benefits and disadvantages of working as an individual or as part of a group.
- Essential **research and enquiry skills** – where to search for evidence and the testing of reliability.
- How to recognise **bias** and to differentiate between **fact** and **opinion**.
- How to provide a **context** (local, national, international) and to make the context work for the issue chosen.
- Interacting with people who might be in a position of power and/or influence.
- What is meant by **advocacy and representation** – putting a point of view and explaining it, developing an argument and listening to other points of view and arguments.
- Reasons why people hold different viewpoints.
- How to reflect on and **evaluate** the impact of actions.
- What is meant by 'supporting evidence', different forms of evidence, how the evidence can be used to illustrate and support arguments and how much is required.
- Timescale available and how controlled assessment conditions will operate in the centre concerned.
- How the work of candidates will be assessed (understanding of the assessment criteria).

# Exemplar controlled assessment tasks for Unit 2

- Candidates need to choose an issue relating to a range and content area in the specification and then need to choose an appropriate action from the specification.
- Candidates need to think about how they can carry out their action in their local area.
- Finally, they need to check that they can answer all the questions in the task.

The nine range and content areas are listed below. The six examples of tasks that you can use for Unit 2, all of which are drawn from the range and content areas, are on the next page. These tasks are explained further on in the pages that follow. You are free to use and adapt them with your candidates or devise your own. There are many different issues and actions that can be undertaken.

### Summary of the nine range and content areas

1. Political, legal and human rights and freedoms in a range of contexts from local to global.
2. Civil and criminal law and the justice system – police, youth offending teams, courts, lawyers, prisons and probation.
3. Democratic and electoral processes and the operation of parliamentary democracy.
4. The development, and struggle for, different types of freedoms both in the UK and abroad.
5. The media.
6. Policies and practices for sustainable development.
7. The economy in relation to citizenship and the relationship between employers and employees.
8. Origins and implications of diversity and the changing nature of society in the UK.
9. The European Union, the Commonwealth and the UN.

Note: Candidates choosing range and content area 5, the media, must ensure that there is an explicit link to a citizenship theme.

## Section 3: Exemplar scheme of work

Exemplar task title	Range and content area from the specification	Issue	Action (from the specification)	Context
A – Debating an issue before fundraising	1 Political, legal and human rights and freedoms in a range of contexts from local to global.	The right of children not to be involved in conflict	Organising an event to raise awareness and debate issues.	You could organise a fundraising event to raise awareness. A representative from a charity could provide a question and answer session. After the fundraising you could organise a meeting to discuss the issue and how views have changed.
B – Religious beliefs display	8 Origins and implications of diversity and the changing nature of society in the UK.	How can we ensure that people understand each other's religious beliefs?	Lobbying and communicating views publicly via a website or display.	You communicate with local community figures and develop a display for school or a community centre that represents diverse beliefs. You survey onlookers to ascertain impact.
C – Recycling petition	6 Policies and practices for sustainable development.	Is recycling worthwhile?	Contributing to local community policies.	You could attend a local council meeting, make your views heard, and respond in a consultation process.
D – Elections to a school council	3 Democratic and electoral processes and the operation of parliamentary democracy.	How can candidate views be represented at school? (Elections to a school council.)	Conducting a consultation, vote or election.	You might stage an election in your college, organising hustings and a vote.

## Section 3: Exemplar scheme of work

E – Representing the views of others	5 The media.	Does the local media represent the views of older people?	Representing the views of others at a meeting or event.	You communicate with older people at a local centre to ascertain their views about local issues. You represent their views to the local media, through a petition or submitted article, to ensure that their voice is heard.
F – Interacting with your twinned/linked school	4 The development, and struggle for, different types of freedoms both in the UK and abroad.	The diversity of a school community in one locality compared with another.	Representing the views of others at a meeting or event.	You find out about views on identity from fellow candidates, and write to candidates in your linked school. You then present these views to another class, parents or another school.

## Section 3: Exemplar scheme of work

### Exemplar task A – Debating an issue before fundraising

We know that many centres have been used to running fundraising events for their Citizenship Studies coursework. This exemplar task is suitable if you want to continue doing something similar. **Note that fundraising in itself is unlikely to link to a citizenship theme and is not considered to be a suitable citizenship action. Therefore we propose that candidates convene a debate on their issue before undertaking any fundraising activity.** Candidates will need to assess the impact of the debate and, if fundraising is used, it is part of a wider and explicit citizenship issue.

This exemplar task has four sections which reflect the four sections of the **task response form**. Preparation for Sections 2 and 3 is combined in this proposal.

Assessment criteria	What evidence?	The controlled assessment
<p><b>1 Enquiry into the citizenship issue</b></p> <ul style="list-style-type: none"><li>• Candidates and teacher discuss the issue: ‘the right of children not to be involved in conflict’ (range and content area 1).</li><li>• Candidates work as a group and undertake research into their issue using the internet with supervision (e.g. Coalition to Stop the Use of Child Soldiers).</li><li>• Candidates think about what their own view on the issue is.</li><li>• Candidates write up their response to Section 1.</li></ul>	<p>Candidates download web pages as evidence of their issue and explain why it is important.</p>	<p>Candidates complete questions under Section 1 for controlled assessment.</p> <p>Suggested time 35 minutes.</p>

## Section 3: Exemplar scheme of work

<p><b>2 Application of skills of advocacy and negotiation; and</b> <b>3 Participation in action to address the citizenship issue</b></p> <ul style="list-style-type: none"> <li>• Candidates, in groups, decide on a debate meeting.</li> <li>• Candidates make notes on how they decided on the focus and format of the debate.</li> <li>• Candidates prepare questions to ask, for example, a representative from the charity associated with their issue, and a local person in a position of power with an interest in the issue. Candidates can also prepare a delegate to ask questions and present a point of view but they must contribute to the preparation process.</li> <li>• Candidates run a debate with, for example, a representative from the charity associated with their issue, and a local person in a position of power with an interest in the issue.</li> <li>• Candidates survey attendees of the discussion to ascertain the impact of their action in terms of raising awareness and to discuss the issue with attendees. All candidates should participate in this action.</li> <li>• Candidates undertake their fundraising event.</li> <li>• Candidates survey those involved in the fundraising to ascertain the impact of fundraising on their views of the citizenship issue.</li> <li>• Candidates write up their response to Sections 2 and 3 in the task. In Section 3 they must refer to their participation in the debate meeting and how they negotiated and decided on this action.</li> </ul>	<p>Candidates should generate evidence of their participation and contribution to the debate meeting. This should be in the form of witness testimony.</p>	<p>Candidates attach their Witness Testimony Form which should give details of their interaction for 2a and complete questions 2b and 3a. Response to 3b should include evidence of deciding on action, the participation in the meeting (or preparation of the delegate, and their surveying and discussion with attendees).</p> <p>Suggested time 90 minutes or two sessions of 55 minutes.</p>
<p><b>4 Evaluate impact of own action</b></p> <ul style="list-style-type: none"> <li>• Candidates make notes on the impact of the debate on their issue, locally and nationally. They should be conscious that an action which is local in context can contribute to the national context. Candidates write notes on their own view and how it has changed from the start.</li> <li>• Candidates complete Section 4 of the task.</li> </ul>	<p>Candidates write responses to the task questions – no additional evidence needed.</p>	<p>Candidates write responses to Section 4 and check all their previous responses.</p> <p>Suggested time 35 minutes</p>



## Section 3: Exemplar scheme of work

### Exemplar task B – Religious beliefs display

This exemplar task will help if you are teaching GCSE Short Course Citizenship Studies with GCSE Short Course Religious Studies. It should enable you to cover some common areas of content whilst candidates develop their citizenship skills.

This exemplar task has four sections which reflect the four sections of the **task response form**.

Assessment criteria	What evidence?	The controlled assessment
<p><b>1 Enquiry into the citizenship issue</b></p> <ul style="list-style-type: none"> <li>• Candidates and teacher discuss the issue: ‘How can we ensure that people understand each other’s religious beliefs?’ (range and content area 8).</li> <li>• Candidates work as a group and undertake research into religious diversity in their school or community. They could use the internet.</li> <li>• Candidates think about what their own view on the issue is.</li> <li>• Candidates write up the response to Section 1 in the task.</li> </ul>	<p>Candidates download web pages as evidence of their issue and explain why it is important.</p>	<p>Candidates complete questions under Section 1 for controlled assessment.</p> <p>Suggested time 35 minutes.</p>
<p><b>2 Application of skills of advocacy and negotiation</b></p> <ul style="list-style-type: none"> <li>• Candidates, in groups, decide on the focus and themes of their display.</li> <li>• Candidates run a debate with a representative from school and a local person in a position of power with an interest in the issue or an interest in a forthcoming display, i.e. a community centre worker.</li> <li>• Candidates ask questions about the issue, and the impact the display could have, ensuring that each candidate can ask a question and also explain their own view. Candidates can prepare a delegate to ask questions and present a point of view but they must contribute to the preparation process.</li> <li>• Candidates write up their response to Section 2 in the task.</li> </ul>	<p>Candidate evidence will be in the form of Witness Testimony from the meeting.</p>	<p>Candidates attach their Witness Testimony Form, which should give details of their interaction for 2a, and complete question 2b.</p> <p>Suggested time 55 minutes.</p>

## Section 3: Exemplar scheme of work

<p><b>3 Participation in action to address the citizenship issue</b></p> <ul style="list-style-type: none"> <li>• Based on their findings from researching the local community/school and the meeting described above, candidates develop a pictorial display to promote religious tolerance. Candidates should all undertake an aspect of the display.</li> <li>• Candidates exhibit the display.</li> <li>• Candidates briefly survey onlookers or fellow candidates on the effectiveness of the display.</li> <li>• Candidates write up their response to Section 3 of the task.</li> </ul>	<p>Candidates should generate evidence of their participation and contribution. This should be in the form of observation/photos of the display, a Witness Testimony Form showing the candidate's contribution and survey results.</p>	<p>Candidates answer question 3a and attach evidence for 3b. Suggested time 55 minutes.</p>
<p><b>4 Evaluate impact of own action</b></p> <ul style="list-style-type: none"> <li>• In class, candidates make notes on the impact of the display on their issue, locally and nationally. They should be conscious that an action which is local in context can contribute to the national context. Candidates make notes on their own view and how it has changed from the start.</li> <li>• Candidates complete Section 4 of the task.</li> </ul>	<p>Candidates write responses to the task questions – no additional evidence needed.</p>	<p>Candidates write responses to Section 4 and check all their previous responses. Suggested time 35 minutes.</p>

## Section 3: Exemplar scheme of work

### Exemplar task C – Recycling petition

This exemplar task has four sections which reflect the four sections of the **task response form**.

Assessment criteria	What evidence?	The controlled assessment
<p><b>1 Enquiry into the citizenship issue</b></p> <ul style="list-style-type: none"> <li>• Candidates and teacher discuss the issue 'Is recycling worthwhile?' (Range and content area 6).</li> <li>• Candidates work as a group and undertake research into recycling in their school and community, researching local council policies and national debates. They could use the internet with supervision.</li> <li>• Candidates think about what their own view on the issue is.</li> <li>• Candidates write up the response to Section 1 in the task.</li> </ul>	<p>Candidates download web pages as evidence of their issue and explain why it is important.</p>	<p>Candidates complete questions under Section 1 for controlled assessment. Suggested time 35 minutes.</p>
<p><b>2 Application of skills of advocacy and negotiation</b></p> <ul style="list-style-type: none"> <li>• Candidates in groups decide on a course of action related to the issue (they could set up a petition to improve recycling facilities – or alternatively petition against recycling if they think it's not worthwhile).</li> <li>• Candidates invite a council representative and a representative from an environmental charity (people in positions of power with an interest in the issue).</li> <li>• Candidates ask questions about the issue and the impact their action could have, ensuring that each candidate can ask a question and also explain their own view. Candidates can prepare a delegate to ask questions and present a point of view but they must contribute to the preparation process.</li> <li>• Candidates write up their response to Section 2 in the task.</li> </ul>	<p>Candidate evidence will be in the form of Witness Testimony from the meeting.</p>	<p>Candidates attach their Witness Testimony Form, which should give details of their interaction for 2a, and complete question 2b. Suggested time 55 minutes.</p>

## Section 3: Exemplar scheme of work

<p><b>3 Participation in action to address the citizenship issue</b></p> <ul style="list-style-type: none"> <li>• Based on their findings from researching the local community/school and the meeting above, candidates devise and use a petition related to the issue. Under supervision, candidates petition their school or a local shopping centre. All candidates should prepare to engage in discussion about the issue with respondees.</li> <li>• Candidates present the completed petition to the local council.</li> <li>• Candidates question the local council representative about the possible impact of the petition on the cause.</li> <li>• Candidates write up their response to Section 3 of the task.</li> </ul>	<p>Candidates should produce evidence of their participation and contribution to the action and the meeting. This should be in the form of observations/photos of the petitioning results.</p>	<p>Candidates answer question 3a and attach evidence for 3b. Suggested time 55 minutes.</p>
<p><b>4 Evaluate impact of own action</b></p> <ul style="list-style-type: none"> <li>• In class, candidates make notes on the impact of their action on their issue locally and nationally. They should be conscious that an action which is local in context can contribute to the national context. Candidates make notes on their own view and how it has changed from the start of the task.</li> <li>• Candidates complete Section 4 of the task.</li> </ul>	<p>Candidates write responses to the task questions – no additional evidence needed (though any evidence of how the community has reacted to the action, e.g. a local newspaper report, could be of benefit).</p>	<p>Candidates write responses to Section 4 and check all their previous responses. Suggested time 35 minutes.</p>

## Section 3: Exemplar scheme of work

### Exemplar task D – How can candidate views be represented at school? (Elections to a school council)

This exemplar task has four sections which reflect the four assessment criteria of the **task response form**.

Assessment criteria	What evidence?	The controlled assessment
<p><b>1 Enquiry into the citizenship issue</b></p> <ul style="list-style-type: none"> <li>• Candidates and teacher discuss the issue –‘How can candidate views be represented at school? Elections to a school council’ (Range and content area 3).</li> <li>• Candidates work as a group and undertake research into types of elections in their school, community and nationally, researching electoral processes and issues of democracy and representation. They should consider whether they feel they are properly represented and how a school council makes a difference. They could use the internet with supervision.</li> <li>• Candidates think about what their own views on the issues of democracy and representation are.</li> <li>• Candidates write up the response to Section 1 in the task.</li> </ul>	<p>Candidates download web pages as evidence of their issue and explain why it is important.</p>	<p>Candidates complete questions under Section 1 for controlled assessment. Suggested time 35 minutes.</p>
<p><b>2 Application of skills of advocacy and negotiation</b></p> <ul style="list-style-type: none"> <li>• Candidates plan an election, deciding how candidates will be chosen to stand, and how the to make sure the winner represents others.</li> <li>• Candidates invite a representative from, for example, the local council, and a school governor to discuss the issue, focusing on how elections enable people to be represented, and how the school works with a school council.</li> <li>• Candidates ask questions about democracy and representation, and the impact/importance of an election in school, ensuring that each candidate can ask a question and also explain their own view. Candidates can also prepare a delegate to ask questions and present a point of view but they must contribute to the preparation process.</li> <li>• Candidates write up their response to Section 2 in the task.</li> </ul>	<p>Candidate evidence will be in the form of witness testimony from the meeting.</p>	<p>Candidates attach their Witness Testimony Form which should give details of their interaction for 2a and complete question 2b. Suggested time 55 minutes.</p>

## Section 3: Exemplar scheme of work

<p><b>3 Participation in action to address the citizenship issue</b></p> <ul style="list-style-type: none"> <li>• Candidates run hustings and an election. Candidates who are not standing for election should be involved in canvassing for others and all candidates should generate witness evidence of themselves discussing the issue with their peers. This evidence could most easily be collected during hustings.</li> <li>• Candidates question their peers about how successful the election was, whether the right people were elected, and their views about how they will be represented by the elected representatives.</li> <li>• Candidates write up their response to Section 3 of the task.</li> </ul>	<p>Candidates should produce evidence of their participation and contribution to the election. This should be in the form of observations/photos.</p>	<p>Candidates answer question 3a and attach evidence for 3b. Suggested time 55 minutes.</p>
<p><b>4 Evaluate impact of own action</b></p> <ul style="list-style-type: none"> <li>• In class, candidates make notes on the impact of their action on their issue, locally and nationally. They should be conscious that an action which is local in context can contribute to the national context. Candidates make notes on their own view and how it has changed from the start of the task.</li> <li>• Candidates complete Section 4 of the task.</li> </ul>	<p>Candidates write responses to the task questions – no additional evidence needed.</p>	<p>Candidates write responses to Section 4 and check all their previous responses. Suggested time 35 minutes.</p>

## Section 3: Exemplar scheme of work

### Exemplar task E – Representing the views of others through the media

This exemplar task has four sections which reflect the four assessment criteria of the **task response form**.

Assessment criteria	What evidence?	The controlled assessment
<p><b>1 Enquiry into the citizenship issue</b></p> <ul style="list-style-type: none"> <li>• Candidates and teacher discuss the issue 'Does the local media represent the views of older people?' (Range and Content area 5).</li> <li>• Candidates work as a group and prepare a visit to a local residential home for the elderly, or a community centre. They prepare questions on local issues to canvass the opinions of people. They also ask questions about the local media. Do people think the media represents their views?</li> <li>• Candidates think about what their own view on the issue of representation in the media is.</li> <li>• Candidates write up the response to Section 1 in the task.</li> </ul>	<p>Candidates download web pages as evidence of their issue and explain why it is important.</p>	<p>Candidates complete questions under Section 1 for controlled assessment Suggested time 35 minutes.</p>
<p><b>2 Application of skills of advocacy and negotiation</b></p> <ul style="list-style-type: none"> <li>• Candidates invite a representative from the residential home or community centre and a local journalist to discuss the issue, focusing on issues of representation and the issues raised by those surveyed.</li> <li>• Candidates ask questions about the issue, ensuring that each candidate can ask a question and also explain their own view. Candidates can also prepare a delegate to ask questions and present a point of view but they must contribute to the preparation process.</li> <li>• Candidates write up their response to Section 2 in the task.</li> </ul>	<p>Candidate evidence will be in the form of observation report/witness testimony from the meeting.</p>	<p>Candidates attach their Witness Testimony Form which should give details of their interaction for 2a and complete question 2b. Suggested time 55 minutes.</p>

## Section 3: Exemplar scheme of work

<p><b>3 Participation in action to address the citizenship issue</b></p> <ul style="list-style-type: none"> <li>• Candidates write an article or run a petition to capture views on representation. They submit their findings to a local newspaper.</li> <li>• Candidates survey a local residential home for the elderly or a community centre to ascertain impact of their article/petition story if published. If the story was not published, candidates ask the newspaper for the reasons why.</li> <li>• Candidates write up their response to Section 3 of the task.</li> </ul>	<p>Candidates should produce evidence of their participation and contribution to the election. This should be in the form of observation reports.</p>	<p>Candidates answer question 3a and attach evidence for 3b. Suggested time 55 minutes.</p>
<p><b>4 Evaluate impact of own action</b></p> <ul style="list-style-type: none"> <li>• In class, candidates make notes on the impact of the action on their issue, locally and nationally. They should be conscious that an action which is local in context can contribute to the national context. Candidates write notes on their own view and how it has changed from the start.</li> <li>• Candidates complete Section 4 of the task.</li> </ul>	<p>Candidates write responses to the task questions – no additional evidence needed.</p>	<p>Candidates write responses to Section 4 and check all their previous responses. Suggested time 35 minutes.</p>



## Section 3: Exemplar scheme of work

### Exemplar task F – Interacting with your twinned/linked school

This controlled assessment has four sections which reflect the four assessment criteria of the **task response form**. It is designed for a school that is twinned with another school overseas, or linked to another school in a different region of the UK.

Assessment criteria	What evidence?	The controlled assessment
<p><b>1 Enquiry into the citizenship issue</b></p> <ul style="list-style-type: none"><li>• Candidates and teacher discuss the issue 'What identity means to candidates in different places' (Range and Content area 4).</li><li>• Candidates work as a group and undertake research into the concept of identity, starting by surveying their peers on key aspects of their identity. Candidates also undertake some research into the country or area of the UK where their twinned/linked school is and research similarities and differences. They could use the internet to research the area.</li><li>• Candidates think about their own views on identity and what it means to candidates across the world or, if there is a more local focus, in different areas of the UK.</li><li>• Candidates write up the response to Section 1 in the task.</li></ul>	<p>Candidates download web pages as evidence of their issue and explain why it is important.</p>	<p>Candidates complete questions under Section 1 for controlled assessment. Suggested time 35 minutes.</p>

## Section 3: Exemplar scheme of work

<p><b>2 Application of skills of advocacy and negotiation</b></p> <ul style="list-style-type: none"> <li>• Candidates correspond with the teacher at the twinned/linked school (who may want to establish a similar exercise) and a local educational representative who can comment on identity, focusing on the issue of identity in UK and/or abroad and the problems experienced by children growing up today. Candidates communicate with candidates in their twinned/linked school and exchange questions.</li> <li>• Candidates, in groups, ask questions about the issues, ensuring that each candidate can ask a question and also explain their own view. Candidates could prepare a delegate to ask questions and present a point of view, if they don't ask questions themselves, but they must contribute to the preparation process.</li> <li>• Candidates write up their response to Section 2 in the task.</li> </ul>	<p>Candidate evidence will be in the form of witness testimony from the meetings and correspondence.</p>	<p>Candidates attach their Witness Testimony Form which should give details of their interaction for 2a and complete question 2b.</p> <p>Suggested time 55 minutes.</p>
<p><b>3 Participation in action to address the citizenship issue</b></p> <ul style="list-style-type: none"> <li>• Candidates collate their evidence and prepare a presentation on their own views, and those of the candidates at their twinned school, for candidates at another class or school. Candidates then answer questions from the audience.</li> <li>• Candidates ask candidates from another class or school for feedback about their views on the issue of identity and how these have changed after the meeting.</li> <li>• Candidates write up their response to Section 3 of the task.</li> </ul>	<p>Candidates should produce evidence that they have presented their views to others. This should be in the form of witness testimony.</p>	<p>Candidates answer question 3a and attach evidence for 3b.</p> <p>Suggested time 55 minutes.</p>
<p><b>4 Evaluate impact of own action</b></p> <ul style="list-style-type: none"> <li>• In class, candidates make notes on the impact of their action on their issue, locally and nationally. They should be conscious that an action which is local in context can contribute to the national context. Candidates make notes on their own view and how it has changed from the start.</li> <li>• Candidates complete Section 4 of the task.</li> </ul>	<p>Candidates write responses to the task questions – no additional evidence needed.</p>	<p>Candidates write responses to Section 4 and check all their previous responses.</p> <p>Suggested time 35 minutes.</p>

# Appendix A: What are citizenship skills?

There are three main skills that make up Unit 2: enquiry; advocacy and representation; taking informed and responsible actions, and teachers are advised to refer to the appropriate section of the citizenship specification.

### 1 Enquiry

*Jargon buster: What does 'enquiry' mean?*

**'Enquiry' means to ask for information. This could include finding out about an issue from different sources and questioning and evaluating different viewpoints.**

#### EXAMPLE

Chloe watched the news and saw a report on the effects of war on children in Uganda, in particular child abduction. She decided to focus on this issue for Unit 2 and to complete an enquiry. After discussing the issue with her teacher, Chloe searched the internet and found some relevant articles on a national news website. The articles led to her discovering a specific charity that supported the rights of children in Uganda and which quoted the children's views.

Her enquiries led her to greater understanding of the problems including the realisation that different governments in the region held different views on how and when children should be returned to their families.

Chloe's enquiries also led to her being able to produce evidence from the news website and the charity – and to be able to evaluate different viewpoints from the charity, the children, and different governments in the area.

### 2 Advocacy and representation

*Jargon buster: What is advocacy and representation?*

**Advocacy and representation is about being able to explain viewpoints to others and present a view that might not be your own.**

#### EXAMPLE

Ahmed discovered that his local council did not recycle plastics and set about finding out what his neighbours thought. After some discussions he found out that roughly half of his neighbours were in favour of recycling plastics, but half thought that it was a bad idea. Of those who disagreed, some thought it caused more pollution than throwing the plastic away.

Ahmed did some research on the internet, with some other candidates who he was working with on his Unit 2 project, to find out about the different arguments. Together they presented all the arguments to their class, including the views they did not agree with.

### 3 Taking informed and responsible action

*Jargon buster: What is taking informed and responsible action?*

**Taking informed and responsible action involves researching, planning and initiating action to address a citizenship issue and includes negotiating and deciding on the action, assessing the action and reflecting critically on the action when complete.**

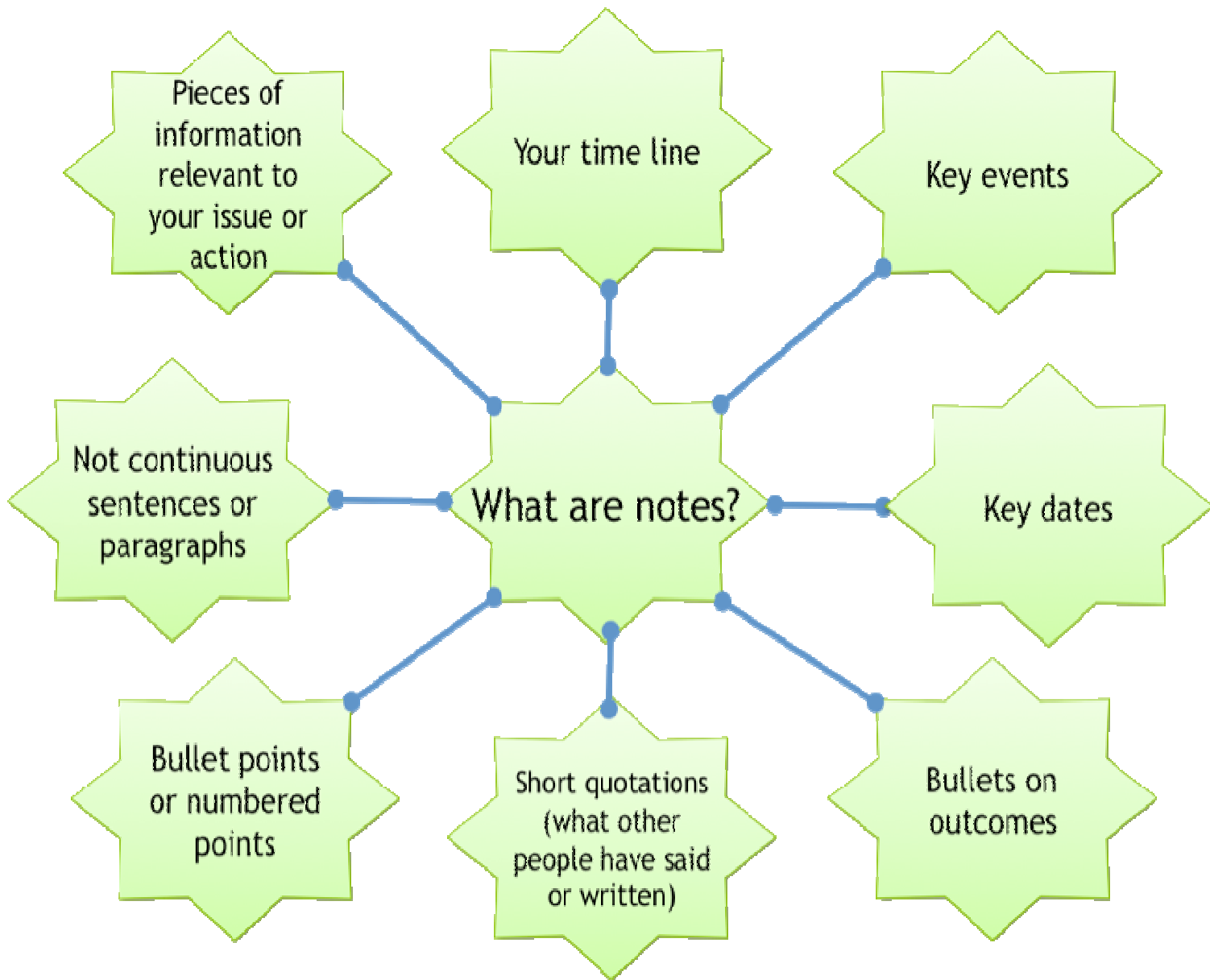
#### **EXAMPLE**

David wanted to help his local community centre promote diversity within his local community for his Unit 2 controlled assessment. He spoke to the community centre organiser and they agreed that it would be good if David could devise a display to promote diversity.

David's school helped him to set up a meeting with representatives from the different groups in his community. Following David's suggestion and some discussion, each group agreed to contribute to the display.

After the display had been displayed, David and his group devised and conducted a brief survey to find out what people thought about the display and whether people had a better understanding of different cultures as a result.

## Appendix B: What are notes?



# Appendix C: Witness Testimony Form

Candidate name:	Candidate number:
Centre name:	Centre number:

Unit title:

Controlled assessment task issue:

Controlled assessment activity description:

Skills	No skills	Some skills	Good skills	Excellent skills
Communicating				
Influencing				
Persuading				
Expression of own view				
Advocacy (expression of other views)				
Negotiating action (presenting and/or adapting own views)				
Contribution to action				

Please describe the skills used by the candidate in this activity:

Witness \_\_\_\_\_ Signature \_\_\_\_\_

Job role \_\_\_\_\_ Date: \_\_\_\_\_

Assessor comments:

Assessor: \_\_\_\_\_ Signature: \_\_\_\_\_

Date \_\_\_\_\_

# Appendix D: Supporting evidence required

The task response form is divided into four sections for the purposes of assessment. Use of the task response sheets is compulsory. Supporting evidence needs to be attached to **three** (of the four) sections:

### 1 Enquiry into the citizenship issue (10 marks)

(a) *Choose an issue and say why this issue is important locally and nationally.*

### 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.*

### 3 Participation in action, showing how you address this issue (15 marks)

(a) *In your action you need to show how you have negotiated, decided on and taken action.*

Centres are usually keen to ask how much supporting evidence is required. The important thing is not necessarily the *quantity* of evidence – some candidates may be tempted to submit far too much (e.g. every questionnaire filled in instead of a sample and a summary analysis of the results) in the form of a weighty appendix – but the *quality* of the evidence and *how it is used is what matters*.

However, given the nature of the wording of the assessment criteria of the three areas referred to above, and the way it forms the level descriptors in the three sections concerned, **five** pieces of evidence is likely to be the minimum required. Much may depend on the nature of the evidence and the issue chosen but it is extremely unlikely that more than **eight** pieces of evidence will be necessary.

There is no negative marking and marks are not deducted for the lack of supporting evidence but those who provide little, or even no, supporting evidence will restrict the mark level they are likely to reach in each of the three sections above.

For supporting evidence candidates should aim to use a variety of evidence and this could include: web references, posters, photographs, witness statements, audio recordings, visual recordings, letters, minutes, questionnaires, leaflets, extracts from the law and newspaper articles. All evidence used should be clearly labelled with the candidate's name, exam number and centre number, and securely attached.

Evidence may be placed in a concluding appendix but it is recommended that it is used at the end of the three sections concerned.

# Appendix E: Approaching the generic task for Unit 2 controlled assessment

The generic task list referred to in some Edexcel publications encompasses the nine range and content areas of the Citizenship Studies specification. In summary, these range and content areas are:

- 1 Political, legal and human rights and freedoms in a range of contexts from local to global.
- 2 Civil and criminal law and the justice system including police, youth offending teams, courts, legal professionals, prisons and the probationary service.
- 3 Democratic and electoral processes and the operation of parliamentary democracy including voting systems, actions citizens can take and how laws are shaped and made.
- 4 The development of, and struggle for, different types of freedoms both in the UK and abroad.
- 5 The media including bias in different media and ways in which the media can both shape and reflect public opinion.
- 6 Policies and practices for use of the world's resources and the importance of sustainable development locally, nationally and globally.
- 7 The economy in relation to citizenship including the relationship between employers and employees; the balance of rights between producers, sellers and consumers and decisions about the collection and allocation of public money.
- 8 Origins and implications of diversity and the changing nature of society in the UK including community cohesion and integration.
- 9 The UK's role in the world including the European Union, the Commonwealth, the United Nations and the challenges of the global community.

*No separate generic task list will be issued* but teachers are advised to consult the specification for more detailed descriptions of the nine range and content areas summarised above. It is the responsibility of teachers to ensure that the issue chosen by candidates is selected from one of the areas indicated above.

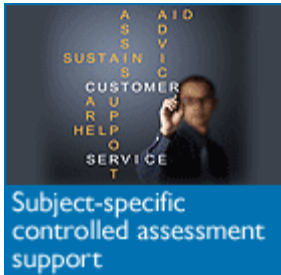
Candidates in individual centres have considerable flexibility to use any of the range and content areas above as the basis of their choice of issue for the Unit 2 activity task. It is not necessary for all candidates in a centre to choose the same activity task range and content area nor for candidates to work as part of a group unless they wish to do so.

However, one of the first things candidates have to do when completing the task response form is to 'describe how the issue (chosen) links to at least one of the citizenship themes from Unit 1'. If this proves difficult, it may well be that the choice of issue is inappropriate with the risk that the whole controlled assessment – worth 60% of the final mark – might be invalidated. If there is any doubt, teachers are urged to seek clarification from Edexcel's 'Ask the Expert' service ([www.edexcel.com/Aboutus/contact-us/Pages/home.aspx](http://www.edexcel.com/Aboutus/contact-us/Pages/home.aspx)) at the earliest possible opportunity.



# Supporting you with controlled assessment

Need help with controlled assessment? Our experts are on hand to support you...



- Email the subject team directly at [TeachingCitizenship@pearson.com](mailto:TeachingCitizenship@pearson.com)
- Call **0844 463 2823** to speak a member of the citizenship team
- Visit the [Citizenship Community Forum](#) to speak to other teachers, ask advice and see documents and links
- [Ask the Expert](#), our free email service, puts you in direct contact with a senior examiner who will help answer any subject-specific questions concerning the teaching of citizenship. They will email you within two working days of receiving your question.



You can find all the documents relating to controlled assessment below (as well as on the main [GCSE Citizenship](#) page).

You should also refer to the [JCQ controlled assessment guidance document](#).

