

GCSE

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Citizenship Studies (3280)

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Examiners' Report

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Introduction

Over 14,000 candidates entered for this examination, compared to the 2,000 who entered in 2003. Whereas the 2003 cohort had been studying Citizenship as a National Curriculum subject for just a few months, most of the 2005 cohort had worked in KS3 as well as KS4, providing a much more secure base for their knowledge and understanding.

Once again many candidates found the requirements of this paper challenging in terms of the number of questions answered and time allowed. From the summer 2006 examination onwards, the duration of this examination will be an hour and a half as opposed to the present hour and a quarter to complete the paper.

In both 3280/01 and 3280/02 it was clear that candidates who undertook solitary activities (as opposed to collective ones, working in a team with others) placed themselves at a significant disadvantage. More so than on previous occasions, the participation activities undertaken by candidates appeared to be less explicitly focussed on mainstream Citizenship topics or concerns. If a group of students undertake a money-raising activity to assist a project in an LEDC to which they are committed, that is much more evidently a Citizenship activity than organising a sponsored walk or a football competition for an unspecified charity to which little or no serious commitment is evident. Candidates whose activities involved awareness-raising, campaigning or decision-making linked to specific parts of the programme of study such as consumer rights or the role of the media or addressing disabilities or discrimination issues or employment issues or making poverty history in LEDCs or aspects of political participation (eg in pressure groups, political parties or elections) generally achieved the most successful outcomes.

All the candidates who completed Citizenship activities undoubtedly met the requirement that they should participate in a specified activity and many obviously derived a real sense of empowerment from successfully completing the project on which they had embarked with others; for the future, however, centres need to be confident that such participation is clearly and explicitly related to the aims and content of the Citizenship programme of study.

Overall the achievements of this year's candidates were pleasing; they were clearly interested in and engaged by the matters they were considering and they appeared to respond well to the challenges presented by both the written examination and the coursework requirements.

3280/01 (Written Paper)

Overview

The 2005 paper included a few more multiple choice questions - a development which seemed to save time in the examination and give marginal assistance to candidates.

Candidates responded well to the request that examples should be included to support the points they made in extended writing tasks. Many also appeared to find it easier to use the scaffolding points accompanying extended writing tasks now they are presented in the form of questions.

However in **Section A** candidates sometimes found it difficult to say what it was that made their activities into Citizenship activities. Those who had undertaken solitary tasks or who simply described a period of work experience generally achieved poor marks for question 1(e) and sometimes also 1(f).

This year **Section B** focussed for the first time on Global Village topics. Most candidates were able to access and make effective use of the source materials provided, generally scoring quite well on multiple choice questions. However, candidates did not appear to be prepared to introduce elements of their own previous knowledge to provide full answers to questions such as 3(d), 4(e) and 5(e); judging by the marks awarded, these questions proved to be more difficult than knowledge-based questions on previous papers.

In **Section C** fewer candidates appeared to give up or run out of time at the start of this section. A significant number seemed to find Q7, dealing with Politics, Power and Media, much more accessible, gaining quite good marks as a result. Once again, a significant number of candidates failed to attempt any extended writing at all - hopefully the extra time allowed in future examinations will address this problem.

Comments on individual questions

Section A

1(a) Most candidates were able to offer a basic idea of the role they had performed - keeping minutes of meetings, taking photographs or producing and circulating posters - though sometimes such roles were expressed much too vaguely and quite often after reading these answers examiners had no idea of what the main activity had involved.

1(b) To secure marks from this question candidates needed to explain how their activity had helped others, supported the school or local community, increased understanding of people's rights and responsibilities as workers, consumers or citizens or indicated clearly how they in some way fulfilled a sense of role, duty or obligation. Those whose activities had involved simple tasks such as gardening or painting or taking part in a sponsored run often appeared to have enjoyed participating, yet this was not always clearly connected to the topics in the programme of study for Citizenship. Sometimes candidates appeared to have been

given a task to complete perhaps by a teacher but had little sense of ownership since the decision to adopt the task had not been made by themselves and their friends in the group and therefore they had little sense of achievement, accomplishment or self-fulfilment at the end.

1(c) Where a group of candidates had planned an activity together, they had no difficulty in pointing to difficulties and the ingenious ways in which they had worked with their friends to overcome them - one team overcame the problem of finding a time for meetings by all catching the same train to school even though some of them had to travel considerable distances just to get to the train station. Where candidates had been allowed by their school to describe their work experience as a Citizenship activity, answers failed to match the requirements of this question. The candidate who chose to work in a local veterinary surgery but who was afraid of animals was expressing personal fears but this did not really show how a team had identified a problem and collectively found ways to overcome it. Alternatively, though, where a group of candidates had all been to different work experience placements and had used these experiences as a resource, the problem was in deciding which photographs to include or which points to edit out of their power point presentations to parents, teachers or younger pupils.

1(d) Having completed the Evaluation sheet of their Response Form, it was disappointing to see some candidates appearing not to have a clear idea of what evaluation involves. However, most were able to identify a criterion on which to judge whether or not their activity had been successful - whether they had collected as much money as they hoped; or attracted as big an attendance as they wanted; or if the evaluation forms showed people were really positive about the event.

1(e) Where a group of candidates were organising coaching for younger pupils or running a mentoring scheme with those coming from a primary to secondary school, the question worked well - arguments for consulting the younger pupils were well expressed - no point in helping youngsters understand the rules of rugby if they did not want to play the game - and also the need for the 'organisers' to be in charge was clearly stated. However, where candidates had undertaken solitary activities or if they were simply describing their period of work experience, the question was less successful because the candidate had not undertaken the type of activity expected.

1(f) Most candidates wrote longer answers than seen in previous years. The question asked them to include examples and this certainly added to the quality of answers. Having scaffolding points in the form of questions proved to be a successful strategy in getting candidates to follow a structure in their answers. However, weaker candidates sometimes focussed only on the scaffolding questions and seemed to lose sight of the overall question to which they were responding. As noted in the past, marks gained by some candidates were limited because they failed to offer an alternative point a view or reach a conclusion.

Section B

2(a) Most candidates made good use of the case study on offshore windfarms. Most understood that an offshore windfarm involves wind turbines generating electricity not on land but at sea; most realised that the 1997 Kyoto Protocol was about reducing global warming, giving all countries targets to reduce gas emissions by 2010 to 1990 levels. Renewable energy was generally recognised as energy from a source which can be used over and over again - eg solar, wind or tidal power.

2(b) Most candidates recognised that more offshore windfarms could be welcomed because they will reduce pollution, reduce use of fossil fuels, cause less harm to the environment and create new jobs; such points were often expanded or developed by further simple but thoughtful points. Candidates often recognised that less pollution will reduce global warming - we need to need to reduce greenhouse gas emissions, so wind turbines will help; a cleaner environment will reduce potential damage to health; the new turbines will require manufacturing, locating and maintaining - so they can have a significant impact on employment - and it was generally acknowledged that under the plan wind farms will meet 7% of UK energy needs.

3(a) Most candidates recognised that the Chinese troops would be working for the UN or the UN Security Council.

3(b) It was generally understood that the troops would be engaging in Peacekeeping or related duties; candidates often mentioned duties such as '*imposing order*' or '*separating rivals in the civil war*'.

3(c) A minority of candidates only were aware that the membership of the UN is about 190.

3(d) In questions such as this where they were asked to augment to information given in the source with their own knowledge, few candidates seemed to be aware that as a permanent member of the UN Security Council the UK is in a particularly influential position, especially since we are able to use a veto power.

4(a) Most candidates were able to identify a shareholder as someone owns shares in the company and receives a share of any profits. They were equally successful in recognising that a multinational company is a company that conducts its business in many different countries.

4(b) Candidates were told to look at Paragraph 1 of Source C. Those who did so generally recognised that local people were made better off by gaining jobs with multinational companies. Those who selected answers from other paragraphs usually reached other answers and gained no marks for this question.

4(c) Most candidates identified Unilever as a responsible multinational company, often citing examples of the community programmes it runs involving such things as

cleansing water supplies, increasing hygiene, improving health and raising living standards and education.

4(d) British American Tobacco or Coca-Cola were often mentioned as companies which are thought by some not to behave responsibly in LEDCs; lack of training and protective clothing were often be mentioned in the case of British American Tobacco or use of scarce water supplies in India in the case of Coca Cola.

4(e) Only a minority of candidates were able to point out that multinational companies will move elsewhere if regulations (such as minimum wage or health and safety rules or high taxation) are imposed upon them. They are too big for individual national governments to control them. Quite often candidates did recognise, however, that sometimes governments are unwilling to take a hard line with a multinational company because they fear losing the employment, income, trade and investment the multinational brings.

5(a) Barely half the candidates recognised that as a Fairtrade company, Cafédirect pays its coffee farmers above world market price.

5(b) Many candidates recognised that the price of coffee has fallen in recent years because over-production means supply vastly exceeds demand. However often this point was often supported by only the simplest of explanations.

5(c) Answers to this question suggest that simple application of number tasks could with advantage be reviewed and revised in preparation for future Citizenship exams. About a third of candidates recognised that when a cup of coffee in a cafe is sold for £1, the proportion of this sum received by the original coffee farmer is less than 1%, while barely a quarter were able to state that if a jar of instant coffee costs £4, the additional sum received by a coffee farmer from a Fairtrade brand such as Cafédirect, when compared to a non-Fairtrade brand, will be 60p.

5(d) The impact of Fairtrade on Cafédirect sales was generally seen to stem from their ethical stance paying far more to producers than non-Fairtrade companies, causing demand for its coffee to rise - a good marketing stance that makes it popular with consumers who buy the coffee because Fairtrade helps poor producers/workers.

5(e) Few candidates seemed able to contribute significant knowledge of their own to answers to this question. Most candidates could see from the case study that fair trade equals fair returns for workers in LEDCs; but apparently few were aware that free trade equals abolition of tariffs and subsidies. Candidates could see that fair trade improves wages or conditions of workers but were less aware that free trade can damage LEDC markets if unfair export subsidies are given by MEDCs to producers and that unrestricted competition can create a harsh climate in which it may be very difficult for poor producers to survive.

Section C

6(a) Strong candidates knew that dismissal involves terminating a worker's employment (perhaps because of misconduct) while redundancy means the job no longer exists. Some candidates produced confusing answers which failed to make this contrast clearly, getting themselves tangled up in a discussion about amounts of payment different people might receive.

6(b) A majority of candidates recognised that a disability should not prevent a person from being employed unless they are unable to undertake a given job even with support

6(c) A jury was generally understood to be a group of people deciding innocence or guilt in a criminal court or liability in a civil court.

6(d) A small but significant minority of candidates were aware that a barrister has undergone extensive legal training, writes legal opinions concerning complex issues, may act as a part-time judge and can appear in any court; rather more knew that a solicitor may undertake many functions outside court - giving advice to clients, conveying houses, producing wills, etc as well as appearing in some - usually lower - courts.

6(e) It was disappointing that relatively few candidates could 'unpack' the term 'ethnic minority' as a group different from the main population of a country or locality in terms of their racial origin or cultural background.

6(f) Most candidates knew that the law gives us a right to have our money refunded in the cause of faulty goods. Some candidates did not seem to realise that some requirements about receipts and time periods are the rules of individual sellers rather than a statement of a consumer's statutory rights.

7(a) Most candidates recognised that the party with most candidates in England, Scotland and Wales in a UK general election was most likely to be Conservative.

7(b) Most candidates recognised that the organisation which was not a pressure group was the National Lottery.

7(c) About a third of candidates knew that the organisation elected by a system of proportional representation was the European Parliament.

7(d) Almost all the candidates indicated that on average the period of time between general elections in the UK is 4-5 years.

7(e) Answers to this question were poor, suggesting that although MPs work hard and can do an enormous number of things for an aggrieved constituent, this cohort of Citizenship students were unaware just how effective it can be when an MP asks a

question in parliament, or writes or speaks to a minister, or contributes to a parliamentary debate, or refers a case to ombudsman.

7(f) Many answers to this question were flippant, trivial or ill-informed. Just a few candidates knew that 'popular' newspapers often focus on popular or sensational stories; 'quality' papers are more serious, objective papers which separate fact and opinion - with larger pages, except in their compact editions.

8(a) Although they were instructed to select two options, many candidates indicated only one country which they believed had joined the EU in 2004. About a quarter of candidates correctly stated that the new members were Malta and Poland.

8(b) Generally, most candidates said all EU members are in Europe while many UN member countries are in other continents; those with a slightly deeper knowledge pointed out that there are 25 EU member countries but about 190 members of UN. Some strong answers produced short but impressive answers referring to different functions undertaken by the two organisations.

8(c) Many candidates were able to state that debt may paralyse an economy - it can leave an LEDC with no or few resources - so they have to export food or raw materials to pay interest on loans even when their own people are starving; many answers went on to point out that waiving debts will help such countries focus on development (eg health and education) and as their economy grows they will then be able to trade on a more equal basis with other countries.

9 Most candidates made good use of the scaffolding questions, though weaker candidates sometimes seemed to lose sight of the main question in addressing them. Nonetheless answers were fuller and more articulate than previously and often supported by more and better examples. Stronger candidates recognised that breaking the law in emergencies such as speeding to the hospital could not be justified if other people might suffer as a result and they often went on to draw a distinction between the negligible levels of punishment which might be appropriate where compelling circumstances could be offered in mitigation as compared to those where offences were motivated by greed, irresponsibility or criminality.

10 As noted above, most candidates made good use of the scaffolding questions, though weaker candidates sometimes seemed to lose sight of the main question in addressing them. Nonetheless answers were fuller and more articulate than previously and often supported by more and better examples. Stronger candidates recognised that to be truly representative the House of Commons needed to be as socially, educationally and occupationally representative of the population as a whole as possible - and the concerns and 'agendas' of different age groups are different enough to be significant. 60-year-olds are not too likely to be concerned about university top-up fees or child benefit rates and 18-year-olds are not very likely to focus on pension policies. Answers to this question were noticeably better

where candidates had clearly had an opportunity to talk to candidates or MPs and perhaps to visit Parliament to see it at work.

11 This was the least popular of the three optional questions. As noted above most candidates made good use of the scaffolding questions, though weaker candidates sometimes seemed to lose sight of the main question in addressing them. Nonetheless answers were fuller and more articulate than previously and often supported by more and better examples. Many candidates suggested that the United Nations could undertake many of the roles of the Commonwealth while stronger answers suggested that because the interests of Commonwealth countries were so diverse, the common former link to the UK could mean that, just like families, they are able to support each other in many unexpected and supportive ways including aid, trade, education and cultural support.

3280/02 (Coursework)

Centre Administration

Most centres performed administrative tasks efficiently and the following characteristics of good practice were identified:

- deadlines for the despatch of coursework were adhered to;
- work submitted was authenticated by both candidates and their teachers;
- candidates provided a brief description of both their activity and their own role;
- the OPTEMS were completed correctly, matching the scores awarded to the work of individual candidates;
- centres sent sufficient samples, including the work of both the highest and the lowest scoring candidates;
- marks for the four assessment areas (Planning, Activity Log, Communication and Evaluation) were shown clearly (the frontsheet will be modified in 2006 to provide a box for this);
- evidence of cross moderation was shown where this was appropriate.

Unfortunately, a minority of centres did not meet administrative requirements which, though something of a chore for busy teachers, are there to make the assessment system consistent and transparent. The occasional slip is easily made but a few centres simply did not pay sufficient attention to the need for both teachers and candidates to sign the frontsheet of the Response Forms. Teachers must confirm that work has been completed in a way that meets coursework's requirements and students must signify that the work is their own. Failure to do this threatens the integrity of the coursework activity assessment process.

Centre Assessment

Centres are becoming more familiar with the assessment process and most use the five level descriptors in each of the four assessment categories effectively. There is no doubt that, as Citizenship Studies becomes more established in the curriculum, some excellent departments are emerging.

These are extremely well run and operate in a manner which offers both support and inspiration to students. Such centres show clearly how internal cross-moderation has taken place and frequently annotate the work of their students to show how a particular mark was determined. This is immensely helpful to external moderators. It was also noted that some new centres submitted work of high quality.

By way of contrast, assessment in some centres leaves a great deal to be desired. How marks are arrived at, when they appear to be at variance with the level descriptors by a significant margin, remains a matter for speculation. This is most commonly, but certainly not exclusively, the case when the coursework activity is based on work experience. Too often, the submissions are based on either a diary or a brief summary of an individual's work experience. Experience of group dynamics is often minimal and there are times when any real link between the activity and Citizenship Studies cannot even be identified. In such cases, and in other instances where marks seem wildly optimistic, downward adjustments in marks are likely to be significant.

Candidate Performance

There was a significant rise in entry in 2005 but the overall level of performance was very similar to that of 2004. Inevitably, with entry based on an untiered examination paper, moderators see work which covers the complete spectrum of ability and it is recognised that many young people go to great lengths to produce coursework which represents a high personal level of achievement. Only a relatively small minority submitted work which is poorly presented and badly organised.

Choice of Activity

Although a handful of centres prescribe a coursework topic for all candidates almost all offer at least some choice and this freedom is usually valued by candidates. Most choices are appropriate and typically involve raising money for charity, environmental work in both schools and the community, schemes involving co-operation with young pupils and sports coaching.

Work experience is an increasingly popular topic but it is essential that activities do show an explicit link to Citizenship Studies. Schools which succeed in basing the activity on work experience usually do so on the basis of a combination of individual and group activity covering aspects of health and safety at work or the provision of an introductory booklet designed to assist those coming up to work experience.

Some choices appear less and less relevant to Citizenship Studies and the trend is becoming more apparent as entries increase. Animals are, at best, on the very margins of the subject at this level and there is an increasing trend for some candidates to spend much more time describing aspects of sport, particularly football, instead of focusing on associated Citizenship activities: raising money for good causes, assisting young students or taking part in football's 'kick out racism' campaign.

Centres are advised to consult the national curriculum programme of study for Key Stage 4. Direct links are not yet compulsory but are, nevertheless, very much advised. In addition, INSET training for teachers of Citizenship Studies which will be delivered by senior examiners is planned for the Autumn Term in 2005.

Planning the Activity

Although some plans seem to be written very much after the event, most candidates give a clear and successful indication of plans involving both their own work and the contribution of others. In this sense, it must be emphasised that the contribution of others, and work with others in a group, is an essential part of this specification. There are still too many candidates who undertake their activity almost solely on an individual basis and such an approach cannot satisfy all the assessment criteria. They also put themselves at a significant disadvantage in Section A of the examination.

Activity Log

Completion of this part of the Response Form is improving. Diary entries now contain more detail and there is more analysis of the diary in terms of goals and incremental progress. From 2006, this section of the form will be further modified to remind

candidates of the importance in this section of establishing a clear link between the Activity Log and how the activities listed and analysed reflect an explicit Citizenship Activity rather than something that is more generalised or leisure-based.

Communication

The gathering, inclusion and description of evidence are now very good with digital photographic support often increasingly common. Unfortunately, not all centres realise that their students need to go beyond a description of how the evidence was gathered and used.

Some analysis of the significance of evidence is usually incorporated but this is rarely sufficient to offer the sort of interpretation of evidence, and reasoned judgments based on it, that satisfies the requirements of the upper levels of the assessment criteria. Again, a slight modification of this section of the Response Form in 2006 should serve to remind candidates of the need to attempt this to gain access to higher marks.

Evaluation

Weaker candidates often re-write the planning section of the Response Form but most responses do give some indication of the ability of candidates to reflect on their participation in a Citizenship activity. The main weakness is excessive brevity and, in particular, this section should be used to demonstrate the ability of respondents both to work with others and to appreciate their viewpoints. Many hint at this but need to offer more detailed evidence not least to show how a range of group decisions might contribute to the activity's outcome.

It is rewarding to see just how many young people - who are sometimes lambasted and vilified by sections of the media for their apathy or anti-social activities - approach their coursework positively and enthusiastically. There is often great pride in reaching a successful outcome and a great many teenagers clearly learn a considerable amount about helping younger students, the elderly, or disabled groups.

Their organizational skills are enhanced and sometimes painful lessons are learned. In particular, it is clear that many people who lack confidence, or who are not normally associated with participation in group activities, achieve a far greater level of success than they might have anticipated.

Clearly, there are issues surrounding choice of activity and centre administration/assessment which need to be resolved in some cases. However, after three years there are clear signs that many centres and their students are becoming more familiar with what is being asked of them and that they are responding positively and successfully. There is no room for complacency but there is much scope for welcoming the contribution of Citizenship Studies to the education of many 16-year-olds.

Statistics

Overall Subject Grade Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	71	61	51	42	35	29	23	17	0

3280/01 (Written Paper)

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
3280/01 grade boundaries	80	53	45	37	29	26	23	20	17	0

3280/02 (Coursework)

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
3280/02 grade boundaries	40	37	32	27	23	18	14	10	6	0

Appendix

The examples of activities chosen by centres for coursework (3280/02) for the Summer 2005 examination series (below) are examples of work submitted and are not necessarily endorsed by Edexcel as appropriate activities for this qualification. If you are concerned about the suitability of future Citizenship activities for this qualification please contact Edexcel on 0870 240 9800 or through the website:

http://edexcel--5571.custhelp.com/cgi-bin/edexcel__5571.cfg/php/enduser/ask.php

Centre based activities

Designed drug information leaflets for lower school
Establishment of school council
Organising trip to European Parliament
Anti-bullying campaign
Raising awareness of Racism and Black History within the school community
Anti-smoking project
Mock election with three candidates mirroring a general election
Welcome pack for new students
Fundraising for a 'twin' school in Cambodia
Removing graffiti from school grounds
Producing a school newspaper
Running a school radio station

Community based activities

Hosted party for disabled children
Shopping service for the elderly
Consulting, planning and tidying community garden
Fundraising for Fairtrade, Comic Relief, Tsunami Appeal, Amnesty International, Cancer Research
Planning and implementing of a charity concert
Teen 'pop' group holding concert to raise money for their local youth group
Low pay campaign

Work Experience based activities

Health & Safety briefing to younger students as a result of what was learnt during work experience
Production of *Student Voice*, a newspaper that detailed candidates work experience experiences
PowerPoint presentation of work experience to lower school

When considering the options available for the coursework activity it should be noted that:

- Candidates who undertook solitary activities rather than teamwork placed themselves at a significant disadvantage.
- It is essential for the chosen activity to maintain an explicit focus on Citizenship.
- Typical PSHE topics such as bullying, teenage pregnancy and drug abuse take on a Citizenship dimension when the questions addressed are to do with topical local and national issues, policy and what can be done to bring about change.

The most secure approach is one in which topics have a focus on awareness raising, campaigning or decision making linked to an aspect of the programme of study for Citizenship. These might include consumer rights, the role of the media, aspects of political participation, addressing disability/discrimination in employment, aspects of trade with LEDCS etc.

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