

**Edexcel GCSE in
Citizenship Studies – Short Course (1280)**
First examination 2003
April 2002

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Introduction

Key features

- Based on the Key Stage 4 Citizenship programme of study in the National Curriculum
- Builds on best practice in the teaching and learning of citizenship in schools
- Approach based on lively and topical themes
- Structured to encourage students of all abilities
- Innovative, flexible internal assessment encourages the use of presentations, ICT, oral work
- Allows assessment of a compulsory part of the curriculum
- Both internally and externally assessed work can be based on a single citizenship activity
- Specification guide, endorsed textbook and teachers' support available
- Linked to other areas of the curriculum, eg English, Geography, History, Religious Studies
- Provides opportunities to deliver key skills

Summary of scheme of assessment

| Paper | Mode of assessment | Weighting |
|-------|---|-----------|
| 1 | Examination Paper 1hr 15mins | 60% |
| 2 | Internal Assessment Portfolio (consisting of a four-page response form with supporting evidence) | 40% |

Summary of the specification content

Students will be required to take two papers:

Paper 1: Citizenship Today – Written Paper: 1 hour 15 minutes – 60%

The paper is in three sections: Section A, Section B and Section C. Section A will require students to evaluate a citizenship activity. Section B will contain data response questions and Section C will consist of questions drawn from three themes.

The content of the examination paper will be drawn from three themes and a Citizenship Activity:

Theme 1 Human Rights

Theme 2 Power, Politics and the Media

Theme 3 The Global Village

Citizenship Activity

Themes 1, 2 and 3 will be examined in Sections B and C. The citizenship activity will be examined in Section A.

Paper 2: Participating in Society – Internal Assessment Portfolio – 40%

Students will be required to take part in a school or community-based activity and to reflect on the process of participation in the activity in a single assignment. Students will be required to complete a Front Sheet stating the nature of the assignment and a four-page Response Form containing the following sections:

Section One: Planning

Section Two: Activity Log

Section Three: Communication: with Supporting Evidence

Section Four: Evaluation

Availability of assessment

The specification will be examined once a year in the May/June examination series.

Relationship of assessment objectives to the assessment components of the specification as a whole

| | Paper 1 | Paper 2 | Total Specification |
|--------------|------------|------------|---------------------|
| AO1 | 24% | 10% | 34% |
| AO2 | 23% | 10% | 33% |
| AO3 | 13% | 20% | 33% |
| Total | 60% | 40% | 100% |

This table gives the approximate weightings for each assessment objective. However in any particular examination series, the weightings for each assessment objective may vary slightly.

External assessment

Students may re-sit the examination and may carry forward their result for Paper 2 once for one year only.

Internal assessment moderation procedures

To assist centres and to provide all the information required within this document, detailed internal assessment procedures are given in *Appendix 2*. If it proves necessary to amend these details in any way in the future, centres will receive separate notification.

Awarding, reporting and equivalence

The grading, awarding and certification of this specification will comply with the requirements of the GCSE, GCE, VCE and GNVQ Code of Practice for courses starting in September 2002, which is published by the Qualifications and Curriculum Authority (QCA). Qualifications will be graded and certificated on an eight grade scale from A* to G.

GCSEs have broad equivalence to General National Vocational Qualifications in the following terms:

- two GCSEs at grade D to G and two GCSEs at grade A* to C are equivalent to one three-unit GNVQ at foundation and intermediate level respectively
- four GCSEs at grade D to G and four GCSEs at grade A* to C are equivalent to one six-unit GNVQ at foundation and intermediate level respectively.

Prior learning and progression

This specification builds on the knowledge, understanding and skills established by the National Curriculum at Key Stages 1, 2 and 3. It provides a foundation for further study at levels 2 and 3 in the National Qualifications Framework, including AS and Advanced GCEs and AVCEs.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all written and spoken work submitted for examination and moderation must be produced in English.

Students with particular requirements

Regulations and guidance relating to students with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained from the address below or by telephoning 020 7758 5360.

Edexcel will assess whether or not special consideration or concession can be made for students with particular requirements. Requests should be addressed to:

Special Requirements
Edexcel
Stewart House
32 Russell Square
London WC1B 5DN

Private students

This specification is not available to private students.

Entry tier

There is a single tier of entry for GCSE Citizenship Studies targeted at grades A* to G. Candidates failing to achieve Grade G will be reported as Unclassified.

Quality of written communication

The quality of written communication will be assessed through AO1 in the examination questions which require extended writing.

Students will be assessed on their ability to:

- present relevant information in a form that suits its purpose
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear
- use a suitable structure and style of writing.

Forbidden combinations and links with other subjects

Every specification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

The classification code for this specification is 4910.

There are no forbidden combinations for this subject.

The specification provides the opportunity for students' work and achievement in citizenship to be credited. Citizenship offers students the opportunity of applying in a different context some of the knowledge and skills developed through study of the specification. Some students may be able to use work completed in other areas to satisfy some aspects of the specification. Examples of existing activities which may be used for this purpose include community service programmes, work experience activities and environmental projects.

There is overlap with Edexcel GCSE Geography, Religious Studies, Business Studies and English in the following areas of the specification:

- GCSE Religious Studies: Theme 1 Human Rights (Communities and Identities)
- GCSE Geography: Theme 1 Human Rights, Theme 3 Global Village (Environmental Issues), Citizenship Activity
- GCSE Business Studies: Theme 2 Power, Politics and the Media (Power and Politics); Theme 3 Global Village (Global Business)
- Vocational GCSE Business: Theme 2 Power, Politics and the Media (Power and Politics); Theme 3 Global Village (Global Business)
- GCSE English: Theme 2 Power, Politics and the Media (the Media).

Co-teachability with the above subjects may be possible but all students' work must be assessed according to the criteria for Edexcel GCSE (short course) in Citizenship Studies.

Specification aims and assessment objectives

National Qualifications Framework criteria

This specification is based on the common criteria and the GCSE criteria, which are prescribed by the regulatory authorities including QCA and are mandatory for all awarding bodies. It is also derived from the prescribed subject criteria for Citizenship Studies – Short Course (1280).

Subject criteria

The specification is based on the QCA Criteria for GCSE (Short Course) in Citizenship Studies and the National Curriculum Programme of Study for Citizenship.

Aims

The specification aims to give candidates opportunities to:

- develop and apply knowledge and understanding about becoming informed citizens through and alongside the development of skills of enquiry, communication, participation and responsible action
- explore local, national and international issues, problems and events of current interest
- critically evaluate their participation within school and community activities.

Knowledge, skills and understanding

The specification complements and corresponds to the learning and teaching requirements for Key Stages 3 and 4 of the National Curriculum for Citizenship for England as listed below:

Students should acquire knowledge and understanding of:

- 1a the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems
- b the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- c the work of parliament, the government and the courts in making and shaping the law
- d the importance of playing an active part in democratic and electoral processes
- e how the economy functions, including the role of business and financial services
- f the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally
- g the importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion
- h the rights and responsibilities of consumers, employers and employees
- i the United Kingdom's relations in Europe, including the European Union, and relations with the Commonwealth and the United Nations

- j the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.

Students should develop the following skills:

- 2a research a topical, political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics
- b express, justify and defend orally and in writing a personal opinion about such issues, problems or events
- c contribute to group and exploratory class discussions, and take part in formal debates.

Students should develop the following skills of participation and responsible action:

- 3a use their imagination to consider other people’s experiences and be able to think about, express, explain and critically evaluate views that are not their own
- b negotiate, decide and take part responsibly in school and community based activities
- c reflect on the process of participating.

Assessment objectives

The specification will test students’ ability to:

| | |
|-----|--|
| AO1 | demonstrate their knowledge and understanding of events of current interest; roles, rights and responsibilities; communities and identities; democracy and government; and relate them appropriately to local, national and global contexts. (34%) |
| AO2 | obtain, explain and interpret different kinds of information, including from the media, in order to discuss, form and express an opinion formally and in writing, and demonstrate their ability to analyse and present evidence on a variety of issues, problems and events. (33%) |
| AO3 | plan and evaluate the citizenship activities in which they have participated and demonstrate an understanding of their own contribution to them as well as recognising the views, experiences and contributions of others. (33%) |

Specification content

The Examination Paper

Scheme of Assessment

Paper 1: Citizenship Today: 1 hour 15 minutes – 60%

The paper is in three sections:

Section A

This section will consist of short answer questions and one question requiring an extended answer based on a school and/or community based citizenship activity. Students will be required to evaluate the citizenship activity(ies) in which they have taken part and demonstrate an understanding of them as well as recognising the views, experiences and contributions of others. Answers in this section will be assessed against AO3.

Section B

This section will consist of short answer questions based on data that may consist of written material and/or graphs, graphics, photographs, pictures etc. The subject content for this section will be drawn from one of the specified themes for the specification. Answers in this section will be assessed against AO1 and AO2.

Section C

This section will consist of short answer questions based on each of the specified themes and an extended answer on one question chosen from one of these themes. Answers in this section will be assessed against AO1 and AO2.

The quality of written communication will be assessed in Paper 1. Students will be assessed on their ability to present relevant information in a form that suits its purpose, ensure text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear and use a suitable structure and style of writing.

Content

The content of the examination paper will be drawn from three themes and a citizenship activity:

Themes

Themes 1, 2 and 3 will be examined in Sections B and C of the paper.

Candidates will be required to demonstrate knowledge and understanding, and the ability to evaluate different points of view in respect of:

(Figures in brackets refer to the Knowledge, Skills and Understanding for GCSE Citizenship Studies, as listed on page 6 of the specification.)

Theme 1: Human Rights

Communities and Identities

Multi-Cultural Britain: (the origins of the regional, religious and ethnic identities in the United Kingdom and the reasons for them) (1b).

The need for mutual respect and understanding (1b).

Issues relating to discrimination on grounds of race, gender, disability (1b).

Roles, Rights and Responsibilities

Legal and human rights and responsibilities underpinning society and how they relate to citizens (1a)

Consumer rights (1h)

Employment rights and responsibilities (1h)

Criminal and Civil Justice

Crime and punishment (1a)

Why laws are needed for society to function (1c)

The role and operation of the criminal and civil justice systems (1a).

Theme 2: Power, Politics and the Media

Power and Politics

The opportunity for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally; the role of pressure groups (1f).

The nature of democracy; why people living in a democracy should vote (1d).

The importance of playing an active part in the democratic and electoral processes (1d).

Electoral processes: voting rights (who can vote, at what age, what can be voted for, voting methods) (1d).

The role of Parliament, the government and the courts in making and shaping the law (1c).

The Media

The importance of a free press and the media's role in society; ownership of the media and whether what is presented is influenced by owners or consumers; arguments for and against censorship (1g)

Why freedom of information is necessary in a democracy (1g)

The press (the difference between quality and popular); television and internet (1g)

The role of the media in shaping opinion (1g).

Theme 3: The Global Village

Global Business

How the economy functions, including the role of business and financial services (1e)

Global trade, debt, participation and protest eg fast-food, sportswear, arms, film, music (1j)

Environmental Issues

Local, national and global issues; participation and protest eg sustainable development, Local Agenda 21 (responsibilities of local authorities to improve sustainable development) (1j)

The United Kingdom's Place in the World

Links to Europe, the Commonwealth, the United Nations, eg disaster relief, epidemics, peacekeeping etc (1i).

Opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally (1f)

Citizenship activity

The citizenship activity will be examined in Section A of the paper.

Students will be required to demonstrate:

- the evaluation of citizenship activities in which students have participated
- an understanding of their own contribution to them as well as a recognition of the views, experiences and contributions of others.

All themes will require students to demonstrate their **knowledge and understanding of events of current interest** and to relate the subject content to **individual, local, national and global** contexts. Students will be required to explain and interpret different kinds of information including from the media, in order to demonstrate their ability to form and express an opinion in writing and to demonstrate their ability to analyse and present evidence on a variety of issues, problems and events.

Internal assessment

Paper 2: Participating in Society 40% Portfolio Response Form and Supporting Evidence

Students must take part in an activity (community based or school based). The nature of the activity may be selected by the centre or by the student. The student will be required to complete an internal assessment Front Sheet to describe the activity in which they have taken part and a Response Form to demonstrate that they have planned and evaluated the citizenship activity in which they have participated. The Response Form may be based on written or oral work. In cases where the Response Form is based on oral or other non-written work, evidence of the work that was completed, eg presentational evidence such as transparencies, witness statements, videotape etc, should be attached to the Response Form. This non-written material should be assessed and standardised in the same way as the written material according to the assessment criteria for the specification. Non-written materials will be moderated in the same way as written materials.

Students will be required to demonstrate that they have an understanding of their own contribution to the activity and to recognise the views, experiences and contributions of others. They will be required to attach supporting evidence that provides evidence of the activities listed on the Response Form. Planning and Evaluation, Sections 1 and 4 of the Form, may be completed in written or oral form. All students must complete Sections 2 and 3 of the Response Form, the Activity Log and the List of Supporting Evidence, in written form. An example of an Internal Assessment Front Sheet and a Response Form is given on pages 55 to 59 in *Appendix 3*. Copies of the Response Form will be available in the copy of the specification on the Edexcel website.

The Front Sheet, the Response Form and any attached supporting evidence for each student should be retained for moderation purposes. Details of external assessment procedures are in *Appendix 2*.

Description of Activity

Students will be required to identify the citizenship activity in which they have taken part on the internal assessment Front Sheet. They should indicate whether the activity was school or community based, the scope and nature of the activity, the extent of group and individual contribution to the activity and the intended outcome(s).

Response Form

The Response Form consists of four sections:

Section One: Planning

Students should record the planning process for the activity in the format that they consider to be most appropriate. (AO3: 10 marks)

Section Two: Activity Log

Students should keep a log of their activities during the activity, indicating the precise nature of the knowledge and understanding of citizenship studies involved and the nature of individual and group contribution to the activities involved. (AO1: 10 marks)

Section Three: Communication

Students should list all the individual materials and sources of evidence used in the supporting evidence for the Portfolio Evidence form in this section, eg agendas of meetings held, minutes, videos, CD ROMs, letters, overhead transparencies, Powerpoint slides, photographs, leaflets etc. Students should describe the method by which each of these materials contributed to the activity. (AO2: 10 marks)

Section Four: Evaluation

Students should evaluate the activity and assess their own contribution to the activity and the views, experiences and contributions of others. They should describe their working methods, showing how they changed during the activity. They should also describe any ways in which they would change their working methods in the light of the completed activity. (AO3: 10 marks)

Supporting evidence

The supporting evidence for the activity must be kept with the Response Forms and must be submitted with the completed Response Forms of all students whose work is required for moderation purposes. The following types of material are examples of materials which are acceptable as supporting evidence:

- extended written work
- questionnaires
- Powerpoint slides
- agendas
- minutes
- videos
- CD ROMs
- letters; photographs, banners
- web pages
- audio or written records of oral work etc.

NB: A minimum of one and a maximum of four of the above types of supporting evidence must be included with the Response Forms. Where written evidence only is supplied, a minimum of 500 words and a maximum of 1,000 words should be submitted. Where no written evidence is supplied, the material in the supporting evidence should be equivalent in terms of demand to four sides of A4 written work.

Where materials other than written materials are submitted for moderation, the materials must be submitted for moderation with the Response Forms of the students concerned. If group work is submitted on, for example, a CD ROM or video, the contribution of individual students must be identified. All supporting evidence will be returned to centres with Response Forms when the moderation procedure has been completed.

The overall scope of the citizenship activity should be such that it represents a substantial activity for students which is appropriate to its percentage of the assessment of the specification as a whole. It is essential that students demonstrate their own contributions to their chosen activity in all cases.

Citizenship activities

A wide range of school and/or community activities is appropriate as a basis for the work in Paper 2. Activities that formed part of a work experience programme may be appropriate for use as an activity for Paper 2, provided that they meet the criteria for the assessment objectives of the specification. For example, a work experience activity that enabled a student to study issues relating to employment rights and responsibilities or communities and identities could be appropriate as an activity for Paper 2. Further guidance on appropriate citizenship activities will be provided in the teachers' guide for the specification.

The following are examples of school and community activities which are acceptable as citizenship activities:

- *research activities*, for example contacting a community or voluntary organisation for information
- *group work and discussion*, for example an information-swapping activity or ranking activity on a set of opinions
- *simulation activities*, for example participation in discussion, debate and voting on an issue or campaign, and mock elections and mock trials, model United Nations assemblies and Commonwealth Heads of Government meetings
- *action*, for example organising a school display for different pupils about issues studied; organising petitions on issues that pupils feel strongly about; organising a guest speaker to talk to the class; conducting opinion surveys.

Possible community activities include, for example:

- developing a local facility into a school/community resource eg open space, woodland, wetland
- practical visits to assist elderly people
- reading projects with pupils in earlier phases of education
- liaison with police in setting up joint councils to discuss facilities for youth, vandalism etc
- education for sustainable development; creating teams for recycling paper and cans
- work-related learning support for young people with local businesses
- setting up a school radio station
- setting up joint forums with pupils with other schools to discuss, for example, improving facilities for young people
- school councils
- establishing gardens, simulated businesses etc.

The status of the specification in Wales and Northern Ireland

The specification is not directly relevant to the curriculum in Wales and Northern Ireland. Centres in Wales and Northern Ireland should consult ACCAC and CCEA.

Internal assessment marking criteria

The following criteria should be used to assess internal assessment for the specification:

Section A: Planning (AO3)

| | | |
|---------|---|--------------|
| Level 1 | for evidence that students have participated in an activity; basic evidence of role | (1-2 marks) |
| Level 2 | for evidence that students have planned an activity; description of role | (3-4 marks) |
| Level 3 | for range of evidence that students have planned an activity; clear description of role | (5-6 marks) |
| Level 4 | for range of detailed evidence that students have planned an activity; detailed description of role | (7-8 marks) |
| Level 5 | for a wide range of detailed evidence that students have planned an activity; comprehensive description of role | (9-10 marks) |

Section B: Activity Log (AO1)

| | | |
|---------|---|--------------|
| Level 1 | for evidence of simple connections between citizenship issues in relation to activity | (1-2 marks) |
| Level 2 | for elementary knowledge and understanding in making connections between citizenship activities in relation to activity | (3-4 marks) |
| Level 3 | for a sound knowledge and understanding in describing and explaining the importance and influence of citizenship activities in relation to the activity | (5-6 marks) |
| Level 4 | for detailed knowledge and understanding in describing and explaining the importance and influence of citizenship activities in relation to the activity | (7-8 marks) |
| Level 5 | for in-depth knowledge and understanding demonstrated by drawing on specific examples and explaining the meaning and importance of citizenship activities in relation to the activity | (9-10 marks) |

Section C: Communication (AO2)

| | | |
|---------|---|--------------|
| Level 1 | for basic evidence of participation in a citizenship activity | (1-2 marks) |
| Level 2 | for taking part in discussions and providing some evidence that they have taken part with others in a citizenship activity | (3-4 marks) |
| Level 3 | for discussing and interpreting evidence in a citizenship activity and presenting relevant evidence to support arguments and to make judgements | (5-6 marks) |
| Level 4 | for discussing and interpreting a range of evidence in a citizenship activity and presenting a range of relevant evidence to support arguments and to make reasoned judgements | (7-8 marks) |
| Level 5 | for discussing and interpreting a wide range of evidence in a citizenship activity and presenting a wide range of relevant evidence to support well-developed arguments and to make reasoned judgements | (9-10 marks) |

Section D: Evaluation (AO3)

| | | |
|---------|---|--------------|
| Level 1 | for some reflection on their participation in a citizenship activity | (1-2 marks) |
| Level 2 | for providing evidence that they have reflected on their participation in a citizenship activity | (3-4 marks) |
| Level 3 | for reflecting on their participation in a citizenship activity providing evidence of their ability to work with others and their ability to appreciate other viewpoints, and contributing to group decision making and the activity outcome | (5-6 marks) |
| Level 4 | for evaluating in detail their participation in a citizenship activity, providing detailed evidence of their ability to work with others and to appreciate other viewpoints, and contributing effectively to a range of group decisions and the activity outcome | (7-8 marks) |
| Level 5 | for critically evaluating their participation and that of others in a citizenship activity, providing comprehensive evidence of their ability to work with others and to appreciate other viewpoints, and assessing the effects of their participation, negotiating their roles and responsibilities and facilitating the participation of others | (9-10 marks) |

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others

Grade F

Candidates demonstrate elementary knowledge and understanding about rights and responsibilities, communities and identities, democracy and government and how these impact on societies, culture and the global community. They do this by using their knowledge to make simple connections between their understanding of citizenship issues in relation to their own and other people's lives, and their communities. They take part in discussions and can express opinions with reasons. They provide evidence that they have taken part with others in school and/or community activities, and reflected on their participation.

Grade C

Candidates demonstrate sound knowledge and understanding about rights and responsibilities, communities and identities, democracy and government and the impact these have on societies, culture and the global community. They do this by describing and explaining the importance and influence of citizenship issues in relation to their own and other people's lives, and their communities. They discuss, interpret and evaluate different responses to issues studied by presenting relevant evidence to support arguments. They demonstrate an appreciation of different points of view and use arguments to make reasoned judgements. They evaluate their participation in school and/or community activities providing evidence of their ability to work with others, and contributing effectively to group decision making and project outcomes.

Grade A

Candidates demonstrate in-depth knowledge and understanding about rights and responsibilities, communities and identities, democracy and government and the impact these have on societies, culture and the global community. They do this by drawing on specific examples and explaining the meaning and importance of citizenship issues in relation to their own and other people's lives and their communities. They discuss, interpret and evaluate a variety of different responses demonstrating an appreciation of other points of view. They recognise the complexity of issues studied, weigh up opinions and make judgements supported by a range of evidence and well-developed arguments. They critically evaluate their participation in school and/or community activities providing evidence of their ability to work with others. They show they can make a range of contributions to group decision making and assess the effects of their participation. They have negotiated their roles and responsibilities within project work groups, and facilitated the participation of others.

The wider curriculum

Key skills

This specification will provide opportunities, as appropriate, to develop the key skills of application of number, communication, information technology, improving own learning and performance, working with others and problem solving.

Examples of such opportunities are signposted throughout the specification. It is important that these opportunities fall naturally into a programme of study, and it may be that not all the examples are appropriate for all programmes. The examples offered may be adapted to suit particular situations, and it will be possible to devise many alternative opportunities and approaches. The development of key skills can enhance teaching and learning strategies and can be a stimulus to new approaches, and increase levels of student involvement.

Key skills opportunities are detailed more fully in *Appendix 1*.

Spiritual, moral, ethical, social and cultural issues

This specification contributes to an understanding of:

- **spiritual issues**, through the questions that may test knowledge and understanding of topical spiritual issues; the multi-cultural content of theme 1; the moral issues content of themes 2 and 3
- **moral and ethical issues**, through the questions that may test topical moral issues; the moral issues content of theme 2 and 3; the law content of theme 1; the globalisation and interdependence content of theme 3
- **social issues**, through the content and assessment of the whole specification
- **cultural issues**, through the questions that may test knowledge and understanding of topical cultural decisions; the content of multi-cultural Britain in theme 1; the moral issues content of themes 2 and 3; the EU and globalisation and interdependence in theme 3.

Education for citizenship

This specification provides coverage of all aspects of the Key Stage 4 Programme of Study for Citizenship.

Information and communication technology (ICT)

The use of ICT is a requirement of the Programme of Study for Citizenship. Students should be encouraged to use ICT wherever possible. A variety of applications could be used to support the qualifications, such as creating graphs and charts etc. The internet could also be used as a resource, although the credibility of the information obtained should be checked. A CD ROM may provide a more reliable source of information.

The specification allows students to produce portfolio work for the key skills areas of IT 2.1, IT 2.2 and IT 2.3, as shown in *Appendix 1*.

The use of ICT will be particularly relevant for Paper 2 Participating in Society. The following are examples of ways in which ICT can be incorporated into internal assessment:

- printouts of spreadsheets in the form of tables, charts, graphs
- annotated digital camera images
- graphics packages
- researching related information on citizenship from the internet or CD ROM to help with analysis and conclusions.

Students should bear in mind the following considerations relating to the use of ICT in internal assessment:

- it must be used appropriately
- its use must enhance the investigation
- it should be properly integrated into the finished study.

Environmental education, health and safety education and the European and global dimension

This specification makes a contribution to **environmental education** through the content and assessment of environmental issues in the content and assessment of theme 3 and the opportunity for students to choose an environmental issue for their participation in the school or community.

The specification makes a contribution to **health and safety education** through the content and assessment of Paper 1 theme 1, 'Employment Rights and Responsibilities', and Paper 2. In their study of employment rights and responsibilities students should study the importance of the regulatory and legislative framework for health and safety in the working environment and the importance of managing hazards. Health and safety education should also be covered by students who choose work experience for their participation in the community. When undertaking citizenship activities for Paper 2 Participating in Society, groups of students and individuals should be taught to consider safe working practices, to identify where relevant the hazards in their working environment and to assess whether or not the risk associated with that hazard can be managed. Students should take into account any incidents that might occur due to negligence and the relevant health and safety issues should be explored to gain an understanding of their importance. Students should be aware of the issues related to their own and others' personal safety when considering issues for Paper 1 or when taking part in a citizenship activity for Paper 2.

The specification makes a contribution to the **European dimension** through the content and assessment of the European Union in theme 3.

Textbooks and other teaching resources

Coalition for citizenship

The **Coalition for Citizenship** is a group of organisations whose key aim is to promote education for citizenship. The members are:

Centre for Citizenship Studies in Education

University of Leicester, School of Education
21 University Road
Leicester LE1 7RF

www.le.ac.uk/education/centres/citizenship/cs.html

Citizenship Foundation

Ferroners House
Shaftesbury Place (off Aldersgate St)
London EC2Y 8AA

www.citfou.org.uk

Community Service Volunteers

237 Pentonville Road
London N1 9NJ

www.csv.org.uk

Council for Education in World Citizenship

c/o CEWC CYMRU, Temple of Peace
Cathays Park
Cardiff CF10 3AP

cewc@wcia.org.uk and

CEWC Northern Ireland

Grosvenor Grammar School
Cameronian Drive
Belfast BT5 6AX

Cewcni@netscapeonline.co.uk

Foundation for Citizenship

Liverpool John Moores University
Roscoe Court, 4 Rodney Street
Liverpool L12TZ

<http://cwislivjm.ac.uk/citizen/>

Hansard Society

St Philips Building North
Sheffield Street
London WC2A 2EX

www.hansard-society.org.uk

Institute for Citizenship
62 Marylebone High Street
London W1M 3AF
www.citizen.org.uk

Other organisations

These organisations can provide information related to citizenship.

Amnesty International
99-119 Roseberry Avenue
London EC1R 4RE
www.amnesty.org.uk

BBC Educational Publishing
BBC White City
201 Wood Lane
London W12 7TS

<http://www.bbc.co.uk/education/>

British Youth Council
57 Chalton Street
London NW1 1HU
www.byc.org.uk

Careers and Occupational Information Centre (COIC)
DfEE
W4 Moorfoot
Sheffield S1 4PQ

Channel 4 Education website: www.4learning.co.uk

Charter 88
1624 Underwood Street
London N1 7JQ
www.charter88.org.uk

Children's Legal Centre
University of Essex
Wivenhoe Park
Colchester CO4 3SQ

<http://www2.essex.ac.uk/clc/>

Children's Society
Edward Rudolf House
Margery Street
London WC1X 0LJ

<http://www.the-childrens-society.org.uk/>

Civil Liberties Trust
21 Tabard Street
London SE1 4LA

<http://charitiesdirect.com/>

Commission for Racial Equality

Elliott House
10-12 Allington Street
London SW1E

www.cre.gov.uk

Consumers' Association

2 Marylebone Road
London NW1 4DX

<http://www.which.net>

DfES website: www.dfes.gov.uk/ publications address:

PO Box 5050
Sherwood Park
Annesley
Nottingham, NG15 OD

Development Education Association Centre (Birmingham)

Gillett Centre
998 Bristol Road
Selley Oak
Birmingham B29 LE

www.itiedec.org

Development Education Centre (Leeds)

153 Cardigan Road
Leeds LS6 1LJ

<http://dedu.gn.apc.org>

Education for Human Rights Network

Centre for Global Education
College of Ripon and York St John
Lord Mayor's Walk
York YO3 7EX

www.hrea.org

European Resource Centre for Schools and Colleges

Central Bureau, British Council
10 Spring Gardens
London SW1A 2BN

www.centralbureau.org.uk/resource/europe

Fairtrade Foundation

Suite 204, 16 Baldwin's Gardens
London EC1N 7RJ

www.fairtrade.org.uk

Friends of the Earth

26 Underwood Street
London N1 7JQ

<http://www.foei.org/>

Geographical Association

160 Solly Street
Sheffield S14BF

www.geography.org.uk

Global Dimension, funded by Department for International Development (DFID)

www.globaldimension.org.uk

Homeless International

Guildford House, 20 Queens Road
Coventry CV1 3EG

<http://homeless-international.org/>

Inland Revenue Education Service

PO Box 10
Wetherby
West Yorkshire LS23 7EH

<http://www.inlandrevenue.gov.uk/leaflets/schools.htm>

Kick it Out

(Kick Racism out of Football)

Business Design Centre
52 Upper Street
London N1 0QH

www.kickitout.org

Local Government Information Unit

22 Upper Woburn Place
London WC1H 0TB

www.lgiu.gov.uk

Magistrates' Association

Magistrates in the Community
28 Fitzroy Square
London W1P

<http://www.magistrates-association.org.uk>

Minority Rights Group

379 Brixton Road
London SW9 7DE

<http://www.minorityrights.org/>

National Consumer Council

20 Grosvenor Gardens
London SW1W 0DH

www.ncc.org.uk

National Curriculum for England – www.nc.uk.net

National Youth Agency

17-23 Albion Street
Leicester LE1 6GD

www.nya.org.uk

Office of Fair Trading

Field House, 15-25 Bream's Building
London EC4A 1PR

<http://www.oft.gov.uk/html/consume/consume.htm>

Operation Black Vote

16-24 Underwood Street
London N1 7JQ

www.obv.org.uk

OXFAM Education

4th Floor, Bridge Place
London SW1V 1XY

274 Banbury Road
Oxford OX2 7DZ

www.oxfam.org.uk/coolplanet/ and

Parliamentary Education Unit

Room 604
Norman Shaw Buildings (N)
London SW1A 2TT

www.explore.parliament.uk

Proshare

Tel: 0207 600 0984
<http://www.proshare.com/>

Qualifications and Curriculum Authority (QCA)

83 Piccadilly
London W1Y 7PD

www.open.gov.uk/qca

Real Game

www.realgame.com

Refugee Council

3 Bondway
London SW8 1SF

www.refugeecouncil.org.uk

Save the Children Fund

17 Grove Lane
London SE5 8RD

<http://www.oneworld.org/scf/>

Schools Council UK

57 Etchingam Park Road
Finchley
London N3 2EB

Tel: 0208 3492459

SCIP

Centre for Education and Industry
University of Warwick
Westwood
Coventry CV4 7AL

www.warwick.ac.uk/cei

Shelter

88 Old Street
London EC1V 9HU

<http://www.shelter.org.uk/>

Tidy Britain Group

Elizabeth House
The Pier, Wigan, WN3 4EX

<http://www.tidybritain.org.uk/>

Tourism Concern

Stapleton House
277-281 Holloway Road
London N7 8HN

www.tourismconcern.org.uk

TUC

Congress House
Great Russell Street
London WC1B 3LS

<http://www.tuc.org.uk/>

UK Office, Commission of European Communities

2 Queen Anne's Gate
London SW1H 9AA

<http://www.cec.org.uk/>

UNICEF-UK

55 Lincoln's Inn Fields
London WC2A 3NB

www.unicef.org.uk

Resources

Alexander T – *Citizenship Schools-a practical guide to education for citizenship and personal development* (Campaign for Learning and Southgate Publishers, 2001) ISBN 1 903107 05 9

Allen J – *Rights and Responsibilities* (SCIP)

Alton D – *Citizen Virtues* (Harper Collins, 1999) available from the Foundation for Citizenship

Arthur J and Wright D – *Teaching Citizenship in the Secondary School* (David Fulton Publishers, 2001) ISBN 1 85346

Britton F – *Active Citizenship* (Hodder and Stoughton, 2000) ISBN 0340782552

BBC – see website for relevant programmes

Brodola A and Mulligan J – *The Peer Aid Book* (Community Service Volunteers, 1999) ISBN 0 907829 74 0

- Channel 4 Education – see website for relevant programmes
- Crick B – *Essays on Citizenship* (Continuum, 2000) ISBN 0 8264 4821 6
- Culshaw C, Wales J, Clarke P and Reaich N – *Citizenship Today* Endorsed by Edexcel (Collins) Available April 2002 ISBN 0 00 713463 0
- Students' Book* ISBN 0 00 713463 0 Teachers' File and CD ROM ISBN 0 00 713464 9
- Citizenship Today* is being developed by Collins in partnership with Edexcel, to support teachers and students in introducing this specification. The full colour textbook is supported by a Teachers' File and CD ROM, and further support, including a termly update on topical issues and events, will be available at www.CollinsEducation.com
- DfEE, *Careers Education in the new curriculum; its relationship to Personal, Social and Health Education and Citizenship at Key Stages 3 and 4*, 2000, DfEE.
- DfES, *Developing a Global Dimension in the School Curriculum*, 2000, Ref DfEE 0115/2000
- Foster S – *Citizenship in Focus: Human Rights* (Ed Foster) ISBN 0 00 327347 4; *The Citizen and the Law* (Ed. West K); *Democracy in Action* (Ed Foster S) ISBN 0 00 327345 8; *Teachers' Resources* ISBN 0 00 327348 2
- Ed Foster S – *Issues, The Cross-Curricular Course for PSE* (Collins, 1992) *Issues 1* ISBN 0 00 327334 2 (Teachers' Resources 0 00 327339 3); *Issues 2* ISBN 0 00 327335 0 (Teachers' Resources ISBN 0 00327340 7); *Issues 3* ISBN 0 00 327336 9 (Teachers' Resources ISBN 0 00 327341 5); *Issues 4* ISBN 0 00 327337 7 (Teachers' Resources ISBN 0 00 327342 3) *Issues 5* ISBN 0 00327338 5 (Teachers' Resources ISBN 0 00 327343 1)
- Geographical Association – *Teaching Geography, Vol 25 No. 1 January 2000, Fairtrade*, Geographical Association
- Grimwade K, Reid A and Thompson L – *Geography and the New Agenda-Citizenship, PSHE and Sustainable Development in the Secondary Curriculum*, 2000, Geographical Association, ISBN 1 899085 85 1
- The Young Person's Passport*, Millennium Edition, (Hodder & Stoughton, 2000) ISBN 0 340 80177 8
- Local Government Information Unit – *Citizenship: Challenges for Councils*, 2000 (Local Government Information Unit)
- Mulligan J – *Taking Part*, 1995 (Community Service Volunteers) ISBN 0 907829 89 9
- Osler A (ed) – *Citizenship and Democracy in Schools-diversity, identity, equality*, 2000 (Trentham Books)
- Osler A and Starkey H – *Teacher Education and Human Rights* (David Fulton, 1996) ISBN 1 85346 406 6
- Osler A et al – *Teaching for Citizenship in Europe* (Trentham Books, 1995) ISBN 1 85856 0527
- Osler A – *Learning to Participate – human rights, citizenship and development in the local community* (Development Education Centre, 1996 (Birmingham) ISBN 0 948838 45 0
- OXFAM – *A Curriculum for Global Citizenship* (OXFAM, 1997)
- QCA and DfEE – *Citizenship – The National Curriculum for England* (HMSO, 2000) ISBN 011 370079 2
- Qualifications and Curriculum Authority (QCA) – *Education for the Teaching of Citizenship and Democracy in Schools* (QCA Ref: QCA/98/245, 1998)

Qualification and Curriculum Authority (QCA) – *Scheme of Work for Citizenship for Key Stage 3, including A Teachers' Guide* QCA 2001 ISBN: 1 85838 484 2, *Exemplar Units* and *Subject Leaflets*. A Scheme of Work for Key Stage 4 is in preparation.

Schools Council UK, Secondary Pupil Councils DIY Resource Pack, Includes training pack sponsored by DfEE and video, *Voices of Reason* 2001, product code SCUUK O10, Schools Council UK

Smart D – *Citizenship in History – A Guide for Teachers* (Stanley Thornes, 2000) ISBN 07487 5801 1

This is Citizenship 1 (foundation-laying book on the six main Citizenship Themes) ISBN 0 7915 5 (Pupils' Book) and ISBN 0 7915 7722 5 (Teachers' Resource Book)

This is Citizenship 2 (revisiting the same themes as *Citizenship 1* but at a higher level) ISBN 0 7195 7721 7 (Pupils' Book) and ISBN 0 7195 7722 5 (Teachers' Resource Book)

Thorpe T – *Charity Matters* (Directory of Social Change, 1999) ISBN 1 900360 41 1

Thorpe T and the Citizenship Foundation – *Understanding Citizenship (Books 1–3)* (Hodder & Stoughton, 2001) ISBN Book 1 0340780770, Book 2 0340780789, Book 3 0340780797

Turner D, Baker P – *Activities for Teaching Citizenship in Schools* (Kogan Page, 2000) ISBN 0749433442

Websites

www.oxfam.org.uk/coolplanet

www.citizen21.org.uk/index.html

www.shelter.org.uk

www.citifou.org.uk – The Citizenship Foundation

www.csv.org.uk – Community Service Volunteers Education for Citizenship

www.citizen.org.uk – Institute for Citizenship

www.cewc.org.uk – Council for Education in World Citizenship

www.cee.org.uk – Council for Environmental Education

www.dfes.gov.uk – Department for Education and Skills

Pupiline interactives

Pupiline.net have produced a number of interactive learning modules covering relevant citizenship topics available for an annual subscription. For further information and details of trial evaluation offers, visit www.i.pupiline.net

CD ROMs

British Countryside, Anglia Multimedia

Explore Parliament CD, Armchair Travel, Telephone number: 0207 386 5454

Support and training

Training

A programme of INSET courses covering various aspects of specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

INSET
Edexcel Foundation
Stewart House
32 Russell Square
London WC1B 5DN
Tel: 020 7758 5620
Fax: 020 7758 5950
020 7758 5951
E-mail: inset@edexcel.org.uk

Website

www.edexcel.org.uk

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found.

The website is regularly updated, and an increasing amount of support material and information will become available through it.

Edexcel Publications

Support materials and further copies of this specification can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN
Tel: 01623 467467
Fax: 01623 450481
E-mail: publications@linneydirect.com

The following support materials will be available from spring 2002 onwards:

- specimen papers
- specification guide.

Regional offices and Customer Services

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call Customer Services on 0870 240 9800.

Appendices

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Appendix 1 – Key skills

The GCSE in Citizenship Studies (Short Course) offers a range of opportunities for students to:

- develop their key skills
- generate assessed evidence for their portfolio.

In particular, the following key skills can be developed and assessed through this specification at level 1 or level 2:

- application of number
- communication
- information technology
- improving own learning and performance
- working with others
- problem solving.

Copies of the key skills specifications can be ordered from Edexcel Publications.

The individual key skills units are divided into three parts:

- Part A: what you need to know – this identifies the underpinning knowledge and skills required of the student
- Part B: what you must do – this identifies the evidence that students must produce for their portfolio
- Part C: guidance – this gives examples of possible activities and types of evidence that may be generated

This GCSE specification signposts development and internal assessment opportunities which are based on Part B of the level 2 key skills units.

The evidence generated through this GCSE will be internally assessed and contribute to the student's key skills portfolio. In addition, in order to achieve The Key Skills Qualification, students will need to take the additional external tests associated with communication, information technology and application of number. Centres should check the current position on proxy qualifications as some students may be exempt from part or all of the assessment of a specific key skill.

Each unit within the GCSE in Citizenship will provide opportunities for the development of all six of the key skills identified. This appendix identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. This appendix contains illustrative activities for each key skill that will aid development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence Edexcel has produced recording documentation which can be ordered from Edexcel Publications (see page 28).

Mapping of key skills: summary table

| Key skills (level 2) | Unit 1 (Section 1) | Unit 2 (Section 2) | Unit 3 (Section 3) | Unit 2 |
|------------------------|--------------------|--------------------|--------------------|--------|
| Application of number | | | | |
| N.1 | ✓ | ✓ | ✓ | ✓ |
| N.2 | ✓ | ✓ | ✓ | ✓ |
| N.3 | ✓ | ✓ | ✓ | ✓ |
| Communication | | | | |
| C2.1a | ✓ | ✓ | ✓ | ✓ |
| C2.1b | ✓ | ✓ | ✓ | ✓ |
| C2.2 | ✓ | ✓ | ✓ | ✓ |
| C2.3 | ✓ | ✓ | ✓ | ✓ |
| Information technology | | | | |
| IT2.1 | ✓ | ✓ | ✓ | ✓ |
| IT2.2 | | | | ✓ |
| IT2.3 | ✓ | ✓ | ✓ | ✓ |
| Working with others | | | | |
| WO2.1 | ✓ | ✓ | ✓ | ✓ |
| WO2.2 | ✓ | ✓ | ✓ | ✓ |
| WO2.3 | ✓ | ✓ | ✓ | ✓ |

| Key skills (level 2) | Unit 1 (Section 1) | Unit 2 (Section 2) | Unit 3 (Section 3) | Unit 2 |
|---|--------------------|--------------------|--------------------|--------|
| Improving own learning and performance | | | | |
| LP2.1 | ✓ | ✓ | ✓ | ✓ |
| LP2.2 | ✓ | ✓ | ✓ | ✓ |
| LP2.3 | ✓ | ✓ | ✓ | ✓ |
| Problem solving | | | | |
| PS2.1 | ✓ | ✓ | ✓ | ✓ |
| PS2.2 | ✓ | ✓ | ✓ | ✓ |
| PS2.3 | ✓ | ✓ | ✓ | ✓ |

Application of number level 2

The GCSE (Short Course) in Citizenship Studies provides opportunities for students to develop the application of number key skill and also to generate evidence for their portfolio. As well as undertaking tasks related to the three areas of evidence required students are also required to undertake a substantial activity that includes straightforward tasks. This will involve students obtaining and interpreting information, using this information when carrying out calculations, and interpreting and presenting the results of the calculations.

| Key skill portfolio evidence requirement | GCSE unit | Opportunities for development or internal assessment |
|--|-----------|--|
| <p>N2.1 Interpret information from two different sources, including material containing a graph.</p> <p>N2.1 Carry out calculations to do with:</p> <ul style="list-style-type: none"> a amounts and sizes b scales and proportions c handling statistics d using formulae. <p>N2.3 Interpret results of your calculations and present your findings. You must use at least one graph, one chart and one diagram</p> | | <p>Students are required to obtain and use the information required, selecting appropriate methods to get the necessary results, for example gathering the data for a business plan, marketing plan or planning a school trip or event.</p> <p>Students must carry out their calculations, which could relate to volumes, ratios, averages, formulae, etc, and show their methods of working. They must show how they have checked results and corrected their work as necessary.</p> <p>For example, answer questions based on statistics for the ownership of the media in the United Kingdom.</p> <p>Based on their findings, students must select effective methods of presentation, using as appropriate charts, diagrams, and tables. Students should explain how the results of their calculations meet the purpose of the activity undertaken.</p> <p>For example, write an interpretation of calculations involving the measurement of various types of information gathered during a citizenship activity.</p> |

Evidence

Student evidence for application of number could include:

- description of the substantial activity
- copies of source materials
- records of calculations showing methods used
- descriptions of findings.

Communication level 2

For the communication key skill, students are required to hold discussions and give presentations, read and summarise information, and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this GCSE specification.

| Key skill portfolio evidence requirement | GCSE unit | Opportunities for development or internal assessment |
|---|-------------|---|
| <p>C2.1a Contribute to a discussion about a straightforward subject.</p> | <p>1, 2</p> | <p>Many of the topics in this specification are suitable as the basis of a group discussion. The discussion should be about a straightforward subject. This may be a subject often met in their studies, etc and the vocabulary will be familiar. During the discussion students should make clear and relevant contributions, listen and respond to others, helping to move the discussion forward.</p> <p>For example, have a class discussion on why people living in a democracy should vote.</p> |
| <p>C2.1b Give a short talk about a straightforward subject, using an image.</p> | <p>1, 2</p> | <p>Following a period of research students could be given the opportunity to give a short talk to the rest of their group.</p> <p>During the talk students should speak clearly in a way that suits the subject and situation. They should keep to the subject. The structure of the talk should help listeners follow points made. The talk should include an image to illustrate main points clearly. Images could include, charts and diagrams, pictures or models, maps, etc.</p> <p>For example, research and then give a talk on the laws on driving.</p> |

| Key skill portfolio evidence requirement | GCSE unit | Opportunities for development or internal assessment |
|--|-------------|---|
| <p>C2.2</p> <p>Read and summarise information from two extended documents about a straightforward subject</p> <p>One of the documents should include at least one image</p> | <p>1, 2</p> | <p>Students will have a number of opportunities to read and synthesise information from two extended documents. For example, as part of their preparation for the discussion and talk, or as preparation for a piece of written work for their GCSE.</p> <p>Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.</p> <p>Students will need to select and read relevant material. From this information they will need to identify accurately the lines of reasoning and main points from the text and images. Students will then need to summarise this information in a form that suits the purpose - eg for a talk, discussion or an essay.</p> <p>For example, research how a law is made and write a report.</p> <p>For example, write an essay on, ‘The best way to solve world poverty is for the rich countries to cancel the debts of the poor countries.’</p> <p>Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages.</p> <p>The document should present relevant information in an appropriate form. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. The information in the document should be clearly structured eg through the use of headings, paragraphs, etc.</p> <p>Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.</p> <p>For example, one of the pieces from C2.2 plus internal assessment material to act as a piece of extended writing.</p> |
| <p>C2.3</p> <p>Write two different types of documents about straightforward subjects</p> <p>One piece of writing should be an extended document and include at least one image</p> | <p>1, 2</p> | <p>Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages.</p> <p>The document should present relevant information in an appropriate form. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. The information in the document should be clearly structured eg through the use of headings, paragraphs, etc.</p> <p>Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.</p> <p>For example, one of the pieces from C2.2 plus internal assessment material to act as a piece of extended writing.</p> |

Evidence

Student evidence for communication could include:

- tutor observation records
- preparatory notes
- audio/video tapes
- notes based on documents read
- essays.

Information technology level 2

When producing work for their GCSE in Citizenship Studies students will have numerous opportunities to use information technology. The internet, CD ROMs, etc could be used to collect information. Documents can be produced using relevant software and images may be incorporated in those documents. Early drafts of documents could be e-mailed to tutors for initial comments and feedback.

If students undertaking internal assessment as part of their GCSE in Citizenship Studies use information technology, they will have opportunities to generate evidence for all three sections identified in Part B of the key skills specification.

In addition, students will be able to use information technology to generate evidence for the communication key skill. For example, the extended document with images, required for C2.3, could be generated using appropriate software.

As part of their GCSE Citizenship Studies programme students may not be able to generate sufficient evidence required for this unit. For example working with numbers through the use of a spreadsheet application, or some aspects of database use. In this situation, students may use stand-alone IT sessions for development and evidence generation and/or other parts of their GCSE course.

| Key skill portfolio evidence requirement | | GCSE unit | Opportunities for development or internal assessment |
|--|---|-----------|---|
| IT2.1 | Search for and select information for two different purposes | 1, 2 | Students will need to identify suitable sources of information and effectively search for information using multiple criteria. Information selected should be interpreted and students should decide what is relevant for their purpose. For example, the work for C2.1b and C2.2 presented using images and showing research from CD ROMs or the Internet. |
| IT2.2 | Explore and develop information, and derive new information for two different purposes | 1, 2 | Students are required to bring together information in formats, such as tables, that help development. The information should be explored by, for example, changing information in a spreadsheet model. Information should also be developed and new information derived as appropriate, for example through the use of headings, tables, charts and graphs. For example, new information should be derived from, for example, comparing information from different sources, using formulae to calculate totals or averages. |

| Key skill portfolio evidence requirement | GCSE unit | Opportunities for development or internal assessment |
|---|-----------|---|
| IT2.3 Present combined information for two different purposes. This work must include at least one example of text, one example of images and one example of numbers | 1, 2 | In presenting combined information students will need to select and use appropriate layouts in a consistent way through, for example the use of margins, headings, borders, font size, etc. Layouts, etc should be refined to suit both the purpose and the needs of the audience (early drafts should be kept as portfolio evidence). The final piece of work should be suitable for its purpose and audience eg GCSE internal assessment, OHTS/handouts for a presentation, etc. The document should have accurate spelling (use of spell-checker) and have been proof-read. For example, word-processed GCSE internal assessment to cover one of the purposes. |

Evidence

Student evidence for information technology could include:

- tutor observation records
- notes of sources used
- print-outs with annotations
- draft documents.

Working with others level 2

To achieve this key skill, students are required to carry out at least two activities. One example must show that they can work in one-to-one situations and one example must show that they can work in group situations. Students will plan their work with others and confirm working arrangements; work co-operatively towards achieving identified objectives, and exchange information on progress.

| Key skill portfolio evidence requirement | GCSE unit | Opportunities for development or internal assessment |
|--|-----------|--|
| WO2.1 Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements | 1, 2 | Students should identify the objectives of working together and the tasks, resources and timescales required to meet these objectives. Information should be exchanged to clarify responsibilities. For example suggesting ways help can be given, asking what others can do, checking their own and others' responsibilities. The group needs to confirm responsibilities and working arrangements. For example produce a group report on the British taxation system. |
| WO2.2 Work co-operatively with others towards achieving identified objectives, organising tasks to meet responsibilities | 1, 2 | Students will need to organise tasks so that responsibilities can be met. For example obtaining resources, completing tasks on time, etc. Tasks should be completed accurately and safely. Co-operative ways of working should be supported through, for example, anticipating the needs of others, avoiding actions that offend, etc. Advice from others, including group members, tutor, etc should be sought when needed. For example work in pairs to produce a case for or against Britain joining the Euro. |
| WO2.3 Exchange information on progress and agree ways of improving work with others to help achieve objectives | 1, 2 | Once completed the full group needs to review outcomes against the agreed objectives. In doing this they should identify what has gone well and what has gone less well. Students should listen and respond to progress reports from others and agree ways of improving work with others to help achieve objectives. For example in a plenary session after the presentation of either WO2.1 or WO2.2, the groups could do an audit of their work and write out a plan of improvements for their next piece of co-operative activity. |

Evidence

Student evidence for working with others could include:

- tutor observation records
- preparatory notes
- records of process and progress made.

Improving own learning and performance level 2

Students will have opportunities to develop and generate evidence that meets part of the evidence requirement of this key skill.

To achieve this key skill, students will need to provide at least **two** examples of meeting the standard required. Students are also required to improve their performance through studying a straightforward subject and through learning through a straightforward practical activity. This GCSE in Citizenship Studies will provide opportunities for students to study a straightforward subject. Evidence for learning through a practical activity may come from other GCSEs in the students' programme or from enrichment activities.

Activities that generate evidence for this skill should take place over a period of a few weeks. Over the period of the activity there will be times when the students should work without close supervision. However, students should seek and receive feedback, from tutors and others, on their target setting and performance.

Any project work (including internal assessment) is a suitable learning activity and may be used to generate evidence for this key skill.

| Key skill portfolio evidence requirement | GCSE unit | Opportunities for development or internal assessment |
|--|-------------------------|---|
| <p>LP2.1 Help set short-term targets with an appropriate person and plan how these will be met.</p> <p>LP2.2 Take some responsibility for some decisions about your learning, using your plan and support from others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> • studying a straightforward subject • learning through a straightforward practical activity. | <p>1, 2</p> <p>1, 2</p> | <p>Students plan how they are to meet short-term targets with an appropriate person, eg agreeing a project with their tutor. This will include setting realistic targets and action points. Review dates with their tutor should be built into the plan for example.</p> <p>For example, the setting up of internal assessment with dates for the first draft, and targets set for keeping a log of their activities.</p> <p>The plan should be implemented with performance reviews and should include working for short periods without close supervision.</p> <p>For example, producing the log of activity and/or the first draft of the internal assessment.</p> |

| Key skill portfolio evidence requirement | GCSE unit | Opportunities for development or internal assessment |
|---|-----------|---|
| LP2.3 Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task or activity to meet the demands of a new task. | 1, 2 | For example, students should review their own progress with the help of their tutor. They should identify, with evidence, what and how they have learned and provide information on what has gone well and what has gone less well, targets met, providing evidence of achievements from relevant sources. They should identify with their tutor, action for improving their performance. For example, review LP2.2 to set new targets to produce a final draft of the internal assessment. |

Evidence

Student evidence for improving own learning and performance could include:

- tutor records
- annotated action plans
- records of discussions
- learning log
- work produced.

Problem solving level 2

Students will have opportunities to develop and generate evidence that meets part of the evidence requirement of this key skill.

To achieve this key skill, students will need to provide at least **two** examples of meeting the standard required. Students are also required to improve their performance through studying a straightforward subject and through learning through a straightforward practical activity. This GCSE in Citizenship Studies will provide opportunities for students to study a straightforward subject. Evidence for learning through a practical activity may come from other GCSEs in the students' programme or from enrichment activities.

Activities that generate evidence for this skill should take place over a period of a few weeks. Over the period of the activity there will be times when the students should work without close supervision. However, students should seek and receive feedback, from tutors and others, on their target setting and performance.

Any project work (including internal assessment) is a suitable learning activity and may be used to generate evidence for this key skill.

| Key skill portfolio evidence requirement | GCSE unit | Opportunities for development or internal assessment |
|--|-----------|---|
| <p>PS2.1 Identify the main features of a problem; come up with different ways of solving it, and decide on the best way of solving it, in consultation with others as required.</p> <p>PS2.2 Plan to solve a problem you have identified, and make changes to your plan as necessary.</p> <p>PS2.3 Use methods given to check whether a problem has been solved; describe and explain your approach and the results.</p> | 1, 2 | <p>Students can identify a particular problem, eg in carrying out a piece of class or internal assessment research, and suggest ways of solving it using a variety of resources such as the internet and the local library.</p> <p>A plan can be developed. Evidence of any alterations, as a result of discussion with their peer group, tutor and others, should be recorded.</p> <p>Students should evaluate the problem to see whether it has been solved successfully; describing the results, and the decisions taken at each stage of tackling the problem. They should identify what parts of the problem solving they dealt with well and what they dealt with not so well, and how they might tackle a similar problem differently.</p> |

Evidence

Student evidence for working with others could include:

- tutor observation records
- preparatory notes
- records of process and progress made.

Appendix 2 – Procedures for moderation of internal assessment

All centres will receive Optically-read Teacher Examiner Mark Sheets (OPTEMS) for each internally assessed component.

Centres will have the option of:

EITHER

- recording marks on an Optically-read Teacher Examiner Mark Sheet (OPTEMS), Section 1

OR

- recording marks on computer for transfer to Edexcel by means of Electronic Data Interchange (EDI), Section 2.

Sections 3 and 4 apply whichever option is selected and deal with Internal assessment Record Sheets and the sample of work required for moderation.

1 Centres using OPTEMS

- 1.1 OPTEMS will be pre-printed on three-part stationery with unit and paper number, centre details and candidate names in candidate number order. A number of blank OPTEMS for candidates not listed will also be supplied.

The top copy is designed so that the marks can be read directly by an Optical Mark Reader. It is important therefore to complete the OPTEMS carefully in accordance with the instructions below. **Please do not fold or crease the sheets.**

- 1.2 Before completing the OPTEMS please check the subject, paper and centre details, to ensure the correct sheet is being completed.
- 1.3 All candidates entered by the deadline date will be listed on the OPTEMS, except those carrying forward their centre-assessed marks from the previous year. Such candidates will be listed on a separate OPTEMS coded T for Transferred. Any OPTEMS coded T should be checked, signed to confirm the transfer, and the top copy returned to Edexcel. No mark should be entered.
- 1.4 Late entries will need to be added in pencil either in additional spaces on the pre-printed OPTEMS or on one of the blank OPTEMS which will be supplied. Please note that full details of the centre, specification/unit, paper, candidates' names and candidate numbers must be added to ALL blank OPTEMS.
- 1.5 The OPTEMS should be completed **using an HB pencil**. Please ensure that you work on a firm flat surface and that figures written in the marks box go through to the second and third copies.
- 1.6 For each candidate, first ensure you have checked the arithmetic on the Internal assessment Record Sheet, then transfer the **Total Mark** to the box of the OPTEMS labelled 'Marks' for the correct candidate (Please see exemplar).
- 1.7 Encode the component mark on the right-hand side by drawing a line to join the two dots inside the ellipses on the appropriate marks. Clear, dark **HB pencil** lines must be made but they must not extend outside the ellipses on either side of the two dots. Take care to remember the trailing zeros for candidates scoring 10, 20 etc and the leading zero for single figures, as shown.

If you make a mistake rub out the incorrect marks completely. Amend the number in the marks box and in the encoded section, but **please remember to amend separately the second and third copies** to ensure that the correct mark is clear.

Every candidate listed on the OPTEMS must have either a mark or one of the following codes in the marks box.

- a 0 (zero marks) should be entered only if work submitted has been found to be worthless. It should **not** be used where candidates have failed to submit work.
- b ABS in the marks box and an A in the encoded section for any candidate who has been absent or has failed to submit any work, even if an aegrotat award has been requested.

EXEMPLAR

Encoded section

| Candidate name | Number | Marks | | | | | | | | | | | | |
|--------------------------|--------|-------|----------------|------|------|-----------------|-----------------|------|------|------|------|------|------------------|------------------|
| NEW ALAN* <i>SP</i> | 3200 | 0 | (0) | (10) | (20) | (30) | (40) | (50) | (60) | (70) | (80) | (90) | (100) | (200) |
| OTHER AMY* <i>SP</i> | 3201 | 5 | (0) | (10) | (20) | (30) | (40) | (50) | (60) | (70) | (80) | (90) | (100) | (200) |
| SMITH JOHN <i>AW</i> | 3202 | 47 | (0) | (10) | (20) | (30) | (40) | (50) | (60) | (70) | (80) | (90) | (100) | (200) |
| WATTS MARK* <i>SP</i> | 3203 | ABS | (0) | (10) | (20) | (30) | (40) | (50) | (60) | (70) | (80) | (90) | (100) | (200) |
| STEVEN JANE <i>AW</i> | 3204 | 136 | (0) | (10) | (20) | (30) | (40) | (50) | (60) | (70) | (80) | (90) | (100) | (200) |
| JONES ANN* <i>AW</i> | 3205 | 40 | (0) | (10) | (20) | (30) | (40) | (50) | (60) | (70) | (80) | (90) | (100) | (200) |
| PATEL RAJ* <i>AW</i> | 3206 | 207 | (0) | (10) | (20) | (30) | (40) | (50) | (60) | (70) | (80) | (90) | (100) | (200) |
| WEST SARA <i>SP</i> | 3207 | ABS | (0) | (10) | (20) | (30) | (40) | (50) | (60) | (70) | (80) | (90) | (100) | (200) |

1.10 Where more than one teacher has assessed the work, the teachers' initials should be given to the right of each candidate's name as illustrated.

1.11 The authentication and internal standardisation statement on the OPTEMS must be signed. **Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking has been carried out.**

Once completed and signed the three-part sets should then be divided and despatched, or retained as follows:

- a **top copy** to be returned direct to Edexcel in the envelope provided **to be received by 1 May for the May/June examination series**. Please remember this form **must not be folded or creased**.

- b **Second copy** to be sent **with the sampled internal assessment** as appropriate (see Section 4) to the moderator. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.
- c **Third copy** to be retained by the centre

2 Centres using EDI

2.1 Marks must be recorded on computer and transmitted to Edexcel by **1 May for the May/June examination series**. They must be recorded in accordance with the specifications in the booklet ‘Formats for the Exchange of Examination Related Data using Microcomputers’. Each mark has a status as well as a value. Status codes are:

- V** – valid non-zero mark recorded; candidate not pre-selected as part of the sample for moderation
- S** – valid non-zero mark recorded and candidate included in sample for moderation (refer to OPTEMS and Section 4)
- Z** – zero mark recorded for work submitted
- N** – no work submitted but candidate **not** absent
- A** – absent for component
- M** – missing mark; no information available about the candidate’s previous performance
- F** – mark carried forward from a previous examination series. (If the mark status is ‘F’, then no mark follows.)

The OPTEMS provided will indicate, with asterisks, the candidates whose work is to be sampled, where this is pre-selected (see Section 4).

2.2 Printout

Centres are required to produce a printout of the centre-assessed marks and annotate it as described below, before forwarding it **together with the sampled internal assessment** as appropriate (see Section 4) to the moderator, **to be received by 1 May for the May/June examination series**. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

- ABS – absent
- * – sampled candidate
- ✓ – additional sampled candidates.

Where more than one teacher has assessed the work the teachers’ initials or the set number should be given beside each candidate’s name.

Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking is carried out. The following **authentication** and internal standardisation statement should be written at the bottom of the printout and signed by the teacher responsible:

'I declare that the work of each candidate for whom marks are listed is, to the best of my knowledge, the candidate's own and that where several teaching groups are involved the marking has been internally standardised to ensure consistency across groups.'

Signed Date

Centres are advised to retain a copy of the annotated printout.

3 Internal assessment Record Sheets

A copy of the Internal assessment Front Sheet and Response Form is provided on pages 44-48 for centres to photocopy. The Internal assessment Record Sheet, to be completed for each candidate, provides details for the moderator of how each candidate's total mark is reached. It is the teacher's responsibility to ensure that:

- all marks are recorded accurately and that the arithmetic is correct
- the total mark is transferred correctly onto the OPTEMS or via EDI
- any required authentication statement is signed by the candidate and/or teacher as appropriate.

Where a candidate's work is included in the sample the internal assessment record sheet should be attached to the work.

4 Sample of work for moderation

4.1 **Where the pre-printed OPTEMS is asterisked** indicating the candidates whose work is to be sampled, this work, together with the second copy of the OPTEMS, should be posted to reach the moderator by 1 May for candidates seeking certification in the summer series. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

In addition, the centre must send the work of the candidate awarded the **highest** mark and the work of the candidate awarded the **lowest** mark, if these are not already included within the initial samples selected. The centre should indicate the additional samples by means of a tick (✓) in the left-hand column against the names of each of the candidates concerned.

For all sampled work the associated record sheet must be attached to each candidate's work.

If the pre-selected sample does NOT adequately represent ALL parts of the entire mark range for the centre, additional samples in the range(s) not covered should also be sent to the moderator. As above, additional samples should be indicated by means of a tick (✓).

For centres submitting marks by EDI the candidates in the sample selected on the OPTEMS should be marked with an asterisk (*) or a tick (✓), as appropriate, on the EDI printout. The annotated printout must be sent to the moderator with the sample of work.

4.2 **Where the pre-printed OPTEMS is not asterisked and**

- **there are eleven or fewer candidates**, the internal assessment of ALL candidates together with the second copy of the OPTEMS should be posted to reach the moderator by **1 May for the May/June examination series**. The moderator's name and address will either be printed on the OPTEMS or supplied separately. The associated record sheet must be attached to each candidate's work.

- **there are more than eleven candidates**, the centre should send the second copy of the OPTEMS or the annotated EDI printout to reach the moderator by **1 May for the May/June examination series**. The moderator's name and address will either be printed on the OPTEMS or supplied separately. The moderator will advise the centre of the candidates whose work, with the associated record sheet, should be posted to him/her by return.
- 4.3 **In all cases** please note that the moderator may request further samples of internal assessment, as required and the work of all candidates should be readily available in the event of such a request.

Internal standardisation

Centres are reminded that it is their responsibility to ensure that where more than one teacher has marked the work, internal standardisation has been carried out. This procedure ensures that the work of all candidates at the centre is marked to the same standards. The statement confirming this on the OPTEMS or the EDI printout must be signed.

Appendix 3 – Internal assessment front sheet and response form

| |
|--|
| GCSE Citizenship Studies (Short Course) Paper 2: Participating in Society Internal Assessment Front Sheet |
| Centre No: |
| Centre Name: |
| Candidate No: |
| Candidate Name: |

Candidates may continue on a separate sheet if necessary for any of the following sections. Separate sheets should be attached securely to this form and should clearly list the name and number of the centre and the candidate and the section for which the separate sheet has been completed.

| |
|--|
| Description of citizenship activity |
| Describe how you participated in a school or community based activity. The activity was: <ul style="list-style-type: none"> • school-based • community based • work experience (please delete as appropriate). a) Describe the activity |
| |
| b) Describe your role |
| |
| Student's declaration: I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment and is recorded. Signature _____ Date _____ |
| Teacher's declaration I declare that the student's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and which has been identified and recorded. Signature _____ Date _____ |

GCSE Citizenship Studies (Short Course)

Response Form

Section One: Planning

Describe how you planned the different stages in your activity, describing both your contribution to the activity and the contributions, views and experiences of others.

Your Contribution:

Contribution by Others:

Planning Stages:

Section Two: Activity Log

List the separate activities in which you took part and how you revised or changed your plans at each stage. Analyse what was involved in each activity (the people involved, what you were trying to achieve etc).

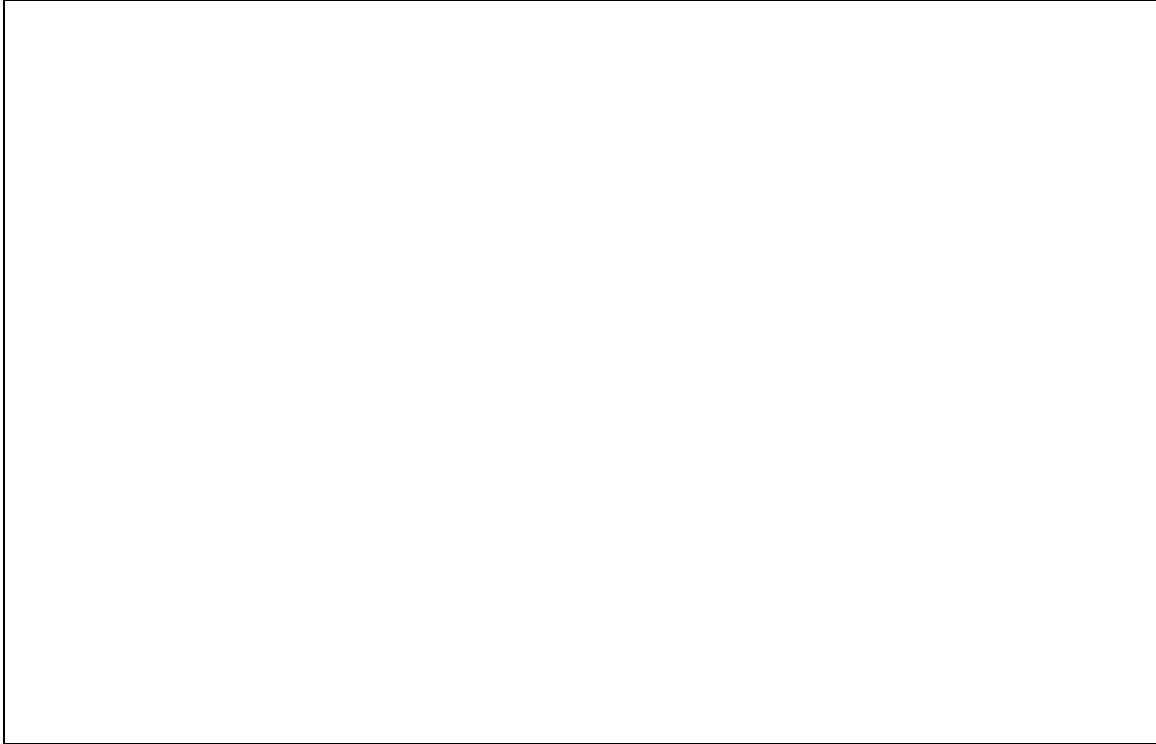
| Activity | Group/Individual | Date |
|----------|------------------|------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

This sheet may be photocopied if necessary.

Section Three: Communication

List of supporting evidence

List the support material and resources you used or produced as part of your work for the activity.

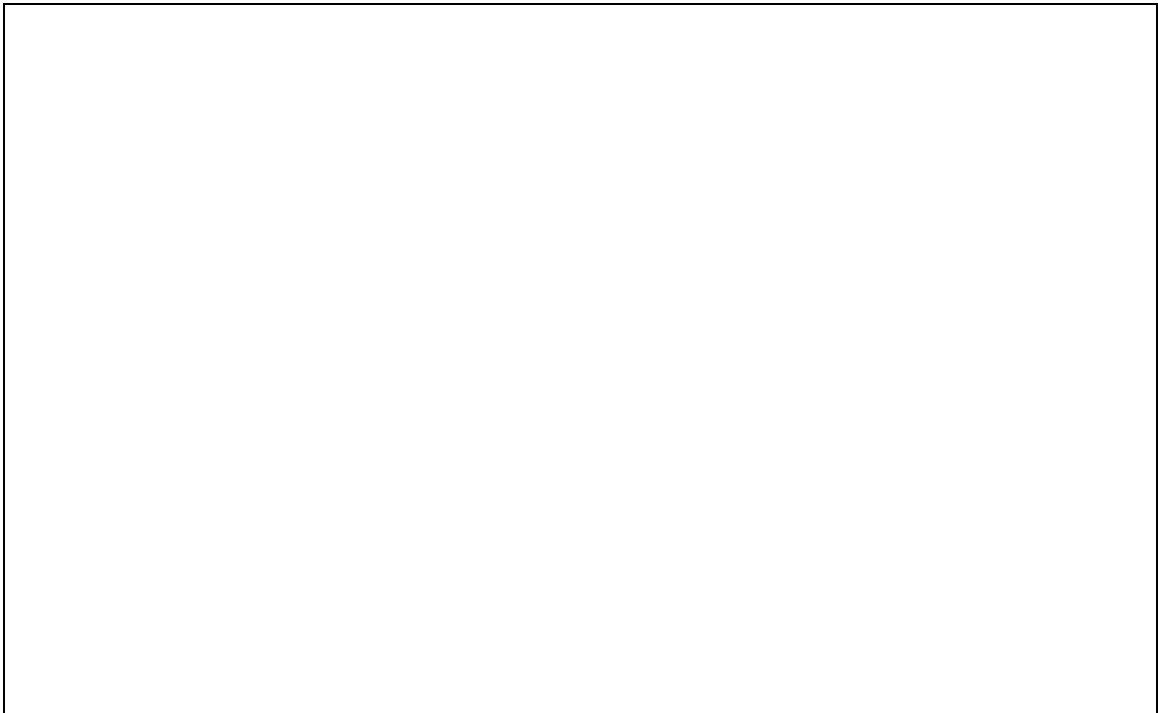


Description of how the support material and/or resources were used or produced

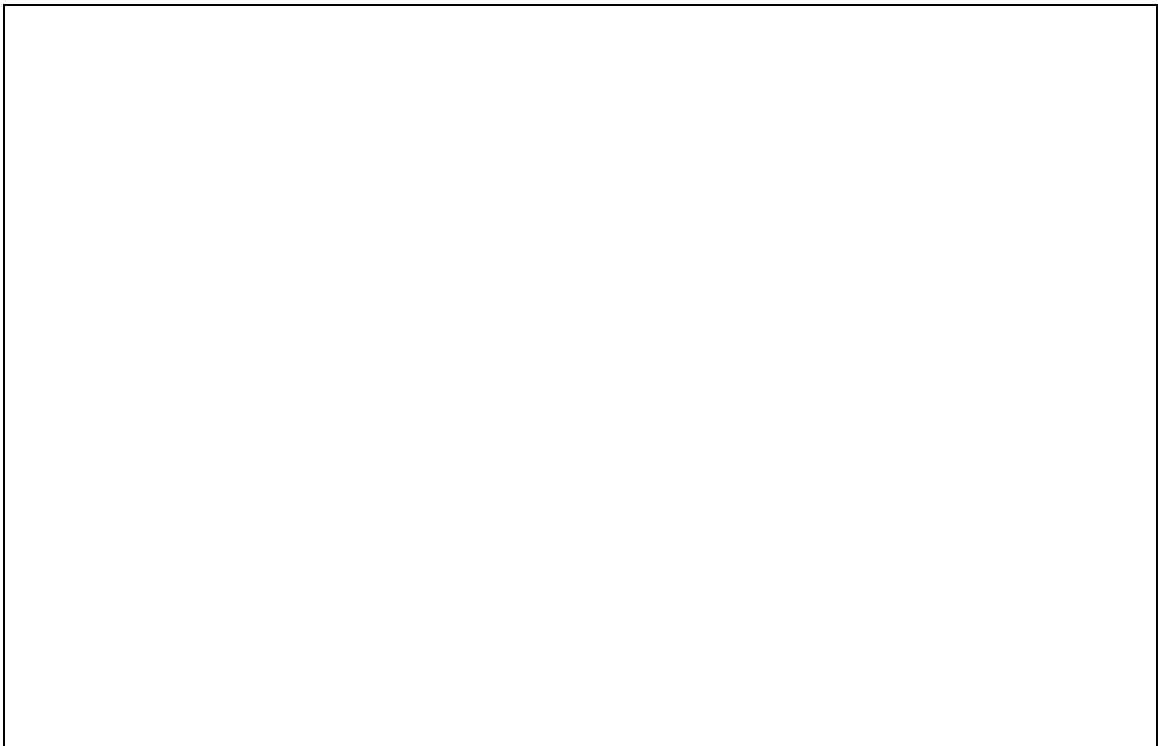


Section Four: Evaluation

Evaluation of own contribution to the activity



Evaluation of the contribution of others to the activity



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